

School Improvement Grants Application

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

CFDA Numbers: 84.377A; 84.388A



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

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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. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

For fiscal year (FY) 2009, there is \$3.546 billion available for School Improvement Grants under section 1003(g): \$546 million through the Department of Education Appropriations Act, 2009; and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. In its application for these funds, an SEA may request a waiver of the period of availability to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate school improvement funds in proportion to the funds received by the States, the Bureau of Indian Education, and the outlying areas, respectively, for the fiscal year (*e.g.*, FY 2009) under Parts A, C, and D of Title I of the ESEA.

An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B). The SEA may retain an amount not to exceed

five percent for State administration, evaluation, and technical assistance, which the Department has awarded to each SEA.

Consultation with the Committee of Practitioners

Before submitting its application for a School Improvement 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.

State Application Process

To apply for a School Improvement Grant, an SEA must submit an application to the Department. This revised School Improvement Grant application form is available on the Department's Web site at: <http://www.ed.gov/programs/sif/applicant.html>.

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

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

Electronic Submission: The Department strongly prefers to receive an SEA's School Improvement Grant application electronically. The SEA should submit it to the following address:

school.improvement.grants@ed.gov

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

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

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

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

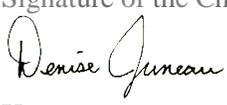
Application Deadline

Applications are due on or before **February 8, 2010**.

For Further Information

If you have any questions, please contact Dr. Zollie Stevenson, Jr. at (202) 260-0826 or by e-mail at Zollie.Stevenson@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Montana Office of Public Instruction</p>	<p>Applicant's Mailing Address:</p> <p>PO Box 202501 Helena, MT 59620</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: BJ Granbery</p> <p>Position and Office: Division Administrator and Title I Director Division of Educational Opportunity and Equity</p> <p>Contact's Mailing Address: PO Box 202501 Helena, MT 59601</p> <p>Telephone: 406-444-4420</p> <p>Fax: 406-444-3924</p> <p>Email address: bgranbery@mt.gov</p>	
<p>Chief State School Officer (Printed Name): Denise Juneau</p>	<p>Telephone: 406-444-5658</p>
<p>Signature of the Chief State School Officer:</p> <p></p> <p>X _____</p>	<p>Date: February 22, 2010</p>
<p>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.</p>	

PART I: SEA REQUIREMENTS

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

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

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.

Link to Definition: http://www.opi.mt.gov/Programs/TitlePrgms/titleia/?gpm=1_5#gpm1_10

See Attachment A for list of districts and schools in the chart below.

<u>LEA NAME, NCES ID #</u>						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE*

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

* As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

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 identified in the LEA's application and has selected an intervention for each school. **Montana Response: See response regarding capacity below and in Section C. The SEA has determined that none of the LEAs with Tier I schools (there are no Tier II schools) have the capacity to use school improvement funds to provide adequate resources and related support to Tier I schools. These LEAs will be asked to agree to the SEA providing services directly. The SEA will analyze the needs of each Tier I school as it designs and plans for those services during the development of a District Action Plan (DAP) working collaboratively with the LEA. The analysis will be summarized in the DAP. If any LEA believes it has the capacity to provide services to its schools, that LEA will complete a local application and must provide proof that a thorough needs assessment has been conducted to determine needs so that an appropriate reform model can be selected and appropriate services can be designed. The SEA will use the most recent Five Year Comprehensive Education Plan submitted by the LEA in determining capacity along with the most recent Scholastic Review conducted by an external team from OPI.**
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. **Montana Response: The LEAs in the state with Tier I schools (there are no Tier II schools) have a long history of ineffective efforts in improving student achievement and graduation rates. Each of the districts with Tier I schools are also districts in the improvement status of Corrective Action Year 7 or 8. Most of these districts have only one school (the high school) so the school and the district are the same. They may be joined to another Legal Entity district that is K-8 and share the same Board and Superintendent and may even be in the same building (one of these districts also has a Tier I grades 7-8 school and a Tier I grades K-6 school). Therefore, in these situations there is no district office that has capacity beyond what is contained in the school itself. One LEA is a K-12 Legal Entity with a high school, 7-8 school, and a K-6 school; the only difference in this situation being the single Legal Entity designation. See chart of district configurations in Section D. These are all very small districts.**

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

In order to receive the benefit of the School Improvement Grant funds, these districts must submit an initial pre-application to the SEA indicating their interest, indicate whether they agree with the SEA's determination of a lack of capacity, and whether they agree to have the SEA provide services directly. The district and local union must also agree to bargain a memorandum of understanding to the collective bargaining agreement. Both the Chairperson of the Board of Trustees and the local union President must sign the initial pre- application submitted to the SEA.

Specific criteria that will be examined in capacity determinations:

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

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). **Montana Response: An LEA that chooses to submit a local application will be required, as part of its application, to propose a budget that clearly details planned activities and costs involved. The SEA staff will compare these details and projected costs to determine adequacy of funding levels. If necessary, realistic estimations of similar interventions undertaken elsewhere will be obtained for comparison purposes. Prior to the issuance of a district application form, SEA staff will determine estimated ranges necessary for implementation of each reform model. SEA staff will use the following criteria in evaluating the budget information submitted:**

- Budget provided is within the estimated range for the reform model selected, or adequate rationale is provided for budgets outside the estimated range;
- Budget realistically estimates the cost of implementing the selected reform model for the entire grant period;
- Budget narrative clearly aligns with components of the selected reform model;
- Funding sources and amounts are provided for all three school years;
- LEA has clearly described how other resources align with and enhance the intervention model chosen.

Part 2

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

- (1) Design and implement interventions consistent with the final requirements. **Montana Response:** LEA applications will include descriptions of the design and implementation plans that will be scrutinized by the SEA review team for feasibility and evidence of thorough planning. Details of who will be responsible, by when, and what resources will be needed must be well developed with broad involvement, understanding, and buy-in by all involved parties. The Scholastic Review rubric described and linked to in Section C will be utilized in this analysis, as well as the answers to question contained in the local application. A school improvement team will be required consisting of the principal, teachers, parents, community members, and at least one district administrator. Each team member must sign off on the design and plans for interventions. The school board must review and approve the plans. Documentation that the plans are consistent with the final requirements will be scrutinized by SEA staff in the approval process and afterward through intensive monitoring. Technical assistance will be provided during the development of the application and the use of external consultants and service providers will be required. If the Transformation Model is selected, the Toolkit for Implementing the Transformation Model from CII will be utilized as well.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality. **Montana Response:** Any LEA's application is approved, technical assistance in the area of recruitment, screening, and selection of external providers will be emphasized in order to assist the LEA in contracting with external providers. Resources in the area of screening and selection of providers are available from national technical assistance centers (CII and others) and will be utilized. As providers are selected, the SEA will require the names and qualifications be submitted in the LEA application or as an amendment to the LEA application which must be approved as any other amendment must be approved by the SEA.
- (3) Align other resources with the interventions. **Montana Response:** The LEA application will require that the LEA describe how other resources will be aligned to support the reform model being implemented. Through reviewing the information provided in the LEA application and interviewing LEA and school personnel, the SEA staff will determine the sufficiency of the alignment of these other resources. Technical assistance and guidance will be provided throughout the application development period and afterward, so that LEAs keep in mind the totality of the resources available to them to implement interventions in a coordinated and integrated fashion.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. **Montana Response:** The LEA application will be scrutinized for sound plans for making any modifications to practices and policies that may be necessary. The recommendations described in Section C concerning capacity in these districts will be of paramount importance. During the implementation of the selected reform model

and interventions, the SEA will monitor closely, evaluate, and provide technical assistance and guidance in this area as well. SEA School Coaches will visit several times each month to ensure that no barriers to implementation go unaddressed.

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

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

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

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates. **Montana Response: As stated in Section B, the lack of capacity presents significant challenges for our LEAs with Tier I schools in particular due to the fact that all are very remote, isolated, small, and located on four of Montana's seven American Indian reservations. The LEAs in the state with Tier I schools (there are no Tier II schools) have a long history of ineffective efforts in improving student achievement and graduation rates. Each of the districts with Tier I schools are also districts with an improvement status of Corrective Action Year 7 or 8. Most of these districts have only one school (the high school) so the school and the district are the same. They may be joined to another Legal Entity district that is K-8 and share the same Board and Superintendent (and may even be in the same building) to form a "system". Therefore, there is no district office that has capacity beyond what is contained in the school itself. One LEA is a K-12 Legal Entity with a high school, 7-8 school, and a K-6 school; the only difference being the single Legal Entity designation. See chart of district configurations in Section D.**

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

All of these districts have high rates of turnover in administrators, clerks, and board members. Each situation will be examined in depth to make a determination as to whether the capacity exists to implement the required interventions, taking into account all of the factors mentioned here. The ability to recruit and secure new staff or administrators is certainly a problem that will have to be addressed as well. These LEAs have difficulty attracting and keeping educators under any circumstance. Four of the five systems on the list with Tier I schools are currently without a superintendent or in the midst of a change in the position.

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

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

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

The scoring rubric for each Indicator is as follows:

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

3 – Fully functioning and operational level of development and implementation

2 – Limited development or partial implementation

1 – Little or no development and implementation

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

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

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

In order to receive the benefit of the School Improvement Grant funds, these districts must submit an initial pre-application to the SEA indicating their interest, whether they agree with

the SEA’s finding of a lack of capacity, and whether they agree to have the SEA provide services directly. The district and local union must also agree to bargain a memorandum of understanding to add how SIG requirements will be incorporated into the local collective bargaining agreement. Both the Chairperson of the Board of Trustees and the local union President must sign the initial pre- application submitted to the SEA. The Chairperson of the Board of Trustees must also sign an Implementation Agreement with the SEA that is also signed by the State Superintendent of Schools.

It is highly unlikely the SEA will determine that any of these LEAs has more capacity than it demonstrates, but if that were found to be the case, the SEA would present its findings to the LEA administration and school board in order to show how capacity does exist and offer technical assistance to overcome perceived barriers. The LEA would then need to complete and submit a local application in order to be funded.

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

(1) Describe the SEA’s process and timeline for approving LEA applications. **Montana Response: The SEA will discuss capacity issues with LEAs with Tier I schools (there are no Tier II schools) during March, April, and May 2010. As stated previously, the SEA believes that all of these LEAs lack capacity and that they may agree to have the SEA provide services directly. If an LEA with one or more Tier I schools also has one or more Tier III schools, the Tier III schools will receive priority from that list and will be included in the funding along with the funding for the Tier I schools. However, the needs and funding for all Tier I schools will be addressed first. Three LEAs consist only of a single high school that is Tier I, but are part of school “systems” with LEAs that have feeder schools that are technically in another LEA, but the “systems” share a school board and a superintendent and are on the same campus (often they are housed in the same building). Tier III feeder schools such as these, will be included in the School Improvement Grant funding plans to serve the Tier I schools, so the K-12 “system” with only one school per grade span can receive the benefit of interventions to assist all the students as they progress through the system. However, only the Tier I schools will be required to implement one of the reform models with all required elements.**

This chart illustrates the LEA system configurations described above (the one K-12 district with a Tier I school, Hays-Lodge Pole, District NCES 3013660, is not shown below since the entire system, made up of one school at each grade span, is contained in a single district):

System Name	District Name	District NCES	School Name-Tier I	Related District	Related District NCES	School Name-Tier III
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Lodge Grass Public Schools	Lodge Grass H S	3017040	Lodge Grass High School	Lodge Grass Elem	3017010	Lodge Grass School K-6
Lodge Grass Public Schools				Lodge Grass Elem	3017010	Lodge Grass 7-8
Frazer Public Schools	Frazer H S	3011460	Frazer High School	Frazer Elem	3011420	Frazer Elementary K-6
Frazer Public Schools				Frazer Elem	3011420	Frazer 7-8
Lame Deer Public Schools	Lame Deer H S	3000095	Lame Deer High School	Lame Deer Elem	3016050	Lame Deer School K-6
Lame Deer Public Schools				Lame Deer Elem	3016050	Lame Deer 7-8
Pryor Public Schools	Pryor Elem	3021720	Pryor 7-8			
Pryor Public Schools	Pryor Elem	3021720	Pryor Elem School K-6			
Pryor Public Schools	Plenty Coups H S	3013360	Plenty Coups High School			

Technical assistance will be provided to the above described LEAs beginning in late February and throughout the application period. An initial pre-application period for districts with one or more Tier I schools will be opened as soon as possible in March 2010 and will remain open through March 31, 2010. It is expected that one or more LEAs with Tier I schools will indicate on the pre-application whether they agree with the SEA that they do not have the capacity to fully and effectively implement one of the reform models and that they approve of the SEA providing services directly. After the pre-application period ends, Implementation Agreements will be developed and signed with LEAs that agree to have the SEA provide services directly, and funding levels will be determined. The due date for signing the Implementation Agreements is June 1, 2010. Any LEA that chooses instead to submit a local application may do so by August 6, 2010, and those applications will be approved or disapproved as soon as possible and funding levels determined. If funds remain, an application period will be opened for other LEAs on August 11, 2010. Other LEAs may submit applications by September 30, 2010. From this group, priority will be given to LEAs with Tier III schools that feed into a system with a participating Tier I school (although the Tier III school will be in a separate district with a different Board and Superintendent) and then LEAs with other Tier III schools in Restructuring Year 6 or greater. All grant awards, if any are approvable, will be finalized by October 15, 2010. Expenditures to provide services directly to LEAs that lack capacity will begin during June 2010 (or upon SEA receipt of the federal grant award) with other LEAs that are approved (if any) receiving funding after their applications are approved in August through mid-October, 2010.

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for

its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements. **Montana Response: There are no Tier II schools, but if any LEA with a Tier I school is determined to have capacity and receives a School Improvement Grant, the LEA's annual goals for student achievement will be reviewed and approved by SEA staff during the application review and approval process. If the LEA is not making reasonable progress on meeting those goals or is not making progress on the leading indicators in section III, funding will not be renewed unless the LEA declares lack of capacity and requests and approves the SEA to provide services directly by signing an Implementation Agreement with the SEA.**

- (3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals. **Montana Response: An LEA's annual goals for student achievement for its Tier III schools will be reviewed and approved by SEA staff during the application review and approval process. If the LEA is not making reasonable progress on meeting those goals or is not making progress on the leading indicators in section III, funding will not be renewed unless the LEA declares lack of capacity and requests and approves the SEA to provide services directly by signing an Implementation Agreement with the SEA.**
- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve. **Montana Response: The SEA will monitor each LEA that receives a School Improvement Grant by conducting onsite reviews and evaluations monthly as well as semi-monthly desk reviews and phone interviews to ensure that the LEA is implementing the school intervention model fully and effectively in Tier I schools (there are no Tier II schools). SEA School Coaches will be onsite at least three days per month to monitor grant activities as well.**
- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies. **Montana Response: The first priority will be LEAs with Tier I schools only, followed by those with Tier I schools and Tier III schools that feed into them (including those from a separate legal entity that is part of the same school "system" with the same Board and superintendent). The next priority will be those LEAs with Tier III schools that feed into a Tier I school from an outlying district that is not part of the same school "system" (such as an independent K-8 district that feeds into a Tier I high school in a separate Legal Entity district that does not share the same Board and Superintendent).**
- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools. **Montana Response: LEAs with the Tier III schools described in the previous response**

will receive the highest priority. If funds remain, LEAs with only Tier III schools will receive priority for those schools in Restructuring Year 6 or greater.

- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school. **Montana Response: The SEA does not intend to take over any Tier I schools and there are no Tier II schools. The Montana Constitution vests control of public schools with the local Board of Trustees. There are no provisions in the Constitution or statute for the SEA to take over local schools or districts.**
- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.[†] **Montana Response: The SEA does intend to provide services directly to Tier I schools in the absence of a takeover if the LEA approves and signs the Implementation Agreement agreeing to such. The intervention model that the SEA intends to implement is the Transformation Model. The evidence of the LEA's approval for the SEA to provide services directly will be provided in each case as the Implementation Agreements are finalized. Currently, each of the systems with Tier I schools has submitted a signed pre-application form. Four systems have signed and submitted Implementation Agreements as of June 1, 2010. For those LEAs that approve, services will also be provided directly to their Tier III schools selected for funding support in those districts (or systems) after the needs of all Tier I schools have been met statewide.**

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

- ✓ By submitting this application, the SEA assures that it will do the following:
- ✓ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ✓ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ✓ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may

[†] 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.

have been requested and received by the SEA or an individual LEA to extend the period of availability.

- ✓ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ✓ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ✓ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ✓ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ✓ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ✓ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An 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 the State-level funds it has received from its School Improvement Grant. **Montana Response: The State-level funds the SEA has received will be used for expenses connected with traveling out to the four reservation areas where the districts with Tier I schools are located to work directly with local district and school administrators, school boards, teachers, parents, community members, and union leaders to negotiate and plan implementation of the Transformation Model in those districts that enter into a Implementation Agreement with the SEA so that the SEA may provide services directly. For any district that does not enter into an Implementation Agreement and submits an application to receive a SIG grant, funds will be used to provide technical assistance and conduct the application review. Administrative costs in the SEA such as reviewing capacity factors and reviewing and approving applications will be necessary. With the SEA providing services directly to those districts that do**

agree to the Implementation Agreement, administrative costs related to managing and accounting for the funds, including significant contracting, will also be necessary. On going evaluation and monitoring will be critical activities for the SEA to support with these funds to ensure fidelity to the intervention model and to determine that progress is being made on annual goals in student achievement and the required SIG indicators. These activities will require additional personnel, travel costs, and office space at the SEA, perhaps housing and office space on or near each reservation as well.

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

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

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

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

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

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

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

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

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their 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.
- 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 or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The State assures that, prior to submitting this request in 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 this request 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 this waiver request 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.

The State assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

MONTANA

Request for Applications for LEA School Improvement Grants

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

CFDA Numbers: 84.377A; 84.388A

Mandatory Letter of Intent to Apply for Tier I Schools Due July 9, 2010

Applications for Tier I Schools Due August 6, 2010

(Also include Tier III schools that feed into those Tier I schools within the system.)

Mandatory Letter of Intent to Apply for Other Tier III Schools Due August 20, 2010

Applications for Other Tier III Schools Due September 30, 2010

(depending on funding availability)

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

June 2010

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

GENERAL INFORMATION

DEADLINES FOR APPLICATION SUBMISSION

Mandatory Notice of Intent to Apply for Tier I Schools..... July 9, 2010
LEA SIG Application and Supplements for Tier I Schools August 6, 2010
(Including Tier III schools that feed into those Tier I schools within the same systems)
Mandatory Notice of Intent to Apply for Other Tier III Schools.....August 20, 2010
LEA SIG Application and Supplements for Other Tier III Schools...September 30, 2010

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

Submit applications electronically to: bgranbery@mt.gov

For more information, contact:

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

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

LEA School Improvement Grants 1003(g) Request for Applications

Contents

I. SCHOOL IMPROVEMENT GRANTS (SIG) REQUEST for APPLICATIONS SUMMARY

A. Purpose of the Program	3
B. Final Requirements and Guidance	3
C. Availability of Funds and Related Conditions	3
D. Mandatory Notice of Intent to Apply Required	5
E. Eligible LEAs and Schools	5
Required School Improvement Models for Tier I Schools.....	6
F. Services for Tier III Schools	7
G. Evaluation Criteria and Review Process.....	7
H. Priority for Funding.....	8
I. Reporting Requirements.....	8
J. Assurances and Waivers	8
K. Conditions of Grant award.....	8
L. Appeals Process	9
M. Technical Assistance	9
N. Timeline for Applications	9
O. Submission of Application.....	10

II. SCHOOL IMPROVEMENT GRANTS (SIG) INSTRUCTIONS & EVALUATION CRITERIA..... 12

A. Directions & Checklist	12
<input type="checkbox"/> School Improvement Plan for 2010-2011	12
SCHOOL LEVEL APPLICATION CRITERIA – Transformation Model.....	15
SCHOOL LEVEL APPLICATION CRITERIA – Turnaround Model.....	18
SCHOOL LEVEL APPLICATION CRITERIA – Restart Model	20
SCHOOL LEVEL APPLICATION CRITERIA – Closure Model.....	22
SCHOOL LEVEL APPLICATION CRITERIA – Tier III School	24

III. SCHOOL IMPROVEMENT GRANTS (SIG) REQUEST FOR APPLICATIONS NOTICE & FORMS..... 25

Mandatory Notice of Intent to Apply	25
LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION COVER SHEET	29
LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS	30
LEA SCHOOL IMPROVEMENT GRANTS 1003(g) Assurances and Waivers Signature Page.....	34

INDICATE THE CORRELATE AREA(S) IN WHICH THE STRATEGIES WILL BE IMPLEMENTED OR SERVICES WILL BE RECEIVED. 50

TURNAROUND MODEL..... 58

RESTART MODEL..... 71

CLOSURE MODEL

80

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

TRANSFORMATION MODEL..... 87
 LEA SCHOOL IMPROVEMENT GRANTS 1003(g) Assurances and Waivers Signature Page 106

TRANSFORMATION MODEL..... 111

LEA School Improvement Grants 1003(g) Request for Applications

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

A. Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. Montana has no Tier II schools. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See the Appendix for a chart summarizing the schools included in each tier.) In the Tier I schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

B. Final Requirements and Guidance

The *Final Requirements* that govern the SIG grants and the US Department of Education *Guidance on School Improvement Grants Under 1003(g) of the ESEA, Revised May 24, 2010* and published by the US Department of Education provide complete information about the program and provides answers to frequently asked questions. These documents are posted on the department website at www.ed.gov. References will be made to the "requirements" and to the "guidance" that will provide assistance in completing the grant application. Applicants are strongly encouraged to print and review these documents carefully in addition to this application packet prior to submitting a Notice of Intent to Apply for any funds under this application.

C. Availability of Funds and Related Conditions

- 1. Projected Total Available for Awards:** For state fiscal year (FY) 2010, there is up to \$10,990,512 available for three-year School Improvement Grants to LEAs under section 1003(g): \$1,691,494 through the Department of Education Appropriations Act, 2009; and \$9,299,018 through the American Recovery and Reinvestment Act of 2009 (ARRA). The total amount of funding available for the initial grant awards may be reduced by up to 25% if only a portion of Tier I schools in the state are served with these funds.

LEA School Improvement Grants 1003(g) Request for Applications

These funds are being awarded to LEAs with eligible schools by the Montana Office of Public Instruction (OPI) through a competitive grant process as described in this Request for Applications. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I and Tier III school that the LEA commits to serve, but the individual budgets for each school may vary within the total grant to the LEA. The range of grant awards will vary depending on the number of schools served, the type of intervention models chosen for Tier I schools, and the services provided to Tier III schools. LEAs can use the guidelines below to estimate typical costs of services per model for a school of 100 students. Schools may need more or less funding depending on the size or the costs of the strategies to be implemented in the chosen model.

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

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

- 2. Grant Period:** FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2013, based on OPI's decision to seek a waiver from the US Department of Education to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

Initial grant awards will be for the 2010-2011 school year. Funding in subsequent years will be dependent upon the school's meeting or making progress toward the annual goals specified in the LEA's application for the school and in the leading indicators as defined in the reporting metrics in III.A.3 of the final requirements.

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

LEA School Improvement Grants 1003(g) Request for Applications

D. Mandatory Notice of Intent to Apply Required

In order to determine the expected applications and amount of funding that LEAs will be requesting, the OPI is requiring a mandatory Notice of Intent to Apply to be submitted by July 9, 2010. This notice requires an LEA with Tier I schools and Tier III schools that feed into the Tier I schools, to list the Tier I and III schools that it commits to serve, if funding is available. The OPI will use that information to determine how many Tier I schools may be able to be served and the amount of funding, if any, that will be available to serve Tier III schools in those districts. The OPI will provide additional guidance to districts related to the possible amounts of funding available prior to submission of final applications. The Notice of Intent for serving only Tier III schools must be submitted by August 20, 2010.

E. Eligible LEAs and Schools

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

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

LEA School Improvement Grants 1003(g) Request for Applications

Required School Improvement Models for Tier I Schools

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

Turnaround Model Overview

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

Transformation Model Overview

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

LEA School Improvement Grants 1003(g) Request for Applications

Restart Model Overview

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

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

Closure Model Overview

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

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

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

F. Services for Tier III Schools

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

G. Evaluation Criteria and Review Process

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

LEA School Improvement Grants 1003(g) Request for Applications

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

H. Priority for Funding

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

I. Reporting Requirements

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

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

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

J. Assurances and Waivers

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

K. Conditions of Grant award

Evaluation of Grantee performance / continuation of funding:

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

LEA School Improvement Grants 1003(g) Request for Applications

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

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

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

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

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

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

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

L. Appeals Process

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

M. Technical Assistance

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

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

N. Timeline for Applications

RFA Released (tentative date, dependent upon US ED approval) June 25, 2010

Notice of Intent to Apply for Tier I Schools (and their Tier III Feeder Schools) Due July 9, 2010

LEA Application for Tier I and their Tier III Feeder Schools Due August 6, 2010

LEA School Improvement Grants 1003(g) Request for Applications

Notification to Districts of Availability of Funds for Other Tier III Schools.....	August 11, 2010
Notice of Intent to Apply for other Tier III Schools.....	August 20, 2010
LEA Application for Other Tier III Schools (depending on funding availability).Due Sept. 30, 2010	
Grant Review Period.....	August to mid-October 2010
Notice of Intent to Award for Tier I with Tier III Feeder Schools	August 13, 2010
Notice of Intent to Award for Other Tier III Schools.....	October 15, 2010
Grant Funding Begins for Tier I and their Tier III Feeder Schools	September 1, 2010
Grant Funding Begins for Other Tier III Schools.....	November 1, 2010
Implementation of School Improvement model begins.....	Fall, 2010

O. Submission of Application

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

bgranbery@mt.gov

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

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

BJ Granbery, Title I Director/Division Administrator

Montana Office of Public Instruction

PO Box 202501

Helena, MT 59620-2501

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

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LEA School Improvement Grants 1003(g) Request for Applications

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

A. Directions & Checklist

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

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

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

LEA School Improvement Grants 1003(g) Request for Applications

B. LEA Application Evaluation Criteria

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

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

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

LEA provided documentation of appropriate consultation with stakeholders and has submitted a signed cover page and assurances & waivers page.	0	1	3	5
TOTAL POINTS POSSIBLE	55			

LEA School Improvement Grants 1003(g) Request for Applications

SCHOOL LEVEL APPLICATION CRITERIA – Transformation Model

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

<i>Transformation Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2010-2011 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
Implementation of Transformation Model				
(1) Developing Teacher & Leader Effectiveness – Required Activities				
(A) Replace the principal who led the school prior to commencement of the transformation model.	0	1	3	5
(B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. Replace the principal who led the school prior to commencement of the transformation model.	0	1	3	5
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	0	1	3	5

LEA School Improvement Grants 1003(g) Request for Applications

(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	0	1	3	5
(2) Comprehensive Instructional Reform Strategies – Required Activities				
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	0	1	3	5
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
(3) Increasing Learning Time – Required Activities				
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in the final regulations).	0	1	3	5
(B) Provide ongoing mechanisms for family and community engagement.	0	1	3	5
(4) Providing Operational Flexibility and support – Required Activities				
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.	0	1	3	5
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	0	1	3	5
Transformation Model – Permissible Activities				
All permissible activities have been described completely and are aligned with and enhance the model.	0	1	3	5
Budget & Resources				
Budget provided is within the estimated range for the transformation model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the transformation model for the entire grant period.	0	1	3	5
Budget clearly aligns with components of transformation model.	0	1	3	5
Funding sources and amounts are provided for all three school years.	0	1	3	5

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

LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
TOTAL POINTS POSSIBLE	135			

LEA School Improvement Grants 1003(g) Request for Applications

SCHOOL LEVEL APPLICATION CRITERIA – Turnaround Model

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

<i>Turnaround Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2010-2011 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
Implementation of Turnaround Model				
Required Activities				
(i) Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform.	0	1	3	5
(ii) Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model.	0	1	3	5
(iii) Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	0	1	3	5

LEA School Improvement Grants 1003(g) Request for Applications

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	0	1	3	5
(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	0	1	3	5
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
(viii) Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in the final regulations).	0	1	3	5
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.	0	1	3	5
All permissible activities have been described completely and are aligned with and enhance the model.	0	1	3	5
Budget & Resources				
Budget provided is within the estimated range for the turnaround model, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the turnaround model for the entire grant period.	0	1	3	5
Budget clearly aligns with components of turnaround model.	0	1	3	5
Funding sources and amounts are provided for all three school years.	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
TOTAL POINTS POSSIBLE	125			

LEA School Improvement Grants 1003(g) Request for Applications

SCHOOL LEVEL APPLICATION CRITERIA – Restart Model

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

<i>Restart Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen has shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2010-2011 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
LEA has clearly described reasonable & achievable goals for the school in reading/language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
Implementation of Restart Model				
LEA converts a school or closes and reopens under a charter school operator.				
Required Activities				
LEA has clearly described how it will engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate that its strategies are research-based.	0	1	3	5
LEA has described how it will require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with the Montana essential learning expectations.	0	1	3	5

LEA School Improvement Grants 1003(g) Request for Applications

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

LEA School Improvement Grants 1003(g) Request for Applications

SCHOOL LEVEL APPLICATION CRITERIA – Closure Model

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

<i>Closure Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
Analysis of all required data is provided (CRTs, attendance & grad rates, ELP assessment).	0	1	3	5
Additional data has been analyzed.	0	1	3	5
Needs identified from data provided match data analysis provided.	0	1	3	5
Intervention model chosen has shows likelihood of addressing identified needs.	0	1	3	5
LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2010-2011 school year.	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier I schools that receive SIG funds.	0	1	3	5
Implementation of Closure Model				
LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.				
Required Activities				
LEA has described the process by which the district will close the school.	0	1	3	5
LEA has described how parents and community members will be notified and involved in the decision for school closure.	0	1	3	5
LEA described how it will decide which other schools are in reasonable proximity to the closed school in order to receive its former students.	0	1	3	5
LEA described how it will decide which of the nearby schools are higher achieving than the closed school.	0	1	3	5
LEA described how it will assure that all former students are allowed to be enrolled in a new school.	0	1	3	5
LEA described in what ways parents will be notified of the school closure and of their children's new school destination.	0	1	3	5
Budget & Resources				
Budget provided is within the estimated range for the closure model, or adequate rationale is provided for budgets outside the estimated	0	1	3	5

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

range.				
Budget realistically estimates the cost of implementing the closure model.	0	1	3	5
Budget clearly aligns with components of closure model.	0	1	3	5
Funding sources and amounts are provided for 2010-2011 (and 2011-2012, if necessary)..	0	1	3	5
LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
TOTAL POINTS POSSIBLE	100			

LEA School Improvement Grants 1003(g) Request for Applications

SCHOOL LEVEL APPLICATION CRITERIA – Tier III School

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

<i>Tier III School Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
Strategies Address Needs				
Strategies to be implemented or services to be received address one or more of the nine Montana Correlates of Effective Schools.	0	1	3	5
Strategies to be implemented or services to be received shows likelihood of addressing identified needs in the School Improvement Plan.	0	1	3	5
Goals & Monitoring				
LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
LEA has clearly described how it will monitor the progress of its Tier III schools that receive SIG funds.	0	1	3	5
Budget & Resources				
Budget provided is within the estimated range for Tier III schools, or adequate rationale is provided for budgets outside the estimated range.	0	1	3	5
Budget realistically estimates the cost of implementing the strategies for the entire grant period.	0	1	3	5
Budget clearly aligns with strategies or services described.	0	1	3	5
Priority Points				
School feeds into a Tier I school (within the system or from another system).				10
School was designated for any level of Restructuring for 2009-2010.				10
TOTAL POINTS POSSIBLE (before priority points)	35			

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

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

MANDATORY NOTICE OF INTENT TO APPLY

**LEA SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) ESEA
FOR SCHOOL YEAR 2010-2011**

**FORM DUE JULY 9, 2010 (FOR TIER I WITH TIER III FEEDER SCHOOLS IN SAME SYSTEM)
FORM DUE AUGUST 20, 2010 (FOR OTHER TIER III SCHOOLS)**

District: _____

District Contact: _____

Phone: _____

Email: _____

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

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

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

LEA School Improvement Grants 1003(g) Request for Applications

Districts will be notified by August 11, 2010 of the anticipated funding, if any, that will be available to serve Other Tier III schools based on the number of Tier I schools and Tier III feeder schools in the same system projected for funding. This form can be mailed, faxed or emailed to:

BJ Granbery, Title I Director/Division Administrator

Montana Office of Public Instruction

PO Box 202501

Helena, MT 59601-2501

bgranbery@mt.gov

FAX: 406-444-3924

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

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

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

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

District Name: _____

Address: _____

City: _____ **State:** MT **Zip:** _____

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

Contact Name: _____

Position: _____

Address: _____

City: _____ **State:** MT **Zip:** _____

Phone: _____ **FAX:** _____

Email: _____

District Signature

District Superintendent (Printed Name):

Telephone:

X

Signature of the Superintendent:

Date:

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

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

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION ELEMENTS**

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

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

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



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

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

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

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

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

LEA School Improvement Grants 1003(g) Request for Applications

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

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

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

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

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

LEA School Improvement Grants 1003(g) Request for Applications

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

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

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

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

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

B.8. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I schools.

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

LEA School Improvement Grants 1003(g) Request for Applications

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

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 and Tier III school it commits to serve.

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

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

Attach a complete budget for each school for all three years, 2010-2011, 2011-2012, and 2012-2013 for which SIG funding is requested. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget Form provided with this application package.

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

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

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

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

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

The LEA assures that it will—

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

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

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

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

Name & Title of Authorized Representative

Signature of Authorized Representative

Date

Appendix

Montana's Definition of Persistently Lowest Achieving Schools

Resource: U.S. Department of Education's guidance document - *Frequently Asked Questions concerning Phase II of the State Fiscal State Stabilization Fund, Dated 12/1/2009*

Montana defines *Persistently Lowest Achieving Schools* as any Title I schools in improvement, corrective action, or restructuring that rank in the lowest five percent of these schools based on the percentage of students scoring At or Above Proficiency in Reading and Math using three years of assessment data. The following steps detail the process utilized to produce the list of *Persistently Lowest Achieving Schools*.

Step 1: Montana determined all relevant definitions. The definition of "secondary school" is any high school serving grades 9 through 12. The definition of "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent is three years. The definition of a "number of years" for purposes of determining "lack of progress" on the State's assessments is three years.

Step 2: Montana determined the number of schools that make up five percent or five schools (whichever is greater) in each of the relevant sets of schools (Title I schools in improvement, corrective action, or restructuring) as the count of seven which is five percent of the total number in the set. Montana determined there are no secondary schools that are eligible for but do not receive, Title I funds.

Step 3: Montana determined the method for calculating combined English/language arts and mathematics proficiency rates for each school (see B-V-16).

The Single Percentage Method was used as defined in the U.S. Department of Education guidance.

Step 4: Montana determined the method for determining "lack of progress" by the "all students" group on the State's assessments (see B-V-17).

The Lowest Achieving Over Multiple Years was used as defined in Example 1 on page 27 of the U.S. Department of Education guidance. Using this method, Montana repeated the Single Percentage Method in Step 3 for two previous years for each school, and then selected the five percent of schools with the lowest combined percent proficient based on three years of data to define the persistently lowest-achieving schools in the State.

Step 5: Montana determined that no weights would be assigned to academic achievement of the "all students" group or to lack of progress on the State's assessments.

Step 6: Montana determined that no weights would be assigned to elementary schools or secondary schools.

Step 7: Using the process identified in Step 3, Montana ranked the Title I schools in improvement, corrective actions, or restructuring from highest to lowest based on the academic achievement of the "all students" group.

Step 8: Using the process identified in Step 4, Montana applied the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, Montana started with the school at the bottom of the list and counted up to the number seven as determined in Step 2 to obtain the list of the lowest-achieving five percent Title I schools in improvement, corrective action, or restructuring.

Step 10: Montana examined the Title I high schools in improvement, corrective action, or restructuring to determine if any had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

The only Title I high school in improvement, corrective action, or restructuring that has consistently had a graduation rate of less than 60% was already identified in Step 9.

Step 11: There were no high schools identified in Step 10 to add to the list of schools identified in Step 9.

Steps 12 - 15: There are no secondary schools in Montana that are eligible for, but do not receive, Title I funds.

The list of schools resulting from Step 11 will constitute the Tier I schools and there are no schools resulting from Steps 12 – 15 to constitute the Tier II schools for purposes of using school improvement funds under section 1003(g) of the ESEA. All Title I participating schools in improvement, corrective action, or restructuring that are not on the list resulting from Step 11 will constitute Tier III schools for purposes of using school improvement funds under section 1003(g) of the ESEA.

In summary these are the methods that Montana used to produce its list of *Persistently Lowest Achieving Schools*.

Tier I: Lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring, obtained by:

Ranking the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on academic achievement of the “all students” groups;

Applying lack of progress to the rank order list; and

Counting up from the bottom of the list.

Plus Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate less than 60 percent over a number of years (to the extent not already included).

Tier II: There are no secondary schools that are eligible for, but do not receive, Title I funds.

Montana examined the use of the flexibility (announced in the January 15, 2010 letter to Chief State School Officers from Dr. Thelma Melendez de Santa Ana) to identify newly eligible schools as Tier I, II, or III and discovered that no additional schools could be added to Montana’s lists for purposes of using school improvement funds under section 1003(g) of the ESEA.

Anaconda H S, NCES ID #3002030						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Anaconda High School	00015			x		
Arlee Elem, NCES ID #3002220						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Arlee 7-8	00900			x		
Arlee Elementary	00019			x		
Ashland Elem, NCES ID #3000008						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Ashland 7-8	01051			x		
Ashland School	00023			x		
Belgrade Elem, NCES ID #3003290						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Belgrade Intermediate	00295			x		
Billings Elem, NCES ID #3003870						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Beartooth School	01092			x		
Riverside 7-8	00903			x		
Lewis & Clark 7-8	00870			x		
Ponderosa School	00079			x		
Orchard School	00077			x		
Newman School	00075			x		
McKinley School	00072			x		
Burlington School	00065			x		
Billings H S, NCES ID #3003900						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Billings Sr High School	00090			x		
Box Elder Elem, NCES ID #3004440						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Box Elder School	00103			x		
Bozeman Elem, NCES ID #3004560						

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whittier School	00110			x		
Brockton Elem, NCES ID #3005010						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Barbara Gilligan 7-8	01046			x		
Barbara Gilligan School	00124			x		
Brockton H S, NCES ID #3005040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Brockton High School	00125			x		
Browning Elem, NCES ID #3005140						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Browning Middle School	00872			x		
Vina Chattin School	00134			x		
Napi School	00132			x		
Browning H S, NCES ID #3005190						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Browning High School	00136			x		
Butte Elem, NCES ID #3005280						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
West Elementary School	00906			x		
East Middle School	00905			x		
Butte H S, NCES ID #3005310						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Butte High School	00156			x		
Colstrip Elem, NCES ID #3007050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Pine Butte Elementary Sch	00873			x		
Columbia Falls Elem, NCES ID #3007110						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible

Ruder Elementary	00198			x		
Columbia Falls Grade 6	00197			x		
Columbia Falls 7-8	00195			x		
Corvallis K-12 Schools, NCES ID #3007410						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Corvallis High School	00215			x		
Cut Bank Elem, NCES ID #3000003						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Cut Bank 7-8	00234			x		
Cut Bank Elementary	00233			x		
Deer Lodge Elem, NCES ID #3008670						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
E F Duvall 7-8	00246			x		
Dillon Elem, NCES ID #3008910						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Parkview School	00257			x		
Dodson Elem, NCES ID #3009090						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Dodson School	00260			x		
Eureka Elem, NCES ID #3010080						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Eureka 7-8	01000			x		
Fairview Elem, NCES ID #3010210						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Fairview School	00282			x		
Flathead H S, NCES ID #3015420						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Glacier High School	00358			x		

Florence-Carlton K-12 Schls, NCES ID #3011100						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Florence-Carlton HS	00301			x		
Forsyth Elem, NCES ID #3011160						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Forsyth Elementary School	00303			x		
Forsyth H S, NCES ID #3011190						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Forsyth High School	00304			x		
Frazer Elem, NCES ID #3011420						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Frazer 7-8	01072			x		
Frazer Elementary	00310			x		
Frazer H S, NCES ID #3011460						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Frazer High School	00311	x				
Glendive Elem, NCES ID #3012510						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Washington Middle School	00952			x		
Great Falls Elem, NCES ID #3013040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
East Middle School	00882			x		
Longfellow School	00363			x		
Great Falls H S, NCES ID #3013050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Great Falls High School	00380			x		
Hamilton K-12 Schools, NCES ID #3013260						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Daly School	00384			x		

Hardin Elem, NCES ID #3013310						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hardin Intermediate	00395			x		
Hardin Middle School	00394			x		
Crow Agency School	00392			x		
Hardin H S, NCES ID #3013340						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hardin High School	00397			x		
Harlem Elem, NCES ID #3013395						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Harlem 7-8	00909			x		
Harlem Elementary School	00399			x		
Harlem H S, NCES ID #3013400						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Harlem High School	00400			x		
Havre Elem, NCES ID #3013560						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Sunnyside School	00410			x		
Lincoln-McKinley School	00409			x		
Havre Middle School	00406			x		
Havre H S, NCES ID #3013590						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Havre High School	00411			x		
Hays-Lodge Pole K-12 Schls, NCES ID #3013660						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hays-Lodge Pole 7-8	00934			x		
Hays-Lodge Pole High Sch	00413	x				
Lodge Pole School	00097			x		
Heart Butte K-12 Schools, NCES ID #3000099						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible

Heart Butte 7-8	01031			x		
Heart Butte High School	00924			x		
Heart Butte Elementary	00414			x		
Helena Elem, NCES ID #3000005						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Helena Middle School	00885			x		
Bryant School	00416			x		
Broadwater School	00415			x		
Helena H S, NCES ID #3013830						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Helena High School	00430			x		
Hellgate Elem, NCES ID #3013860						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hellgate Middle School	01010			x		
Lower Grade Hellgate	00432			x		
Jefferson H S, NCES ID #3015120						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Jefferson High School	00461			x		
Kila Elem, NCES ID #3015570						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Kila School	00480			x		
Lame Deer Elem, NCES ID #3016050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lame Deer 7-8	01049			x		
Lame Deer School	00494			x		
Lame Deer H S, NCES ID #3000095						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lame Deer High School	00137	x				
Laurel Elem, NCES ID #3016200						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible

West School	00499			x		
Fred W Graff School	00497			x		
Libby K-12 Schools, NCES ID #3016530						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Libby High School	00518			x		
Libby Elementary School	00512			x		
Lincoln County H S, NCES ID #3016770						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lincoln Co High School	00521			x		
Lincoln K-12 Schools, NCES ID #3016810						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lincoln 7-8	00996			x		
Livingston Elem, NCES ID #3016880						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Sleeping Giant Middle Sch	01021			x		
Lockwood Elem, NCES ID #3016950						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lockwood Middle School	00912			x		
Lodge Grass Elem, NCES ID #3017010						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lodge Grass 7-8	00931			x		
Lodge Grass School	00533			x		
Lodge Grass H S, NCES ID #3017040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lodge Grass High School	00534	x				
Miles City Elem, NCES ID #3018410						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Washington 7-8	00561			x		

Missoula Elem, NCES ID #3018570						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lowell School	00574			x		
Lewis & Clark School	00572			x		
Porter Middle School	00565			x		
Missoula H S, NCES ID #3018540						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Big Sky High School	00824			x		
Hellgate High School	00562			x		
Plenty Coups H S, NCES ID #3013360						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Plenty Coups High School	00398	x				
Polson Elem, NCES ID #3021060						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Linderman School	00631			x		
Cherry Valley School	00630			x		
Polson H S, NCES ID #3021090						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Polson High School	00633			x		
Poplar Elem, NCES ID #3021240						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Poplar 5-6 School	01044			x		
Poplar School	00637			x		
Poplar 7-8	00636			x		
Poplar H S, NCES ID #3021270						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Poplar High School	00638			x		
Pryor Elem, NCES ID #3021720						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Pryor 7-8	00930	x				
Pryor Elem School	00647	x				

Rocky Boy Elem, NCES ID #3022750						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Rocky Boy 7-8	00986			x		
Rocky Boy School	00666			x		
Rocky Boy H S, NCES ID #3028911						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Rocky Boy High School	01086			x		
Ronan Elem, NCES ID #3022790						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
K William Harvey Elem	00669			x		
Ronan Middle School	00668			x		
Pablo Elementary	00667			x		
Ronan H S, NCES ID #3022800						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Ronan High School	00670			x		
Shelby H S, NCES ID #3023910						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Shelby High School	00694			x		
St Ignatius K-12 Schools, NCES ID #3006110						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
St Ignatius Middle School	00994			x		
Stevensville Elem, NCES ID #3025020						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Stevensville 7-8	00718			x		
Stevensville H S, NCES ID #3025050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Stevensville High School	00720			x		
Target Range Elem, NCES ID #3025890						

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Target Range School	00734			x		
Thompson Falls Elem, NCES ID #3026070						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Thompson Falls 7-8	01052			x		
Thompson Falls Elem Schl	00737			x		
Three Forks Elem, NCES ID #3026160						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Three Forks Elem School	00740			x		
Troy Elem, NCES ID #3026550						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Troy 7-8	00999			x		
W F Morrison School	00748			x		
Whitefish H S, NCES ID #3027790						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whitefish High School	00775			x		
Whitehall Elem, NCES ID #3027810						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whitehall Elementary	00777			x		
Wolf Point Elem, NCES ID #3028590						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Wolf Point 7-8	00798			x		
Southside School	00797			x		
Northside School	00796			x		
Wolf Point H S, NCES ID #3028620						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Wolf Point High School	00799			x		
Wyola Elem, NCES ID #3028800						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible

Wyola School	00804			x		
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Individual School Plan for Tier III Schools

School Name: _____

District: _____

Principal's Name: _____ **Phone: (406)** _____

Principal's Email: _____ **Fax: (406)** _____

Submit this Tier III Supplement along with the School Improvement Plan for this school for 2010-2011 with the LEA SIG Application.

ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and/or graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals in order to determine continued funding under 1003(g). These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

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

BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for all years (up to three) that will be covered by SIG 1003(g) funds as well as any anticipated funding from School Improvement funds under 1003(a). The LEA may provide the services from the LEA budget or may allocate the funding to the school. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

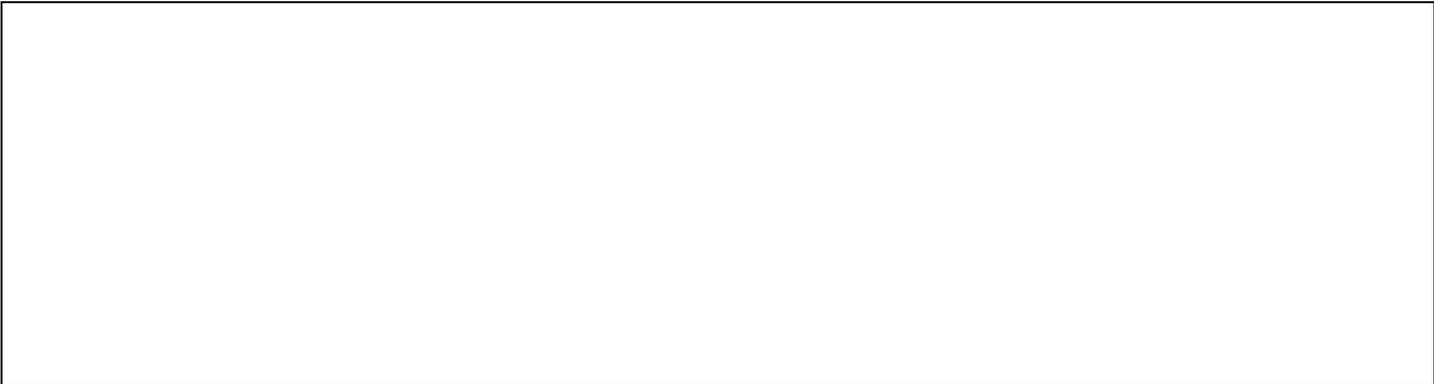
Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				

SERVICES TO BE RECEIVED

Indicate the Correlate area(s) in which the strategies will be implemented or services will be received.

	<p>Correlate 1: Curriculum The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.</p>
	<p>Correlate 2: Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p>
	<p>Correlate 3: Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p>
	<p>Correlate 4: School Culture The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</p>
	<p>Correlate 5: Student, Family and Community Support: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.</p>
	<p>Correlate 6: Professional Growth, Development, and Evaluation The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</p>
	<p>Correlate 7: Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.</p>
	<p>Correlate 8: Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.</p>
	<p>Correlate 9: Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.</p>

Briefly describe the services to be received or the activities that will be provided with the 1003(g) funds. (The detail of the activities or services should be evident in the School Improvement Plan.)



Applicant Name: _____
 Application Year: _____

Legal Entity: _____
 School Name: _____

Total Allocation Available for Budgeting \$ _____

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

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

- (A) Total Allocation Available for Budgeting \$ _____
- (B) Budgeted Property & Equipment Cost (Object 700) \$ _____
- (C) Allowable Direct Costs (A-B) \$ _____
- (D) Indirect Cost Rate % _____
- (E) Maximum Indirect Cost (C*D/1+D) \$ _____

- (F) Total budgeted above \$ _____
- (G) Budgeted Indirect Cost \$ _____
- (H) Total budget (F+G) \$ _____

Allocation Remaining \$ _____

Individual School Plan For Tier I Schools *Turnaround Model*

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

Math					
Graduation Rate					

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

TURNAROUND MODEL

Required Activities

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

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

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

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

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

instructional program, and will be geared to the specific needs within this school?

What barriers exist to implementing these professional development strategies and how will these be overcome?

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

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

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

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

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

Permissible Activities

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

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

Individual School Plan For Tier I Schools *Restart Model*

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

Graduation Rate					
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B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

RESTART MODEL

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

Individual School Plan For Tier I Schools *Closure Model*

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

Graduation Rate	N/A	N/A			
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B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

CLOSURE MODEL

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and for 2010-2011 that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

Other:

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

Other Resource	Describe how it aligns with and enhances intervention

Individual School Plan For Tier I Schools *Transformation Model*

School Name: _____	Tier: I _____
District: _____	Intervention : _____
Principal's Name: _____	Phone: (406) _____
Principal's Email: _____	Fax: (406) _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

TRANSFORMATION MODEL

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

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

(i) Required Activities

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

Milestones/Assessment/Evidence:

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

Milestones/Assessment/Evidence:

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

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

instructional program, and will be geared to the specific needs within this school?
What barriers exist to implementing these professional development strategies and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

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

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

(ii) Permissible Activities

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

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

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

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

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

Resources:
Milestones/Assessment/Evidence:

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

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			

Describe how the district will ensure that the curriculum is modified if found to be ineffective.
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

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

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

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

Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.			
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.			
(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.			
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.			
What capacity does the district have to implement the above-described strategies?			
What barriers exist to implement the above-described strategies and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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

(i) Required Activities

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

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

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

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

(ii) Permissible Activities

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional)			
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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

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

(4) Providing Operational Flexibility and support
(i). Required Activities

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

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?			

What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

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

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

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

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

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

The LEA assures that it will—

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

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

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

- Extending the period of availability of school improvement funds.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date

Individual School Plan For Tier I Schools *Transformation Model*

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with MT standards & ELEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to MT ELEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with MT standards & ELEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in MT ELEs <input type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

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

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



B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

TRANSFORMATION MODEL

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

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

(ii) Required Activities

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

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

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(K) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.			
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			

How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?
What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?
What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

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

(ii) Permissible Activities

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			

What capacity does the district have to ensuring mutual consent?
What barriers exist to implementing mutual consent and how will these be overcome?

(6) Comprehensive Instructional Reform Strategies

(ii) Required Activities

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

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

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

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

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(J) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(5) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high			

schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
(6) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.
(7) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
(8) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
What capacity does the district have to implement the above-described strategies?
What barriers exist to implement the above-described strategies and how will these be overcome?

(7) Increasing Learning time and creating community-oriented schools

(iii) Required Activities

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

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

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

(iv) Permissible Activities

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(G) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional)			
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			

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

(8) Providing Operational Flexibility and support

(i). Required Activities

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

What capacity does the district have to grant operational flexibility to the school?
What barriers exist to granting operational flexibility to the school and how will those be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?			
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?			

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			

What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?

What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				
Other:				
Other:				

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

Other Resource	Describe how it aligns with and enhances intervention

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

<p>Funding:</p>
<p>Hiring Practices:</p>
<p>Supporting Professional Development:</p>
<p>Changes made in Policies and Practices:</p>
<p>Other:</p>

**LEA School Improvement Grants 1003(g) Application Supplement
Tier III Schools**

Individual School Plan for Tier III Schools

School Name: _____

District: _____

Principal's Name: _____ **Phone: (406)** _____

Principal's Email: _____ **Fax: (406)** _____

Submit this Tier III Supplement along with the School Improvement Plan for this school for 2010-2011 with the LEA SIG Application.

ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and/or graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals in order to determine continued funding under 1003(g). These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

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

BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for all years (up to three) that will be covered by SIG 1003(g) funds as well as any anticipated funding from School Improvement funds under 1003(a). The LEA may provide the services from the LEA budget or may allocate the funding to the school. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				

SERVICES TO BE RECEIVED

Indicate the Correlate area(s) in which the strategies will be implemented or services will be received.

	<p>Correlate 1: Curriculum The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.</p>
	<p>Correlate 2: Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p>
	<p>Correlate 3: Instruction The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p>
	<p>Correlate 4: School Culture The school/district functions as an effective learning community and supports a climate conducive to performance excellence.</p>
	<p>Correlate 5: Student, Family and Community Support: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.</p>
	<p>Correlate 6: Professional Growth, Development, and Evaluation The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.</p>
	<p>Correlate 7: Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.</p>
	<p>Correlate 8: Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.</p>
	<p>Correlate 9: Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.</p>

LEA School Improvement Grants 1003(g) Application Supplement

Tier III Schools

Briefly describe the services to be received or the activities that will be provided with the 1003(g) funds. (The detail of the activities or services should be evident in the School Improvement Plan.)

LEA School Improvement Grants 1003(g) Application Supplement
Tier III Schools

Anaconda H S, NCES ID #3002030

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Anaconda High School	00015			x		

Arlee Elem, NCES ID #3002220

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Arlee 7-8	00900			x		
Arlee Elementary	00019			x		

Ashland Elem, NCES ID #3000008

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Ashland 7-8	01051			x		
Ashland School	00023			x		

Belgrade Elem, NCES ID #3003290

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Belgrade Intermediate	00295			x		

Billings Elem, NCES ID #3003870

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Beartooth School	01092			x		
Riverside 7-8	00903			x		
Lewis & Clark 7-8	00870			x		
Ponderosa School	00079			x		
Orchard School	00077			x		
Newman School	00075			x		
McKinley School	00072			x		
Burlington School	00065			x		

Billings H S, NCES ID #3003900

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Billings Sr High School	00090			x		

Box Elder Elem, NCES ID #3004440

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Box Elder School	00103			x		

Bozeman Elem, NCES ID #3004560

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whittier School	00110			x		

Brockton Elem, NCES ID #3005010

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Barbara Gilligan 7-8	01046			x		
Barbara Gilligan School	00124			x		

Brockton H S, NCES ID #3005040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Brockton High School	00125			x		
Browning Elem, NCES ID #3005140						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Browning Middle School	00872			x		
Vina Chattin School	00134			x		
Napi School	00132			x		
Browning H S, NCES ID #3005190						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Browning High School	00136			x		
Butte Elem, NCES ID #3005280						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
West Elementary School	00906			x		
East Middle School	00905			x		
Butte H S, NCES ID #3005310						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Butte High School	00156			x		
Colstrip Elem, NCES ID #3007050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Pine Butte Elementary Sch	00873			x		
Columbia Falls Elem, NCES ID #3007110						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Ruder Elementary	00198			x		
Columbia Falls Grade 6	00197			x		
Columbia Falls 7-8	00195			x		
Corvallis K-12 Schools, NCES ID #3007410						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Corvallis High School	00215			x		
Cut Bank Elem, NCES ID #3000003						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Cut Bank 7-8	00234			x		
Cut Bank Elementary	00233			x		
Deer Lodge Elem, NCES ID #3008670						

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
E F Duvall 7-8	00246			x		
Dillon Elem, NCES ID #3008910						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Parkview School	00257			x		
Dodson Elem, NCES ID #3009090						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Dodson School	00260			x		
Eureka Elem, NCES ID #3010080						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Eureka 7-8	01000			x		
Fairview Elem, NCES ID #3010210						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Fairview School	00282			x		
Flathead H S, NCES ID #3015420						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Glacier High School	00358			x		
Florence-Carlton K-12 Schls, NCES ID #3011100						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Florence-Carlton HS	00301			x		
Forsyth Elem, NCES ID #3011160						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Forsyth Elementary School	00303			x		
Forsyth H S, NCES ID #3011190						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Forsyth High School	00304			x		
Frazer Elem, NCES ID #3011420						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Frazer 7-8	01072			x		
Frazer Elementary	00310			x		
Frazer H S, NCES ID #3011460						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Frazer High School	00311	x				

Glendive Elem, NCES ID #3012510						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Washington Middle School	00952			x		
Great Falls Elem, NCES ID #3013040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
East Middle School	00882			x		
Longfellow School	00363			x		
Great Falls H S, NCES ID #3013050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Great Falls High School	00380			x		
Hamilton K-12 Schools, NCES ID #3013260						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Daly School	00384			x		
Hardin Elem, NCES ID #3013310						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hardin Intermediate	00395			x		
Hardin Middle School	00394			x		
Crow Agency School	00392			x		
Hardin H S, NCES ID #3013340						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hardin High School	00397			x		
Harlem Elem, NCES ID #3013395						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Harlem 7-8	00909			x		
Harlem Elementary School	00399			x		
Harlem H S, NCES ID #3013400						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Harlem High School	00400			x		
Havre Elem, NCES ID #3013560						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Sunnyside School	00410			x		
Lincoln-McKinley School	00409			x		
Havre Middle School	00406			x		
Havre H S, NCES ID #3013590						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Havre High School	00411			x		

Hays-Lodge Pole K-12 Schls, NCES ID #3013660						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hays-Lodge Pole 7-8	00934			x		
Hays-Lodge Pole High Sch	00413	x				
Lodge Pole School	00097			x		
Heart Butte K-12 Schools, NCES ID #3000099						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Heart Butte 7-8	01031			x		
Heart Butte High School	00924			x		
Heart Butte Elementary	00414			x		
Helena Elem, NCES ID #3000005						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Helena Middle School	00885			x		
Bryant School	00416			x		
Broadwater School	00415			x		
Helena H S, NCES ID #3013830						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Helena High School	00430			x		
Hellgate Elem, NCES ID #3013860						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Hellgate Middle School	01010			x		
Lower Grade Hellgate	00432			x		
Jefferson H S, NCES ID #3015120						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Jefferson High School	00461			x		
Kila Elem, NCES ID #3015570						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Kila School	00480			x		
Lame Deer Elem, NCES ID #3016050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lame Deer 7-8	01049			x		
Lame Deer School	00494			x		
Lame Deer H S, NCES ID #3000095						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lame Deer High School	00137	x				

Laurel Elem, NCES ID #3016200						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
West School	00499			x		
Fred W Graff School	00497			x		
Libby K-12 Schools, NCES ID #3016530						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Libby High School	00518			x		
Libby Elementary School	00512			x		
Lincoln County H S, NCES ID #3016770						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lincoln Co High School	00521			x		
Lincoln K-12 Schools, NCES ID #3016810						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lincoln 7-8	00996			x		
Livingston Elem, NCES ID #3016880						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Sleeping Giant Middle Sch	01021			x		
Lockwood Elem, NCES ID #3016950						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lockwood Middle School	00912			x		
Lodge Grass Elem, NCES ID #3017010						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lodge Grass 7-8	00931			x		
Lodge Grass School	00533			x		
Lodge Grass H S, NCES ID #3017040						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lodge Grass High School	00534	x				
Miles City Elem, NCES ID #3018410						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Washington 7-8	00561			x		
Missoula Elem, NCES ID #3018570						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Lowell School	00574			x		
Lewis & Clark School	00572			x		
Porter Middle School	00565			x		

Missoula H S, NCES ID #3018540						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Big Sky High School	00824			x		
Hellgate High School	00562			x		
Plenty Coups H S, NCES ID #3013360						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Plenty Coups High School	00398	x				
Polson Elem, NCES ID #3021060						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Linderman School	00631			x		
Cherry Valley School	00630			x		
Polson H S, NCES ID #3021090						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Polson High School	00633			x		
Poplar Elem, NCES ID #3021240						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Poplar 5-6 School	01044			x		
Poplar School	00637			x		
Poplar 7-8	00636			x		
Poplar H S, NCES ID #3021270						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Poplar High School	00638			x		
Pryor Elem, NCES ID #3021720						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Pryor 7-8	00930	x				
Pryor Elem School	00647	x				
Rocky Boy Elem, NCES ID #3022750						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Rocky Boy 7-8	00986			x		
Rocky Boy School	00666			x		
Rocky Boy H S, NCES ID #3028911						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Rocky Boy High School	01086			x		
Ronan Elem, NCES ID #3022790						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
K William Harvey Elem	00669			x		

Ronan Middle School	00668			x		
Pablo Elementary	00667			x		
Ronan H S, NCES ID #3022800						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Ronan High School	00670			x		
Shelby H S, NCES ID #3023910						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Shelby High School	00694			x		
St Ignatius K-12 Schools, NCES ID #3006110						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
St Ignatius Middle School	00994			x		
Stevensville Elem, NCES ID #3025020						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Stevensville 7-8	00718			x		
Stevensville H S, NCES ID #3025050						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Stevensville High School	00720			x		
Target Range Elem, NCES ID #3025890						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Target Range School	00734			x		
Thompson Falls Elem, NCES ID #3026070						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Thompson Falls 7-8	01052			x		
Thompson Falls Elem Schl	00737			x		
Three Forks Elem, NCES ID #3026160						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Three Forks Elem School	00740			x		
Troy Elem, NCES ID #3026550						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Troy 7-8	00999			x		
W F Morrison School	00748			x		
Whitefish H S, NCES ID #3027790						
SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whitefish High School	00775			x		

Whitehall Elem, NCES ID #3027810

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Whitehall Elementary	00777			x		

Wolf Point Elem, NCES ID #3028590

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Wolf Point 7-8	00798			x		
Southside School	00797			x		
Northside School	00796			x		

Wolf Point H S, NCES ID #3028620

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Wolf Point High School	00799			x		

Wyola Elem, NCES ID #3028800

SchoolName	SchoolNces	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Wyola School	00804			x		

Montana OPI

BUDGET DETAIL

Applicant Name: _____

Legal Entity: _____

Application Year: _____

School Name: _____

Total Allocation Available for Budgeting \$ _____

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

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

(A) Total Allocation Available for Budgeting \$ _____

(F) Total budgeted above \$ _____

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

(G) Budgeted Indirect Cost \$ _____

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

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

(D) Indirect Cost Rate % _____

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

Allocation Remaining \$ _____

**School Improvement Grant Implementation Agreement
Montana Office of Public Instruction (OPI) and
Lame Deer Elementary School District No. 6/Lame Deer High
School District No. 6 (Lame Deer Public Schools),
Rosebud County, Montana**

Due Date: June 2, 2010

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

This School Improvement Grant Implementation Agreement (the Agreement) is made effective the day of 2010, by and between the Montana Office of Public Instruction, P O Box 202501, Helena MT 59620-2501, and Lame Deer Public Schools, Rosebud, County, Montana, 101 W. Boundary St., Lame Deer, Montana (the District).

INTRODUCTION

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

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

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

government to improve the District's eligible schools and to improve the education available to the District's students in those schools. Specifically, SIG funds are available to some local districts for use in Title I schools identified for improvement, corrective action or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. SIG funds are appropriated by the United States Congress and are administered by the United States Department of Education.

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

AGREEMENT

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

1. Program

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

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

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

the transformation model.

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

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

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

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

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

3. OPI Recourse for District Non-Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

Montana Office of Public Instruction

Lame Deer Public Schools, Rosebud County

By: _____

By: _____

Denise Juneau, State Superintendent of Public
Instruction

Its Board Chair

Date: _____

Date: _____

By: _____

Its Superintendent

Date: _____

Exhibit A
Program Implementation Plan

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

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

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

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

	evaluation systems for teachers and principals (as defined in the final interim regulations)	OPI recognize that SIG requires the District to implement a rigorous staff evaluation and development system. The District is committed to doing so and to that end will implement an evaluation system for teachers agreed to with the local union. The District will also implement an evaluation for principals as recommended by OPI.	September 2010 for development; September 2010 for implementation
	Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	The District, pursuant to Montana law, and in accordance with their collective bargaining agreement and MOU with the local union, with consultation from the OPI and SIG funding from the OPI	Planning and initial evaluation cycle in September 2010 through December 2010; Implementation in January 2011
	Providing on-going, high-quality, job-embedded professional development	The District and the OPI using SIG funds in accordance with the District Action Plan	Summer 2010 and on going
	Implementing such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	The District, pursuant to Montana law, with consultation from the OPI and SIG funding from the OPI	Planning in September 2010 through December 2010; Implementation in January 2011
	Comprehensive instructional reform strategies		
	Using data to identify and implement instructional programs that are research based and vertically aligned from one	OPI will provide a local, on-site instructional and	Initial work in May 2010 and on going

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

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

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

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

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

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

Turnaround Model

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

Turnaround Model

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

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

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

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

TURNAROUND MODEL

Required Activities

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

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

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

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

Permissible Activities

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

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

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

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

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

Restart Model

Instruction

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

Assessment

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

Professional Development

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

Supportive Learning Environment

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

Other

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

Leadership

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

LEA School Improvement Grants 1003(g) Funding Supplement

Restart Model

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

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

LEA School Improvement Grants 1003(g) Funding Supplement

Restart Model

Graduation Rate					
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LEA School Improvement Grants 1003(g) Funding Supplement

Restart Model

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

RESTART MODEL

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

LEA School Improvement Grants 1003(g) Funding Supplement

Restart Model

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

LEA School Improvement Grants 1003(g) Funding Supplement

Restart Model

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

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

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

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

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

Closure Model

Instruction

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

Assessment

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

Professional Development

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

Supportive Learning Environment

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

Other

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

Leadership

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

LEA School Improvement Grants 1003(g) Application Supplement

Closure Model

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

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Closure Model

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

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

CLOSURE MODEL

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

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and for 2010-2011 that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

LEA School Improvement Grants 1003(g) Application Supplement

Closure Model

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

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

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

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

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

TRANSFORMATION MODEL

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

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

(i) Required Activities

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

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

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

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

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

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

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

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

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

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

(ii) Permissible Activities

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

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

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

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

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

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

Milestones/Assessment/Evidence:

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

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

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

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

<p>What barriers exist to using student data to inform and differentiate instruction?</p> <p>Action Steps/Person responsible for each step/Date each step will be done:</p>
<p>Resources:</p>
<p>Milestones/Assessment/Evidence:</p>

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

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

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

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

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.			
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.			
(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.			
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.			

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

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

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

(i) Required Activities

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

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

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

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

(ii) Permissible Activities

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional)			
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

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

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

(4) Providing Operational Flexibility and support

(i). Required Activities

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

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

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

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

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

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

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

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

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

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

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

Other Resource	Describe how it aligns with and enhances intervention

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

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

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

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

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

The LEA assures that it will—

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

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

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

- Extending the period of availability of school improvement funds.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date

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

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

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

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

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

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

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

Transformation Model

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

Transformation Model

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

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

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

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

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

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

TRANSFORMATION MODEL

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

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

(i) Required Activities

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.			
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

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

(ii) Permissible Activities

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

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

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

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college			

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

and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.
(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
What capacity does the district have to implement the above-described strategies?
What barriers exist to implement the above-described strategies and how will these be overcome?

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

(i) Required Activities

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

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

(ii) Permissible Activities

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

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

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

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional)			
Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			

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

(4) Providing Operational Flexibility and support

(i). Required Activities

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

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

What barriers exist to granting operational flexibility to the school and how will those be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?			
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?			

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

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

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

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

student needs and how will those be overcome?

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds	\$0			
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model

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

Other Resource	Describe how it aligns with and enhances intervention

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

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