

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

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

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

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

**Required Data Analysis:**

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

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

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

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

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

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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					

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

**RESTART MODEL**

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

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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. Include the detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through August 2011, 2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

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

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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: