

**CONTINUATION APPLICATION FOR ADDITIONAL PROGRAM  
IMPROVEMENT FUNDING FOR  
TIER I/TIER II SCHOOLS  
DEPARTMENT OF PUBLIC INSTRUCTION**

RETURN TO:  
Department of Public Instruction  
Title I Office  
600 E Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440

**Part A – General Information**

Name of Applicant – Local Educational Agency			
Mailing Address	City	State	Zip Code
Name of District Authorized Representative	Telephone Number	Fax Number	
Authorized Representative Email Address			
Name of Contact Person for Program Improvement	Telephone Number	Fax Number	
Contact Person's Email Address			

**Part B – Certification and Assurances**

The applicant hereby assures the Superintendent of Public Instruction that:

1. Parents of participating children, school staff, the school district, and the state have jointly agreed to the selection of providers of technical assistance and the best use of funds for the effective implementation of the program improvement plan.
2. If this application is approved, program improvement funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI “General Requirements for Federal Programs” manual dated February 2004.
3. The LEA will use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the SIG final requirements.
4. The LEA will 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 SIG final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
5. If the LEA implements a restart model in a Tier I or Tier II school, it must 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 SIG final requirements.
6. The LEA will report to the SEA the school-level data required under Section III of the SIG final requirements.

*The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.*

Signature of District Authorized Representative	Date
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**Part C – State Approval (For Department Use Only)**

Funding Period	Signature of Authorized SEA Official	Date Approved
Year One Amount Approved	Total Amount Approved	

**Continuation of SIG funds into years two and three are subject to submission, review, an approval of annual reports, achievement data, and this continuation application.**

**Part D – Required Components-Transformation Model**

Implementation of the following ten components is required for all Tier I and Tier II schools completing the transformation model. For each component, outline in detail both the school's progress in each component for the 2010-2011 school year as well as the implementation plans for each component for the 2011-2012 school year. Provide supporting data to document progress for each component.

<b>Component</b>	<b>2010-2011 Progress</b>	<b>2011-2012 Implementation Plans</b>
1. Replace the principal who led the school prior to commencement of the transformation model.		
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —  (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and  (b) Are designed and developed with teacher and principal involvement.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
4. 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 and learning and have the capacity to successfully implement school reform strategies.		
5. 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.		

<p>6. Use Instructional and Student Data Reform An LEA implementing a transformation model must –</p> <ul style="list-style-type: none"> <li>(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 to the State academic standards; and</li> <li>(b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.</li> </ul>		
<p>7. Employ Increased Learning Time An LEA implementing a transformation model must –</p> <ul style="list-style-type: none"> <li>(a) Establish schedules and strategies that provide increased learning time; and</li> <li>(b) Provide ongoing mechanisms for family and community engagement.</li> </ul>		
<p>8. Employ Strategies for Operational Flexibility An LEA implementing a transformation model must –</p> <ul style="list-style-type: none"> <li>(a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</li> <li>(b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external provider/organization (such as a school turnaround organization or an EMO).</li> </ul>		
<p>9. Provide for Ongoing Family and Community Engagement In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local</p>		

<p>public schools, implementing complaint procedures for families, coordinating with local social and health service providers to meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).</p> <p>To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.</p>		
<p>10. Obtain Ongoing, Intensive Technical Assistance from the LEA, SEA, or External Provider.</p> <p>The application will need to outline in detail how the school plans to obtain technical assistance from the LEA, SEA, and/or external provider.</p>		

#### Part D – Optional Components-Transformation Model

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies as indicated below. For each optional component, outline in detail both the school's progress in each component for the 2010-2011 school year as well as the implementation plans for each component for the 2011-2012 school year. If not applicable, please indicate so.

Optional Component	2010-2011 Progress	2011-2012 Implementation Plans
<p>Replace the principal who led the school prior to commencement of the transformation model.</p>		
<p>1. 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.</p>		
<p>2. Implementing a schoolwide – response-to-intervention model.</p>		
<p>3. 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</p>		

skills to master academic content.		
4. Using and integrating technology-based supports and interventions as part of the instructional program.		
<p>5. In secondary schools –</p> <ul style="list-style-type: none"> <li>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</li> <li>(b) Improving student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</li> <li>(d) Establishing early-warning systems to identify students who may be at-risk of failing to achieve to high standards or to graduate.</li> </ul>		

**Part E – Student Achievement**

Please summarize how the inception of SIG funding for the 2010-2011 school year has impacted student achievement in your Tier I school. Include charts and graphs displaying the results of changes in student achievement data.



## Part F-1 – Budget

School Year:  
 2011-2012

*The district must provide a line item year two budget.*

<b>School Name</b>			
<b>Object Code Number</b>	<b>Object Code Description</b>	<b>Requested Budget</b>	<b>For Department Use Only Final Approved Budget</b>
110	Professional Salaries		
120	Non-professional Salaries		
200	Benefits		
300	Purchased Professional & Technical Services		
430	Maintenance		
500	Other Purchased Services/Travel		
<b>600</b>	<b>Materials/Supplies</b>		
<b>730</b>	<b>Equipment</b>		
800	Dues/Memberships/Registration Fees		
900	Indirect Costs		
Total	<i>Total must match total on Part F-2</i>		

**600** – These funds are specifically for high quality interventions and activities supported through a thorough needs assessment. Supplies/materials will only be considered if they are necessary to implement the application plan.

**730** – Equipment cannot be purchased with these funds unless supported through a needs assessment.

**Part F-2 – Budget Narrative Year Two**

*For each line item in Part F-1, please provide a detailed description of the expenditures listed in F-1. If necessary, identify the corresponding schools. Duplicate this page as necessary.*

<b>Object Code Number</b>	<b>Description</b>	<b>Amount</b>
110		
120		
200		
300		
430		
500		
<b>600</b>		
<b>730</b>		
800		
Total	<i>Total must match total on Part F-1</i>	