

BUREAU OF INDIAN EDUCATION

# *School Improvement Grant Application Packet*

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*1003 (g) Funds*

*Division of Performance and Accountability*

*2012 – 2013 Program Year*

Application packet for sub-grant for Section 1003(g) Funds for 2012-2013 school year.

Legal Name of Applicant: Crazy Horse School Little Wound School Pine Ridge School	Applicant's Mailing Address: Pine Ridge School: PO Box 1202, Pine Ridge, SD Little Wound School: PO Box 500, Kyle, SD Crazy Horse School: PO Box 260, Wanblee, SD
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LEA/School Contact for the School Improvement Grant:

Name: Crazy Horse School-Gina M. Bettelyoun, Superintendent  
 Little Wound School: Dr. Anthony Fairbanks, Superintendent  
 Pine Ridge School: Dora Gwin, Principal

Contact's Mailing Address:  
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 Pine Ridge School dora.gwin@bie.edu

Chief School Officer (Printed Name): Gina M. Bettelyoun, Dr. Anthony Fairbanks, , Dora Gwin	Telephone:
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Signature of the Chief School Officer:  <input checked="" type="checkbox"/> _____ Crazy Horse School <input checked="" type="checkbox"/> _____ Little Wound School <input checked="" type="checkbox"/> _____ Pine Ridge School <input checked="" type="checkbox"/> _____ Tribal Ed Department <input checked="" type="checkbox"/> _____ Education Line Office	Date:  _____ _____ _____ _____ _____
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The LEA/School, 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/LEA/School receives through this application.

## **I. PROJECT ABSTRACT**

Little Wound School, Crazy Horse School, and Pine Ridge School are located on the Pine Ridge Indian Reservation in southwestern South Dakota. We are three of four K-12 schools on the reservation providing education to students. Challenges we face to increase the learning levels for our students include: low proficiency levels in Reading and Math as well as K-12 attendance and also the need for a positive and safe learning environment. State and local assessment show a low level of proficiency in the content areas of Reading and Math in our school systems. Little Wound School, Crazy Horse School, and Pine Ridge School will develop an action plan based on the needs of our students that will increase reading and math levels, improve attendance and retention, and provide a safe learning environment.

## **I. PROJECT NARRATIVE**

### **A. School Profile**

Pine Ridge School, Little Wound School, and Crazy Horse School are all located on the Pine Ridge Indian Reservation in South Dakota. Pine Ridge School is a BIE operated school. Little Wound and Crazy Horse are tribal grant schools.

#### **Little Wound:**

Little Wound School is a Pre-K-12 PL 100-297 Tribally controlled grant school enrolling students from eight “feeder schools” on the Pine Ridge Indian Reservation. The school is located in Kyle, South Dakota, a geographically isolated rural area on the Pine Ridge Indian Reservation located in Shannon County in southwestern South Dakota.

The school is accredited through AdvancEd and is recognized as a K-12 school. However, there are essentially three schools and a Family and Child Education (FACE) Program. The high school also offers an alternative education program for those non-traditional students who are unable to attend the regular high school program.

Approximately 35% of Pre-K-12 students are transported to the school daily. There are 102 or 15% of students who are identified in the Exceptional Education Program (ECP) and 63 or 9% of students who are identified as gifted/talented. The percentage of the student body enrolled in a

federally recognized tribe is 99% and 96% of our students qualify for the free and reduced lunch program.

### **Crazy Horse:**

Crazy Horse School is a Pre-K-12 PL 100-297 Tribally controlled grant school enrolling students from eight “feeder schools” on the Pine Ridge Indian Reservation. The school is located in Wanblee, South Dakota, a geographically isolated rural area on the Pine Ridge Reservation located in Shannon County in southwestern South Dakota.

The school is accredited through AdvancEd and is recognized as a K-12 school. However, there are essentially three schools and a Baby, Family and Child Education (BabyFACE) Program. The high school also offers an alternative education program for those non-traditional students who are unable to attend the regular high school program. The percentage of the student body enrolled in a federally recognized tribe is 98% and 100% of our students qualify for the free and reduced lunch program

### **Pine Ridge:**

Pine Ridge is a Treaty School established in 1879, as an on-reservation boarding school. The school has always strived to serve its students, families, and communities to the greatest extent possible.

The school is also accredited through AdvancEd is recognized as a K-12 school. Pine Ridge School consists of an Elementary, High School, a Family and Child Education (FACE) Program, and in the SY 12/13a Middle School is established. The high school also offers an alternative education program for those non-traditional students who are unable to attend the regular high school program. The percentage of the student body eligible for the free and reduced lunch program is 100% and 99% of the students are ISEP eligible.

On May 24, 2012, the ADD office came to Pine Ridge School and conducted a SWOT (Strengths, Weakness’, Opportunities, Threats) with all staff. The groups took this as an opportunity to collaborate and formulate a list of priorities for each category.

Under the following categories, the common threat that was perceived in each category was as follows:

**Strengths:**

- ✓ Experienced staff
  - Low turnover
  - new curriculum
- ✓ Technology
- ✓ New Dorm
- ✓ GREAT students

**Weaknesses:**

- ✓ ‘Cliques’
- ✓ Leadership
- ✓ Bullying – staff and students
- ✓ Staff attendance
- ✓ Resources

**Opportunities:**

- ✓ Lakota Language & Culture
- ✓ Resources (technology)
- ✓ Community involvement

**Threats:**

- ✓ Bullying
- ✓ Communication
  - Data
  - Information
  - Positive feedback/communication
- ✓ Leadership
  - Vision
  - Consistency
  - Expectations
- ✓ Attendance

The overall consensus of the SWOT laid out a framework of what the staff felt were the biggest influences, both internal and external, that were affecting Pine Ridge School. As one group stated, “If we correct our weaknesses – we will flourish”, and the ways to correct our barriers are included for Pine Ridge School in this grant application.

## II. Comprehensive Needs Assessment

Little Wound School, Crazy Horse School, and Pine Ridge School conducted a comprehensive needs assessment to collect and analyze data that assisted in identifying areas of needs.

Data sources reviewed included the following:

<i>NASIS</i>	<i>Dakota Step</i>	<i>Enrollment</i>	<i>Drop Out Rate</i>
<i>Discipline Reports</i>	<i>NWEA</i>	<i>Attendance</i>	<i>Graduation Rate</i>

### A. Needs Assessment Summary

The following findings were compiled as a result of data collected in the needs assessment.

#### Attendance:

The attendance percentage for the past four years was as follows:

Little Wound School:

<b>Year</b>	<b>Gr. K-5</b>	<b>Gr. 6-8</b>	<b>Gr. 9-12</b>
2008-09	88.06%	87.08%	72.89%
2009-2010	87.81%	87.35%	75.35%
2010-2011	90.20%	84.90%	70.20%
2011-2012	91.48%	90.93%	81.35%

Crazy Horse School:

<b>Year</b>	<b>Gr. K-5</b>	<b>Gr. 6-8</b>	<b>Gr. 9-12</b>
2008-09	89.49%	86.13%	80.31%
2009-2010	88.09%	83.99%	77.97%
2010-2011	86.98%	83.04%	72.09%
2011-2012	91.09%	88.28%	81.39%

Pine Ridge School:

<b>Year</b>	<b>Gr. K-8</b>	<b>Gr. 9-12</b>
2008-09	87.98%	77.85%
2009-2010	91.76%	75.59%
2010-2011	95.94%	87.05%
2011-2012	88.68%	78.54%

**Dakota Step:**

The chart identifies the percentages of proficient/advanced students in grades 3-8 & 11 that took the Dakota Step test in the four previous years.

Little Wound School:

Grade	% of proficient/advanced students							
	2008-09		2009-10		2010-2011		2011-12	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
<b>3</b>	29.8	4.3	15.2	3.0	41.2	32.4	20.4	28.98
<b>4</b>	12.5	7.5	30.2	27.9	11.9	14.3	21.6	32.4
<b>5</b>	14.0	4.7	22.5	22.5	46.5	23.3	7.5	5.0
<b>6</b>	16.3	2.3	15.8	5.3	13.5	24.3	35.0	7.5
<b>7</b>	11.4	2.9	9.8	2.4	15.2	15.2	14.6	19.5
<b>8</b>	11.5	13.0	14.3	5.6	25.6	7.7	16.2	16.2
<b>11</b>	23.6	3.8	13.0	2.2	7.5	1.5	4.8	4.8

Crazy Horse School:

Grade	% of proficient/advanced students							
	2008-09		2009-10		2010-11		2011-12	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
<b>3</b>	17	8	29	21	13	9	18.2	3
<b>4</b>	36	33	23	18	44	51	4.2	8.3
<b>5</b>	14	7	31	14	26	13	15.8	15.8
<b>6</b>	17	11	15	22	23	12	10.5	5.3
<b>7</b>	15	13	2	18	15	35	14.3	0
<b>8</b>	21	5	18	13	16	12.5	5.6	0
<b>11</b>	6	3	18	11	20	3	11.1	11

Pine Ridge School:

Grade	% of proficient/advanced students					
	2009-10		2010-11		2011-12	
	Reading	Math	Reading	Math	Reading	Math
<b>3</b>	35	18	26	18	23	18
<b>4</b>	26	18	45	45	26	26
<b>5</b>	18	15	30	9	29	22
<b>6</b>	27	18	28	18	23	9
<b>7</b>	38	17	27	18	15	18
<b>8</b>	21	7	30	14	16	12
<b>11</b>	15	6	20	4	26	9

**Enrollment & Student Mobility:**

Little Wound School:

Year	High School		Middle School		Elementary	
	Total	Student Mobility	Total	Student Mobility	Total	Student Mobility
2011-2012	406	133	154	37	336	73
2010-2011	410	137	143	29	309	40
2009-10	425	270	155	123	314	276
2008-09	453	274	159	134	333	281
2007-08	483	282	176	134	360	296

Crazy Horse School:

Year	High School		Middle School		Elementary	
	Total	Student Mobility	Total	Student Mobility	Total	Student Mobility
2011-2012	81	8	71	11	182	43
2010-2011	103	20	76	22	203	46
2009-10	127	9	61	8	182	16
2008-09	98	5	41	7	199	33
2007-08	137	13	44	3	193	33

Pine Ridge School:

Year	High School		Elementary	
	Total	Student Mobility	Total	Student Mobility
2011-12	552	30	547	35
2010-11	603	28	549	30
2009-10	612	28	533	35

**The high school dropout rate for the last three years is:**

Little Wound School:

9% in 2011-12	21% in 2010-11	24% in 2009-10
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Crazy Horse School:

23% in 2011-12	18% in 2010-11	21% in 2009-10
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Pine Ridge School:

22% in 2011-12	25% in 2010-11	25% in 2009-10
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**The graduation rate for the last four years was as follows:**

Little Wound School:

47.15% in 2011-12	29.14% in 2010-11	56.72% in 2009-10	53.2% in 2008-09
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Crazy Horse School:

19% in 2011-12	60% in 2010-11	30.61% in 2009-10	39.13% in 2008-09
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Pine Ridge School:

38.93% 2011-12	22% 2010-11	45% 2009-10
42% 2008-09		

**Discipline and Behavior:**

Little Wound:

Based on the NASIS behavior data for the 2010-2011 school year, the most significant behavior event is skipping class in the high school. Out of 1,041 behavior events in the high school, 337 or 32.3% were skipping involving 271 students.

Crazy Horse:

Based on the NASIS behavior data for the 2011-2012 school year, the most significant behavior event is insubordination in the high school. Out of 701 behavior events in the high school, 164 or 23% were insubordination involving 42 students.

Pine Ridge:

Based on the NASIS behavior data for the 2011-2012 school year, the most significant behavior event is skipping class in the high school. Out of the 405 behavior events in the high school, 182 or 42% were skipping involving 301 students.

**Other Contributing Factors:**

- In an Oglala Sioux Tribe Department of Public Safety report for FY10, law enforcement officers addressed 20,617 offenses in a 12-month period on the reservation. Only five of those offenses were truancy.
- High percentage of economically disadvantaged students with 61% of the Pine Ridge Indian Reservation residents below the age of 18 live below the poverty line. There is an 80% unemployment rate on the reservation.
- There is a shortage of over 1,200 houses with three to five families often living in a single dwelling. 65% of residents live in sub-standard housing.
- Suicide among teens has become an epidemic on the Pine Ridge Indian Reservation and other South Dakota reservations. The Pine Ridge teen suicide rate is 150 times higher than the National Average.

### III. Plan of Operation Worksheet for Title I School Improvement Transformation Model

Name of School:LWS, PRS, CHS																																																																																				
Intervention Model to be Implemented: TRANSFORMATION MODEL																																																																																				
<p>Long Range Goal Statements: (1-3 Years)</p> <ol style="list-style-type: none"> <li>1. Increase student achievement in reading and mathematics by implementing specific professional development to improve classroom instruction.</li> <li>2. Increase student achievement in reading and mathematics by implementing extended learning time.</li> <li>3. Increase student achievement in reading and mathematics by implementing specific professional development through a SIG specialist/Instructional coach.</li> </ol>																																																																																				
<p><b>Annual Measurable Goal for Reading/Language Arts:</b></p> <p>Objective 1: Our K-12 students will increase their reading skills by 30% from fall to spring as measured by the NWEA reading assessment.</p> <ul style="list-style-type: none"> <li>• The baseline data will be established in the fall of 2012 when these BOY assessments are given.</li> </ul> <p>Objective 2: Our students will increase the percent of students who meet or exceed state minimum cut score for ‘Advanced &amp; Proficient’ in Reading to 30 % growth as measured by the DAKOTASTEP.</p> <ul style="list-style-type: none"> <li>• CHS Reading GOALS:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>2011-12 Data</th> <th>Goal Year 1</th> <th>Goal Year 2</th> <th>Goal Year 3</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>18.2%</td> <td>48.2-58%</td> <td>78.2-88%</td> <td>100%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>4.2%</td> <td>34.2-44.2%</td> <td>64.2-74.2%</td> <td>94.2-100%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>15.8%</td> <td>45.8-55.8%</td> <td>75.8-85.8%</td> <td>100%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>10.5%</td> <td>40.5-50.5%</td> <td>70.5-80.5%</td> <td>100%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>14.3%</td> <td>44.3-54.3%</td> <td>74.3-84.3%</td> <td>100%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>5.6%</td> <td>35.6-45.6%</td> <td>65.6-75.6%</td> <td>95.6-100%</td> </tr> <tr> <td>11<sup>th</sup></td> <td>11.1%</td> <td>41.1-51.1%</td> <td>71.1-81.1%</td> <td>91.1-100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• LWS Reading GOALS:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>2011-12 Data</th> <th>Goal Year 1</th> <th>Goal Year 2</th> <th>Goal Year 3</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>20.4%</td> <td>50.4-60.4%</td> <td>80.4-90.4%</td> <td>100%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>21.6%</td> <td>51.6-61.6%</td> <td>81.6-91.6%</td> <td>100%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>7.5%</td> <td>37.5-47.5%</td> <td>67.5-77.5%</td> <td>97.5-100%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>35.0%</td> <td>65.0-75.0%</td> <td>95.0-100%</td> <td>100%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>14.6%</td> <td>44.6-54.6%</td> <td>74.6-84.6%</td> <td>100%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>16.2%</td> <td>46.2-56.2%</td> <td>76.2-86.6%</td> <td>100%</td> </tr> <tr> <td>11<sup>th</sup></td> <td>4.8%</td> <td>34.8-44.8%</td> <td>64.8-74.8%</td> <td>94.8-100%</td> </tr> </tbody> </table>					Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3	3 <sup>rd</sup>	18.2%	48.2-58%	78.2-88%	100%	4 <sup>th</sup>	4.2%	34.2-44.2%	64.2-74.2%	94.2-100%	5 <sup>th</sup>	15.8%	45.8-55.8%	75.8-85.8%	100%	6 <sup>th</sup>	10.5%	40.5-50.5%	70.5-80.5%	100%	7 <sup>th</sup>	14.3%	44.3-54.3%	74.3-84.3%	100%	8 <sup>th</sup>	5.6%	35.6-45.6%	65.6-75.6%	95.6-100%	11 <sup>th</sup>	11.1%	41.1-51.1%	71.1-81.1%	91.1-100%	Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3	3 <sup>rd</sup>	20.4%	50.4-60.4%	80.4-90.4%	100%	4 <sup>th</sup>	21.6%	51.6-61.6%	81.6-91.6%	100%	5 <sup>th</sup>	7.5%	37.5-47.5%	67.5-77.5%	97.5-100%	6 <sup>th</sup>	35.0%	65.0-75.0%	95.0-100%	100%	7 <sup>th</sup>	14.6%	44.6-54.6%	74.6-84.6%	100%	8 <sup>th</sup>	16.2%	46.2-56.2%	76.2-86.6%	100%	11 <sup>th</sup>	4.8%	34.8-44.8%	64.8-74.8%	94.8-100%
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- PRS Reading GOALS:

Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3
3 <sup>rd</sup>	23%	53-63%	83-93%	100%
4 <sup>th</sup>	26%	56-66%	86-96%	100%
5 <sup>th</sup>	29%	59-69%	89-99%	100%
6 <sup>th</sup>	23%	53-63%	83-93%	100%
7 <sup>th</sup>	15%	45-55%	75-85%	100%
8 <sup>th</sup>	16%	46-56%	76-86%	100%
11 <sup>th</sup>	26%	56-66%	86-96%	100%

**Annual Measurable Goal for Mathematics:**

Annual Measurable Goal for Mathematics:

Objective 1: Our K-12 students will increase their mathematic skills by 30% from fall to spring as measured by the NWEA reading assessment.

- The baseline data will be established in the fall of 2012 when these BOY assessment are given.

Objective 2: Our students will increase the percent of students who meet or exceed state minimum cut score for ‘Advanced & Proficient’ in Reading to 30 % growth as measured by the DAKOTASTEP.

- CHS Mathematics GOALS:

Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3
3 <sup>rd</sup>	3%	33-43%	63-73%	93-100%
4 <sup>th</sup>	8.3%	38.3-48.3%	68.3-78.3%	98.3-100%
5 <sup>th</sup>	15.8%	45.8-55.8%	75.8-85.8%	100%
6 <sup>th</sup>	5.3%	35.3-45.3%	65.3-75.3%	95.3-100%
7 <sup>th</sup>	0%	30-40%	60-70%	90-100%
8 <sup>th</sup>	0%	30-40%	60-70%	90-100%
11 <sup>th</sup>	11%	41-51%	71-81%	100%

- LWS Mathematics GOALS:

Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3
3 <sup>rd</sup>	28.8%	58.8%-68.8%	88.8-98.8%	100%
4 <sup>th</sup>	32.4%	62.4-72.4%	92.4-100%	100%
5 <sup>th</sup>	5%	35-45%	65-75%	95-100%
6 <sup>th</sup>	7.5%	37.5-47.5%	67.5-77.5%	97.5-100%
7 <sup>th</sup>	19.5%	49.5-59.5%	79.5-89.5%	100%
8 <sup>th</sup>	16.2%	46.2-56.2%	76.2-86.2%	100%
11 <sup>th</sup>	4.8	34.8-44.8%	64.8-74.8%	94.8-100%

- PRS Mathematics GOALS:

Grade	2011-12 Data	Goal Year 1	Goal Year 2	Goal Year 3
3 <sup>rd</sup>	18%	48-58%	78-88%	100%
4 <sup>th</sup>	26%	56-66%	86-96%	100%
5 <sup>th</sup>	22%	52-62%	82-92%	100%
6 <sup>th</sup>	9%	39-49%	69-79%	99-100%
7 <sup>th</sup>	18%	48-58%	78-88%	100%
8 <sup>th</sup>	12%	42-52%	72-82%	100%
11 <sup>th</sup>	9%	39-49%	69-79%	99-100%



<p>staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>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 students in a transformation school.</p> <p>6. Adopt new governance structure</p> <p>7. 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.</p> <p>8. Promote the continuous use of data</p> <p>9. Establish schedules and implement strategies that increase learning time</p>	<p>proficient - \$1,000 Year 2: teachers with 90% of students at proficient - \$2,000 Year 3: teachers with 94% of students at proficient -\$3,000</p> <p>4. Implement professional development: CORE-Common core, CORE-Academic, NWEA, Specific Curriculum</p> <p><b>NWEA (Oglala Consortium)</b>  <u>Fall:</u> NWEA Diagnostic reflection/planning Sept 24-28 (all day)  <u>Winter:</u> NWEA Mid-year reflection/adjustment Jan 16-19 (all day)  <u>Spring:</u> NWEA EOY Data Growth Reflection May 16-18 (all day)  <i>(Dates will be rescheduled based on funding and completion of testing)</i></p> <p><b>CORE (Oglala Consortium)</b>  CORE consultants guide the school towards meeting internal growth goals by: Observing classrooms, providing feedback, creating strategic plans for improvement, perform executive coaching, and meet with staff members.</p> <p><i>(Dates will be scheduled based on funding and completion of testing)</i>  The consortium school improvement teams will attend the international center for leadership in education leadership academy conference scheduled for Nov 2-4, 2012 in Nashville TN. Professional development topics include: Supporting teachers in changing instruction to meet the requirements of the Common Core State Standards and</p>		<p>5.BOY, EOY 12/13 SY</p> <p>6.12/13 SY</p> <p>7.12/13 SY</p> <p>8.BOY, MOY, EOY 12/13 SY</p> <p>9.12/13 School Calendar</p>	
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<p>10. Provide ongoing mechanisms for family and community engagement.</p>	<p>Next Generation Assessments; Approaching evaluation from the broader perspective of selection, support, and evaluation of all educators; Providing meaningful Teacher Evaluations even with limited time and resources; Understanding the technology requirements of implementing the Next Generation Assessments and preparing students for college and their careers.</p>		<p>10.Monthly for the 12/13 SY</p>	
<p>11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>LWS improvement teams will attend the international center for leadership in education conference. The 21st Annual Model school conference is scheduled for June 30-July 3, 2013. Professional development topics include:Leading Change During Challenging Times: Lessons Learned From Our Nation’s Most Rapidly Improving Schools; The Next Chapter of Education: Join the Revolution or Accept the Status Quo; Road Mapping Successful Change.</p>		<p>11.12/13 SY</p>	
<p>12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.</p>	<p>CHS -Ongoing Professional Development: The administration will coordinate site visits for teachers as a means of professional development – to learn from practices, techniques and structures employed at other schools. Excellent schools are chosen by their high performing academic achievement while serving low income populations. It will involve classroom observations, mentor meetings and strategic planning to implement the teaching skills/strategies.</p> <p>The consortium schools will attend the SIG institute that focuses on a variety of topics. These topics include: NWEA, CORE, Common CORE, reading and mathematics curriculum/instruction, NASIS and MAXIMO.</p>		<p>12.13/14 SY</p>	

	<p>Reading: 2 days; Mathematics: 2 days          (date to be planned in conjunction with BIE funded training)          2 days in Fall, 2 in Spring          PRS – additional professional development..1 day in fall &amp; 1 day in the spring.</p> <p>5. RETENTION/RECRUITMENT INCENTIVES</p> <ul style="list-style-type: none"> <li>• Recruitment: In order for Crazy Horse School to create a sustainable movement towards offering a great education for our students, it's important that we attract and retain top-quality teachers. Living in a rural area, it can be extremely difficult to recruit talent, especially with the high need for teachers in our area. With this signing bonus, we will be able to offer each new teacher to our district a one-time \$1000 signing bonus. CHS hires on average 12 new teachers each year in recent years. We have budgeted for 15 new teachers.</li> <li>• Retention: CHS wants to retain highly qualified teachers by offering a \$500 re-signing bonus for all teachers that commit to return to CHS the following year. At \$500 each, the \$10,000 allows for us to rehire up to 20 teachers. *the \$500 bonus is also offered to teachers who have worked for the district in the past but are coming back, even if</li> </ul>			
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	<p>years have lapsed.</p> <p>6. Using the Transformation Model</p> <p>7. CHS-implement a new high school math curriculum (Singapore) and reading intervention (reviewing Read 180).</p> <p>PRS-Review New K-12 Math Curriculum For 13/14 SY Implementation (Singapore)</p> <p>LWS-implemented a new K-12 mathematics curriculum (Singapore) in the 2011-12 SY. Currently, they are in the process of reviewing the data to see the effectiveness of the curriculum in regards to student achievement. In order to enhance and improve vocabulary, reading, and math skills in our two core curricula, a Technology Learning Lab will be implemented at each level (K-5) (6-8) (9-12). We are using this to diversify instruction at the individual level with conceptual hands on instruction within the classroom. This will also help us meet the requirements of the 2012 AdvancEd recommendations to increase educational technology in the classroom.</p> <p>8. The data will be discussed/analyzed with the professional staff throughout the school year.</p> <p><b>NWEA</b>  <u>Fall:</u> NWEA Diagnostic reflection/planning Sept 24-28 (all day)  <u>Winter:</u> NWEA Mid-year reflection/adjustment Jan 16-19 (all day)</p>			
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	<p><u>Spring:</u> NWEA EOY Data Growth Reflection May 16-18 (all day)</p> <p>9. CHS-Increase the school day by 30 minutes.(8:30 a.m.-4:00 p.m. from 8:30-3:30) Increase class time by 3 minutes. This increases the instructional time by 4,980 minutes. This additional time will be used for reading and mathematics instruction/intervention. Tutoring classes run from 4:00 – 5:30 p.m. Evening class are offered for students who need additional help in reading and math from 6:00 – 7:00 p.m.</p> <p>PRS-Increase the school day by 30 minutes (Attached) The school calendar consists of 180 instructional days. Pine Ridge Elementary School will extend their school day by 30 minutes. Elementary instructional time will begin at 8:05am/daily and end at: K – 2:30pm, Grades 1-3 – 3:00pm, and grades 4-8 – 3:30pm/daily. The additional 30 minutes will incorporate the RtI model. High school dismisses school at 4:00 from 3:30.</p> <p>LWS-Increased Mathematics and Reading block time and increased the school calendar by 10 additional school days to effectively implement the current mathematics curriculum. LWS increased from instructional days from 165 to 175. An extra 52 minutes (1 period) of reading &amp;/or math RTI based on NWEA RIT scores.</p>			
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	<p>10.LWS:</p> <ul style="list-style-type: none"> <li>• Parental Involvement Program: K-5 Catch A Dream (12 sessions). This program is a parental program to build family literacy. It is also designed to build libraries in homes. They learn how to study and do homework with their children.</li> <li>• Passport To Success (8 sessions in high school) This program is to teach the parent how to support their children with their homework assignments. It is designed to teach the parent the options available for their children beyond high school (career education).</li> <li>• Family Leadership Team. Parents will be given mini data retreats to learn the NWEA data for their children.</li> </ul> <p>CHS/PRS will hold monthly Parent nights at the schools in which families will be encouraged to meet with teachers, participate in cultural events, and have opportunities to see student academic growth presented along with school updates.</p> <p>PRS-Part time parent involvement coordinator.</p> <p>11. LWS- Hire academic success coaches to work with all high school students.</p> <p>CHS- Truancy officer to visit homes,</p>			
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	<p>Parent/Community Liaison.</p> <p>PRS – Home school liaison</p> <p>12. We are doing the transformation model. SIG Specialist will be hired to assist schools.</p>			
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#### **IV. BUDGET SPREADSHEET**

Crazy Horse, Little Wound, and Pine Ridge School will utilize the SIG funds to improve academic achievement by hiring SIG Specialist/Instructional coach, purchasing curriculum materials, and providing parental involvement activities. Funds will also be utilized for recruitment and retention purposes of staff and students.

Funding will be used to provide professional development for staff in the areas of assessment, curriculum, data analysis (CORE and NWEA), and instruction. Furthermore, professional development for parents in the area of literacy will be provided.

A teacher evaluation tool will be purchased along with the professional development necessary to implement the tool. The evaluation will be utilized in conjunction with teacher retention and align with the teacher incentive program.

The student rewards program is aligned with academic achievement and improved attendance. It is our belief that the students have to be present in order to take full advantage of the educational opportunities available to them.

#### **BUDGET NARRATIVE**

##### **DIRECT INSTRUCTION:**

##### **Little Wound School Stipends (\$29,250)**

LWS instructional staff will be paid a stipend of \$150.00 to attend the NWEA professional development on three Saturdays throughout the school year. 65 PreK-12 certified staff at \$150 a session 3 times a year is the breakdown.

##### **Crazy Horse/Little Wound/Pine Ridge School Performance Pay Incentive (\$60,000/\$25,750/\$30,000)**

Teachers and instructional leaders will meet to design student achievement goals based on valid, rigorous assessments (i.e. NWEA), and other meaningful student progress data points. Teachers will be eligible for a one-time, yearly performance pay incentive if their student's meet their yearly achievement goals.

Teacher:	Description:	How to Calculate Growth:
Grade 1-5 (9 total)	<p><b>Reading:</b> Teachers &amp; Instructional leaders will receive a bonus if their students show average or above-average growth in “grade level” in Reading as measured by the MAP test cut scores. *see chart below</p> <p><b>Math:</b> Teachers and instructional leaders will receive a bonus if their students show average or above-average growth in “grade level” in Math as measured by the MAP test cut scores. *see chart below</p> <p>For avg of 1-1.49 years growth: \$500  For avg of 1.5-1.99 years growth: \$750  For avg of 2.0+ years growth: \$1000</p> <p>PRS-Teachers who show an increase in proficiency in reading &amp;/or math using NWEA Rit scores, will increase</p> <p>From 18% to 40% will receive an incentive:  For an achieved proficiency of 40% Growth from BOY to EOY in year 1-\$1000.00  For an achieved proficiency of 60%  Growth from Boy EOY in year 2- \$2000.  For an achieved proficiency of 80%  Growth from BOY to EOY in year 3-\$3000.</p>	<p><b>ADD</b> (each Student’s EOY cut score <u>grade level</u> <b>MINUS</b> respective Student’s BOY cut score <u>grade level</u>) , <b>DIVIDE</b> total cut score <u>grade level growth</u> by <u>total number of students calculated.</u></p> <p><b>ADD</b> (each Student’s EOY cut score <u>grade level</u> <b>MINUS</b> respective Student’s BOY cut score <u>grade level</u>) , <b>DIVIDE</b> total cut score <u>grade level growth</u> by <u>total number of students calculated.</u></p> <p><i>*self contained elementary teachers can potentially earn \$2000 total for student growth, \$1000 for each subject</i></p>
Grade 6-8 4 total	<p><b>ENG:</b> ALL Teachers and instructional leaders will receive a bonus if the CHS Middle School students show average or above-average growth in “grade level” in Reading as measured by the MAP test cut scores. *see chart below</p> <p><b>Math:</b> ALL Teachers and instructional leaders will receive a bonus if the CHS Middle School students show average or above-average growth in “grade level” in Math as measured by the MAP test cut scores. *see chart below</p> <p>For avg of 1-1.49 years growth: \$500  For avg of 1.5-1.99 years growth: \$750  For avg of 2.0+ years growth: \$1000</p>	<p><b>ADD</b> (each Student’s EOY cut score <u>grade level</u> <b>MINUS</b> respective Student’s BOY cut score <u>grade level</u>) , <b>DIVIDE</b> total cut score <u>grade level growth</u> by <u>total number of students calculated.</u></p> <p><i>*The MS science teacher will receive 75% of the math/reading bonus other MS teachers receive + 25% of the bonus for students’ average score on the Science portion of the MAP test according to the chart.</i></p>

<p>Grade 9-12 9 Total</p>	<p><b>ENG:</b> ALL Teachers and instructional leaders will receive a bonus if the CHS High School students show average or above-average growth in “grade level” in Reading as measured by the MAP test cut scores. *see chart below</p> <p><b>Math:</b> ALL Teachers and instructional leaders will receive a bonus if the CHS High School students show average or above-average growth in “grade level” in Math as measured by the MAP test cut scores. *see chart below</p> <p>For avg of 1-1.49 years growth: \$500 For avg of 1.5-1.99 years growth: \$750 For avg of 2.0+ years growth: \$1000</p>	<p><b>ADD</b> (each Student’s EOY cut score grade level <u>MINUS</u> respective Student’s BOY cut score grade level) , <b>DIVIDE</b> total cut score grade level growth by total number of students calculated.</p> <p><i>*The MS science teacher will receive 75% of the math/reading bonus other MS teachers receive + 25% of the bonus for students’ average score on the Science portion of the MAP test according to the chart.</i></p>
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**Crazy Horse School/Little Wound School Teacher Recruitment: Signing Bonus (\$15,000/\$25,000)**

In order for Crazy Horse School/Little Wound School to create a sustainable movement towards offering a great education for our students, it’s important that we attract and retain top-quality teachers. Living in a rural area, it can be extremely difficult to recruit highly qualified teachers, especially with the high need for teachers in our area. With this signing bonus, we will be able to offer each new teacher in our district a one-time \$1000 signing bonus.

All NEW teachers that are hired at CHS/LWS will receive a one-time \$1000 bonus (only for teachers NEW to the district)

-CHS hires on average 12 new teachers each year in recent years. We have budgeted for 15 new teachers. Little Wound School has budgeted for 25 new teachers.

**Crazy Horse School/Little Wound School Teacher Retention: Resigning Bonus (\$10,000)**

To ensure that schools retain highly qualified teachers, a \$500 re-signing bonus will be offered for all teachers that commit to returning to CHS the following year. Teachers will receive this bonus after the first pay period upon returning the following school year.

CHS offers on average 15 teacher contracts to existing teachers for retention. At \$500 each, the \$10,000 allows for us to rehire up to 20 teachers. \*the \$500 bonus is also offered to teachers who have worked for the district in the past but are coming back, even if years have lapsed ONLY if they qualify for the performance bonus as well.

**CHS Curriculum**

**Textbooks/Curriculum Materials (\$80,000/yr)**

**Adopt Rigorous Core Curriculum (Math, Reading, Social Studies, Science):** Curriculum will be data driven using reports from CORE consultants, MAPs and DSTEP student achievement data, and the DoE’s Institute of Education’s “What Works Clearinghouse” research-base.

**Adopt Additional Intervention Curriculum for Tier II and Tier III Students (Math, Reading):** Curriculum will be chosen using data reports from CORE consultants, MAPs and

DSTEP student achievement data, and the DoE’s Institute of Education’s “What Works Clearinghouse” research

Schedule:

2013-2014 SY:

Replace 9-12 Core Math Curriculum (Singapore Math): Appx \$35,000

Purchase 9-12 Reading Intervention Program (TBD): Appx: \$25,000

Purchase 6-12 Comprehensive Writing Program: Appx: \$20,000

Total: \$90,000

2014-2015 SY:

Replenish perishables for Singapore (workbooks, etc): Appx: \$30,000

Replenish perishables for Reading Intervention: Appx: \$20,000

Total: \$50,000

2015-2016 SY:

Replenish perishables for Singapore (workbooks, etc): Appx: \$30,000

Replenish perishables for Reading Intervention: Appx: \$20,000

Total: \$50,000

**Crazy Horse School/Little Wound School Technology (\$13,000/\$65,000)**

Crazy Horse School will purchase promethean boards for four elementary classrooms to support the instructional delivery of the reading and mathematics curriculum.

LWS will purchase Technology Learning Labs at each level (K-5) (6-8) (9-12) to enhance and improve vocabulary, reading, and math skills in our two core curricula of Math and Reading. We are using this to diversify instruction at the individual level with conceptual hands on instruction within the classroom.

This will also help us meet the requirements of the 2012 AdvancEd recommendations to increase educational technology in the classroom.

**Teacher Professional Development NWEA Training (\$35,000each)**

The consortium will be using the NWEA MAP test as our diagnostic and summative assessment to gauge student growth over the year. This will be used as a mid-year benchmark to evaluate our growth towards the goals. In order to be a data-driven school and take advantage of the MAP reports, the teachers and administrators will receive periodic professional development from NWEA.

Training Schedule: NWEA will conduct on-site training 3 times during the year on how to read, interpret, and use data to improve instruction in the classroom.

<b>NWEA Data Training</b>		
<b>Fall:</b>	<b>Winter:</b>	<b>Spring:</b>
NWEA Diagnostic reflection/planning	Mid-year reflection/adjustment	EOY Data Growth Reflection
Sept 24-28 (all day)	Jan 16-19 (all day) CHS/LWS	May 16-18 (all day)
Cost: appx \$5000  (presenter + materials)	Cost: appx \$5000  (presenter + materials)	Cost: appx \$5000  (presenter + materials)

**Core (\$20,000/\$5,000)**

CORE consultants will assist the school in progressing toward meeting school growth goals. They will observe classrooms, provide feedback, model strategic plans for improvement, perform executive coaching, and meet with staff members.

<b><u>CORE Training</u></b>	
<i>*Note: BIE to provide ongoing training with CORE. All training below is in addition to those days.</i>	
<b>Reading: 2 days</b>	<b>Math: 2 days</b>
<i>*date to be planned in conjunction with BIE funded training</i>	<i>*date to be planned in conjunction with BIE funded training</i>
<i>2 days in Fall Semester, 2 in Spring Semester</i>	<i>2 days in Fall Semester, 2 in Spring Semester</i>
PRS will have one additional day	PRS will have one additional day
Cost: appx \$2500/day= \$10,000	Cost: appx \$2500/day= \$10,000
PRS – additional \$2,500	PRS – additional \$2,500

**INSTRUCTIONAL SUPPORT:**

**SIG Coach (\$60,000-80,000, salary + fringe)**

The SIG coach will work full-time at the school with dual purposes: 1) The coach will serve as an instructional support for teachers to ensure teachers are continually improving their effectiveness and providing an excellent education for students. 2) They will oversee the programs from the SIG grant to ensure the funding is being used with fidelity. \*Additionally, information on SIG Specialist will be available when Dr. Longie shares that information with the consortium.

A Curriculum/ School Improvement Specialist will be hired to work with Crazy Horse School to assist them with their school improvement efforts, specifically with the MAPS in Reading and Math. The Specialist will also provide technical assistance in specialized areas that integrate the total school improvement efforts, such as: differentiated instruction, curriculum mapping, evaluation processes, etc. This position will be a TEA staff for year 1 for Crazy Horse School.

**Tribal Education Agency ( \$80,000, salary + fringe)**

One position will be filled with a SIG Grant/School Improvement Specialist. Duties include overall program monitoring of the three schools that relate to school improvements efforts. The TEA will provide direction in establishing and implementing the Common Core State Standards.

**Pine Ridge Parent Data Retreats (\$6,000)**

PRS will hold monthly Parent nights at the schools in which families will be encouraged to meet with teachers, participate in cultural events, and have opportunities to see student academic growth presented along with school updates. PRS will hold monthly parent nights in

coordination with NWEA data rollup conversations with parents. This will be an opportunity to show the BOY,MOY, EOY MAP results to the parents and provide cultural literacy activities. \$6000 for cultural literacy activities materials

Supplies costs: 6months x \$1000/night for incentives (educational technology), academic activities, traditional cultural activity, books = \$6000

**CHS/LWS Academic Achievement Night (\$20,000/\$27,000)**

Three Parent data nights will be hosted in coordination with the NWEA assessment results. This will be an opportunity to showcase the MAP assessment results to the parents and provide activities for the students.

\$2,500 for family literacy kits

\$3,500 for traditional cultural activity

\$3,000 for activity centers

**LWS/PRS/CHS Leadership Academy (\$36,000)**

The consortium school improvement teams will attend the international center for leadership in education leadership academy conference scheduled for Nov 2-4, 2012 in Nashville TN. Professional development topics include: Supporting teachers in changing instruction to meet the requirements of the Common Core State Standards and Next Generation Assessments; Approaching evaluation from the broader perspective of selection, support, and evaluation of all educators; Providing meaningful Teacher Evaluations even with limited time and resources; Understanding the technology requirements of implementing the Next Generation Assessments and preparing students for college and their careers.

**Model Schools Conference (\$10,000)**

LWS improvement teams will attend the international center for leadership in education conference. The 21st Annual Model school conference is scheduled for June 30-July 3, 2013. Professional development topics include: Leading Change During Challenging Times: Lessons Learned From Our Nation’s Most Rapidly Improving Schools; The Next Chapter of Education: Join the Revolution or Accept the Status Quo; Road Mapping Successful Change.

**CHS Excellent School Visits (\$15,000)**

**Ongoing Professional Development:** The administration will coordinate site visits for teachers as a means of professional development – to learn from practices, techniques and structures employed at other schools. Excellent schools are chosen by their high performing academic achievement while serving low income populations. It will involve classroom observations, mentor meetings and strategic planning to implement the teaching skills/strategies.

25 teachers x \$600 for travel expenses (per diem, lodging, extra costs incurred)

-This will allow each teacher to do ONE excellent school visit per year for professional development as designed by their respective principal.

**SIG Institute (\$18,000 ALL)**

The consortium schools will attend the SIG institute that focuses on a variety of topics. These topics include: NWEA, CORE, Common CORE, reading and mathematics curriculum/instruction, NASIS and MAXIMO.

**Parent Professional Development (\$25,000 LWS)**

Parental Involvement Programs: K-5 Catch A Dream (12 sessions). This program is a parental program to build family literacy. It is designed to build libraries in homes. They learn how to study and do homework with their children.

Passport To Success (8 sessions). This program is to teach the parent how to support their children with homework assignments. It is designed to teach the parent the options available for their children beyond high school (career education).

Smart Words Vocabulary. This is a 27-week vocabulary/comprehension curriculum. It is designed to increase the parent and child’s vocabulary knowledge base.

**CHS Evening Classes (\$24,000)**

This program would extend the hours of the school day, providing students with the opportunity to take classes after school hours. Classes would be held from 6:00 p.m.-7:00 p.m. and may include a variety of subjects for both traditional and alternative students through “Odysseyware” for students to complete independent study and credit recovery. This would compensate for three teacher salaries and operating expenses.

**Pine Ridge School:**

The school calendar consists of 180 instructional days. Pine Ridge Elementary School will extend their school day by 30 minutes. Elementary instructional time will begin at 8:05am/daily and end at: K – 2:45pm, Grades 1-3 – 3:00pm, and grades 4-8 – 3:30pm/daily. The additional 30 minutes will incorporate the RtI model as follows:

	Tier I Core Program	Tier II Strategic Supplemental Intervention	Tier 3 Intensive Intervention
Elementary	High quality, comprehensive reading & math instruction for all students  (All students working at advanced, benchmark, strategic or intensive levels)	Programs, strategies, and procedures that support, enhance and/or supplement Tier I  (Students not making adequate progress in Tier I)	Specifically designed and customized intensive instruction that addresses lack of progress in Tier I & Tier II  (Seriously at-risk students not making adequate progress in Tier I & Tier II)
Middle School	High quality, comprehensive reading & math instruction for all students	Same as Elementary	Same as Elementary

Teachers and Education Technicians will work with the students in groups based on MAP RIT scores &DesCartes.

The High school schedule consists of seven 55 minute classes. Instruction will begin at 8:15am/daily, and end 4:00 pm/daily. Intensive learners will receive 25 minutes of additional instruction – 4 times a week.

Targeted instruction will be implemented at the high school beginning with student class schedules that are 55 minutes each. Students will be placed in English, science and social science classes according to spring MAP RIT scores which will create cohorts. Math class placement will also be determined according to Spring math RIT scores. Students in need of intensive and strategic instruction in math and reading will take regular grade-level English and math courses. In addition, Tier III students will also take a perquisite class, this academic support class will provide fifty-five (55 minutes of intervention during the regular day. Twenty-five (25) minutes of instruction will be targeted for Tier II and Tier III students. This instructional support will take place after the 7<sup>th</sup> bell at the end of the day because buses at the high school run at 4:00 P. M. This translates into two (2) days per week for math and two (2) days a week for reading. The extra twenty-five (25) minutes may also be used for mentoring, raising a class grade or coaching potential graduates (once a week—any student).

# SIG 1003(g) Budget Spreadsheet 2012-2013 Application



<b>Agency:</b>		Crazy Horse School, Little Wound School, Pine Ridge School			
<b>Prepared By:</b>		Crazy Horse School, Little Wound School, Pine Ridge School			
<b>School/Organization:</b>		Crazy Horse School, Little Wound School, Pine Ridge School			
<b>Expenditure Classification</b>	<b>Pre-Implementation</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Total Budget</b>
<b>DIRECT INSTRUCTION</b>					
<b>PERSONNEL SERVICES</b>					
Teachers – Grades K-12					\$
Teachers – Special Education					\$
Instructional Assistants – K-12					\$
Instructional Assistants – K-12					\$
Substitutes					\$
Extended Contracts					\$
Stipends/Incentives 1. NWEA Data Session LWS 2. Performance Pay Incentive – CHS/LWS/PRS 3. Teacher Recruitment: Signing Bonus-CHS/LWS 4. Teacher Retention: Retention Bonus-CHS/LWS		1. LWS-29,250 2. PRS/CHS/LWS-115,750 3. CHS/LWS-40,000 4. CHS/LWS-20,000	1. LWS-29,250 2. PRS/CHS/LWS-115,750 3. CHS/LWS-40,000 4. CHS/LWS-20,000	1. LWS-29,250 2. PRS/CHS/LWS-115,750 3. CHS/LWS-40,000 4. CHS/LWS-20,000	\$ 615,000
Other (Identify)					\$
Other (Identify)					\$
<b>EMPLOYEE BENEFITS</b>					

Health & Other Insurances					\$
FICA Taxes					\$
Retirement					\$
TSP Match					\$
Other (Identify) Benefits:					\$
<b>SUPPLIES &amp; MATERIALS</b>					
Textbooks/Curriculum Materials		CHS-80,000 PRS-176,000	CHS-80,000 PRS-176,000	CHS-80,000 PRS-176,000	\$ 768,000
Instructional Software					\$
General Supplies & Materials					\$
Other (Identify) 1. Technology Equipment CHS		CHS-13,000 LWS-65,000	CHS-13,000 LWS-65000	CHS-13,000 LWS-65000	\$ 234,000
Other (Identify)					\$
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Travel					\$
Employee Professional Development					\$
Other P.D./Travel					\$
<b>EQUIPMENT</b>					
Direct Instruction Equipment					\$
Other Equipment					\$
<b>PURCHASED SERVICES</b>					
Contracts (CORE & NWEA)		\$105,000 ALL \$5,000 +PR	\$105,000 ALL \$5,000 +PR	\$105,000 ALL \$5,000+PR	\$ 330,000
Other Charges					\$
Vehicle Rents /Leases					\$
<b>TOTAL DIRECT INSTRUCTION</b>	\$	\$ 591,000	\$ 591,000	\$ 591,000	\$ 1,773,000
<b>INSTRUCTIONAL SUPPORT</b>					
<b>PERSONNEL SERVICES</b>					
Principal					\$
Instructional Supervisor					\$

Subject Matter Specialist					\$
Instructional Coach/SIG Specialist 1. CHS- SIG Specialist (1) 2. LWS-SIG Specialist (1) 3. PRS- SIG Specialist (1)		1. CHS-\$60,000 2. LWS- \$80,000 3. PRS-\$80,000 4. TEA -\$80,000	1. CHS-\$60,000 2. LWS- \$80,000 3. PRS-\$80,000 4. TEA -\$80,000	1. CHS-\$60,000 2. LWS- \$80,000 3. PRS-80,000 4. TEA -\$80,000	\$ 900,000
Social Worker					\$
Parent-Community Liaison					\$
Counselor					\$
Other (Identify)					\$
Other (Identify)					\$
<b>EMPLOYEE BENEFITS</b>					
Health & Other Insurances					\$
FICA Taxes					\$
Retirement					\$
TSP Match					\$
Other Benefits					\$
<b>PURCHASED SERVICES (CONTRACTED SERVICES)</b>					
Education Management Organization					\$
Charter Management Organization					\$
On-Site Consultants					\$
Other					\$
<b>SUPPLIES &amp; MATERIALS</b>					
Assessments /Evaluations					\$
Assessment Software					\$
General Supplies & Materials					\$
Other (Identify) 1. Parent Data Retreats PRS 2. Parent Academic Achievement Night-LWS		1. 6,000 PRS 2. 47,000 LWS/CHS	1. 6,000 PRS 2. 47,000 LWS/CHS	1. 6,000 PRS 2. 47,000 LWS/CHS	\$ 159,000

<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Professional Development 1. Leadership Academy/ 2. Model Schools 2. Excellent Schools Visit CHS		1. 36,000 ALL 2. 10,000 LWS 3. 15,000 CHS	1. 36,000 ALL 2. 10,000 LWS 3. 15,000 CHS	1. 36,000 ALL 2. 10,000 LWS 3. 15,000 CHS	\$ 183,000
Employee Travel 1. BIE Summer Institute (ALL)		1. 18,000 ALL	1. 18,000 ALL	1. 18,000 ALL	\$ 54,000
Parent Professional Development 1. Parent Literacy LWS		1. 25,000 LWS	1. 25,000 LWS	1. 25,000 LWS	\$ 75,000
Parent Travel					\$
Student Travel					\$
Other (Identify) 1. Student Growth Rewards					
<b>EQUIPMENT</b>					
Instructional Support Equipment					\$
Other (Identify)					\$
Other (Identify)					\$
<b>TOTAL INSTRUCTIONAL SUPPORT</b>	<b>\$</b>	<b>\$ 435,000</b>	<b>\$ 435,000</b>	<b>\$ 435,000</b>	<b>\$ 1,305,000</b>
<b>OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>					
Extended Learning Time 1. Evening Classes CHS		1. 24,000(CHS)	1. 24,000(CHS)	1. 24,000(CHS)	\$ 72,000
Displacement Costs					\$
School Closure Costs					\$
Extended Professional Development					\$
Other (Identify)					\$
Other (Identify)					\$
<b>TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS</b>	<b>\$</b>	<b>\$ 24,000</b>	<b>\$ 24,000</b>	<b>\$ 24,000</b>	<b>\$ 72,000</b>
<b>GRAND TOTAL PROGRAMS</b>	<b>\$</b>	<b>\$ 1,050,000</b>	<b>\$ \$ 1,050,000</b>	<b>\$ \$ 1,050,000</b>	<b>\$ 3,150,000</b>

## VI. Measuring Progress

Tier I Schools will be required to submit to the Turnaround Office in DPA Interim Project and Final Project Progress Reports that are consistent with the goals and objectives identified in the needs assessment process and the implementation of the identified intervention model. The final evaluation **MUST** consider the entire project, beginning to end. It should not be viewed as an activity done after the end of the first year of implementation, but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

In addition, schools will be required to report on the following school-level data:

METRIC	SOURCE	Achievement Indicators	Leading Indicators
<b>School Data</b>			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	EDFacts	√	
Which AYP targets the school met and missed	EDFacts	√	
School improvement status	EDFacts	√	
Number of minutes within the school year	NEW SIG		√
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	EDFacts	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	EDFacts		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	EDFacts	√	
Dropout Rate	EDFacts		√
Student attendance rate	EDFacts		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual	<b>NEW SIG HS only</b>		√

enrollment classes			
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	EDFacts		√
Truants	EDFacts		√
<b>TALENT</b>			
Teacher attendance rate	<b>NEW SIG</b>		√

The school must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the BIE allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the BIE need only report the identity of the school and the intervention taken—i.e., school closure.

## VII. 2010-2011 Title I 1003(g) School Improvement Grant Assurances

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.
- Establish annual goals for student achievement on 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 the school’s progress.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.
- Report to the BIE the school-level data required under Section III of the final requirements.

**WAIVERS: The BIE has obtained waivers of requirements applicable to the school’s School Improvement Grant. The School must indicate which of those waivers it intends to implement.**

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE’s persistently lowest-achieving schools.

Extending the period of availability of school improvement funds.

“Starting over” in the school improvement timeline for Tier I school implementing a turnaround or restart model.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.



# APPENDIX B

## ASSURANCES

### Appendix B

#### The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous self evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it has a procedure in place to allow the principal to make strategic staff replacements.
3. The school assures that it has the capacity to support transformation, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined; the school assures that it will work closely with the BIE Turnaround Office.
4. The school assures that changes in decision making policies, mechanisms, and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) will be made in order to effectively implement the transformation model.
5. The school assures that it will utilize the expertise of the BIE vetted external providers.

Signatures of School Team	Signatures of School Team	Signatures of School Team