

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

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

- 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:	

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

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B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

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

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

TRANSFORMATION MODEL

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

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

(i) Required Activities

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

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

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

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

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

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

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

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

(ii) Permissible Activities

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

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

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

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

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

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

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

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(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?			

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

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

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

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

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

(i) Required Activities

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

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

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

(ii) Permissible Activities

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

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

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

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

(4) Providing Operational Flexibility and support

(i). Required Activities

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

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

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

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

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

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student needs and how will those be overcome?

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Pre-Implementation Activities

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

_____ Family and Community Engagement:

_____ Rigorous Review of External Providers:

_____ Staffing:

_____ Instructional Programs:

_____ Professional Development and Support:

_____ Preparation for Accountability Measures:

_____ Other:

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C. BUDGET AND RESOURCES

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

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

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Other:				
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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: