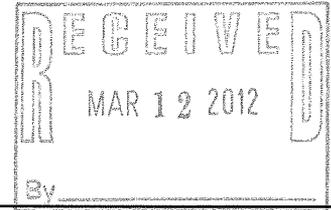


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS



Legal Name of Applicant: Standing Rock Community High School	Applicant's Mailing Address: 9189 Hwy 24 Fort Yates, ND 58538
---	---

LEA/School Contact for the School Improvement Grant

Name: Mrs. Bernadette Dauenhauer

Position and Office: Standing Rock Community School Principal

Contact's Mailing Address:
9189 Hwy 24
Fort Yates, ND 58538

Telephone: 1-701-854-3461

Fax: 1-701-854-3785

Email address: Bernadette.dauenha.2@sendit.nodak.edu

Chief School Officer (Printed Name): Mrs. Bernadette Dauenhauer	Telephone: 1-701-854-3461
--	------------------------------

Signature of the Chief School Officer: 	Date: 3/8/12
--	-----------------

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.

Standing Rock Community School

SIG Project Abstract

Standing Rock Community High School has been identified as persistently low-achieving. Standing Rock Community High School has not made Adequate Yearly Progress, nor has the school graduated more than 60% of a cohort group in the last three years. Given these criteria, Standing Rock Community High School qualifies for the BIE Tier I, School Improvement Grant. Standing Rock Community High School has chosen the Transformation Model as its model for school improvement

An intensive review of Standing Rock Community High School's assessment data was conducted, revealing the percentage of 11th grade students testing Proficient or Advanced on the North Dakota State Assessment has declined over the last two years. In October 2010, 23% of juniors tested proficient or advanced in reading; the 2011 NDSA results for reading indicate only 18% of Standing Rock High School students were proficient. Results from the NDSA for Standing Rock High School's students' scores in math show a similar decline in the numbers of proficient students. The 2010 results identified 13% of 11th graders were Proficient or Advanced in Math; in October of 2011, only 8% tested proficient, with one student testing advanced.

Standing Rock Community High School has replaced the previous years' principal, and instituted a School Improvement Leadership Team. The Standing Rock School Improvement Leadership Team has set the following achievement goals: Standing Rock High School will increase academic performance in Reading to meet AYP, specifically increasing the percentage of students testing proficient or advanced to 60% on the 2015 NDSA; The Standing Rock High School will increase academic performance in Math to meet AYP, specifically increasing the percentage of students testing proficient or advanced to 35% on the 2015 NDSA; Standing Rock High School will increase the graduation rate to meet AYP, specifically increasing the number of students who graduate with their cohort from 30% to 60% by May 2015. To meet these goals, the Leadership Team will devise a new teacher evaluation system, and implement comprehensive and rigorous professional development. Teachers identified as highly-effective will be provided incentives as designed by the Leadership Team. The Leadership Team is also formulating a plan for teacher retention and new teacher attraction.

The Standing Rock School Improvement Leadership Team has determined the following needs to increase academic achievement: Strategic, targeted instruction in Reading and Math by implementation of data-driven interventions, specifically through application of the Response to Intervention (RtI) process and effective teaching strategies; comprehensively aligned curriculum to current North Dakota and Common Core standards; creation and implementation of a Freshmen Academy to strengthen core skills, form and strengthen bonds, provide mentorship and advising to incoming freshmen to reduce attrition and disciplinary infractions among freshmen students; an extended school day that includes a homebase for students to receive individualized academic and behavioral support; ongoing technical assistance for the ELO and SEA offices, specifically partnering with these BIE supports to provide ongoing, job-embedded professional development to the staff of Standing Rock Community High School.

Standing Rock Community School
SIG Plan of Operation
Narrative

The Standing Rock Community School has not made AYP for the past five years and our Graduation Rate has been below 60% for the past three years. Attendance and academics are our major areas of concern. These two areas play a major role in success within our school and without assistance from the Bureau of Indian Education and the Division of Performance and Accountability our school is failing. Below is the school profile and data supporting our need for assistance to increase attendance, academic achievement, and graduation rates. The Standing Rock Community School has selected the Transformation Model for Tier I schools.

The Standing Rock Indian Reservation is a Lakota, Yanktonai, and Dakota Indian reservation in North Dakota and South Dakota in the United States. The sixth-largest reservation in land area in the United States, it comprises all of Sioux County, North Dakota, and all of Corson County, South Dakota, plus portions of northern Dewey County and Ziebach County in South Dakota, along their northern county lines at Highway 20.

The reservation has a land area of 9,251.2 square kilometers (3,571.9 sq mi). There are approximately 12,349 enrolled tribal members (BIA data). Of the enrolled tribal members approximately 8,613 live on the reservation. The census indicates 5,860 Standing Rock Sioux reservation residents are under the age of eighteen years of age (US Census data 2010). The Standing Rock Indian Reservation consists of eight districts, three in North Dakota – Fort Yates, Cannon Ball and Porcupine and five in South Dakota – Kenel, McLaughlin, Little Eagle, Rock Creek and Wakpala. All districts may attend the Standing Rock Community School.

Needs Assessment:

Student and Parent Survey

The Standing Rock Community School completed a Student and Parent Survey during the week of February 14th through the 16th, 2012. One hundred forty-nine (149) students completed the survey. (149/207 students = 72%). The survey consisted of 23 questions in the areas of: School

Climate, Instruction, Subject Areas and Overall Rating. In School Climate, forty-two percent (42%) of the students agree that they feel safe at school and sixteen percent (16%) strongly disagree that the school personnel treat students in a fair and consistent manner. In Instruction, fifty-three percent (53%) agree that technology is used in their classes that help them learn and six percent (6%) strongly disagree that they have appropriate kinds and amounts of homework to help them learn. In the Subject Areas, thirty-two percent (32%) rate Music and Art as strong and seven percent (7%) rated the subject areas of Language Arts and Lakota Language/Culture as weak. Overall the majority of the students felt adequate that the school did a good job in all subject areas. Overall Rating, twenty-nine percent (29%) were not sure of their overall experience with the school as being positive and thirty-nine percent (39%) agree or strongly agree that the school is very positive.

One hundred twenty-two parents completed the Parent Survey (68%). The Parent Survey consisted of 30 questions in the areas of: School Climate, Instruction, Parent Involvement, Communication, Curriculum and Subject Areas. In School Climate, twenty-six percent (26%) of the parents agree that their child is safe at school, and five percent (5%) strongly disagree that discipline is not a problem. In Instruction, twenty-five percent (25%) of parents agree that quality of instruction at school meets or exceeds their expectations along with receiving accurate and timely feedback on academic performance, and four percent (4%) strongly disagree that they have appropriate kinds and amounts of homework to help their child learn. In Parent Involvement, twenty-two percent (22%) agree that they are willing to remain involved or become more involved with the school to help their child succeed academically; four percent (4%) disagree that the teachers at their child's school are accessible to them. In Communication, twenty-nine percent (29%) agree that the school report card/progress report format is clear and helpful, and two percent (2%) strongly disagree that communication from the school is timely and effective. In Curriculum, twenty-four percent (24%) agree that the curriculum is appropriate for child's grade level and five percent (5%) strongly disagree that the school offers a challenging educational program that meets or exceeds their standards. In the Subject Area, sixteen percent (16%) feel that the school is doing a good job in the following areas: Science, Social Studies and History, Physical Education, Family and Health Education, and Music and Art. Five percent (5%) feel that the school is weak in the area of Mathematics.

Student Behavior

The Standing Rock Community High School student behaviors have been averaging around 442 discipline referrals per year with 137 students being involved.

Behaviors				
School Year	Event Types	Events	Students	Top 3 Behaviors Reported
08-09	24	487	145	1. Non-Compliance – 125 2. Skipping – 59 3. Inappropriate Language – 38
09-10	24	423	137	1. Skipping – 65 2. Non-Compliance – 63 3. Inappropriate Language – 22
10-11	33	534	130	1. Skipping – 109 2. Insubordination – 93 3. Tardiness – 48
*11-12 (up to 2-7-2012)	21	613	137	1. Insubordination – 113 2. Skipping – 65 3. Violation of School Rules – 16
Drugs & Alcohol referrals average 11 students over the past three years. Gang-related referrals for this year – 8. In-school and out-of-school suspensions for this year - 142.				

* New administration – Principal is following Student Handbook Policies & Procedures.
Principal is being consistent with policies and is making students responsible for behaviors.

Student Enrollment

SY 11-12											
All	09	78	LEP	09	18	GT	09	16	Sped	09	12
	10	52		10	13		10	9		10	12
	11	42		11	15		11	11		11	16
	12	35		12	5		12	9		12	9
	Total	207		Total	51		Total	45		Total	49

Student Attendance

09	88.16%
10	82.24%
11	87.96%
12	89.58
Total	87.34%

Graduation Rate

SY 08-09	43.53
SY 09-10	53.10
SY 10-11	30.30

ND ED State Facts – All students – 88%, American Indian – 62%

Student Overall Attendance – Past 3 years

SY 09-10	SY 10-11	SY 11-12
79.18%	81.70%	87.34%
		Tardy for Class -10.36%

Staff Attendance

SY 10-11 (Contract days 182, Instructional days 173)	742 days absent from 58 staff =12.79 absenteeism per day.
SY 11-12 (Contract days 182 days, instructional days 173)	As of 2-10-2012 – 403 days absent from 54 staff = 7.46 absenteeism per day.

Senior Attendance

SY 09-10	SY 10-11	SY 11-12
77.86%	83.33%	94.06%

Student Dropout Rate

SY 08-09	SY 09-10	SY 10-11
9.17%	7.92%	12.30%

ND ED Facts State Trends Profile - All students – 3%, American Indians – 9%

Data Analysis

ACT Assessment SY 2011-2012

English	15
Math	15
Reading	16
Science	15
Composite	15.5

ND Ed Facts State Trends Profile – Composite = 21

NWEA – Northwest Evaluation Association

Reading			Mathematic		
9 th Grade	Fall	Winter	9 th	Fall	Winter
<3 grade level	3%	21%	<3 grade level	13%	15%
4-7 grade level	70%	59%	4-7 grade level	73%	60%
8 +	28%	16%	8 +	14%	21%
10 th Grade			10 th Grade		
<3 grade level	7%	27%	<3	19%	20%
4-7 grade level	64%	47%	4-7 Grade level	64%	41%
8 +	30%	24%	8 +	17%	33%
11 th Grade			11 th Grade		
<3 grade level	8%	21%	<3 grade level	13%	11%
4-7 grade level	58%	45%	4-7 grade level	61%	37%
8 +	35%	37%	8 +	25%	50%

Reading weakness is in Genres at 37%, strength is in Strategies & Purposes at 54%

In Mathematics all 5 standards ranged between 33 – 34%. There was no weakness or strength; all curricular strands require improved programming and pedagogy.

North Dakota State Assessment - CTB

Mathematics			
	NDSA CTB 2009	NDSA CTB 2010	NDSA CTB 2011
Proficient or Advanced	0%	13%	8%
Partially Proficient	16%	32%	23%
Novice	84%	55%	69%
* percentages with each standard indicate the district average % correct			
Strengths	<u>Standard 1</u> Analyze operation effects on numbers 58% <u>Standard 2</u> Identify, perform transformations 65% <u>Standard 3</u> Create appropriate displays of data 72% Interpret a representation of data 65% <u>Standard 4</u> Select appropriate units, scales 63% <u>Standard 5</u> Use real number properties 63%	<u>Standard 1</u> Estimate to predict realistic solution 77% Add, subtract, multiply, matrices 71% <u>Standard 2</u> Identify objects from perspectives 81% Gain insight from geometric model 68% <u>Standard 3</u> Determine number of outcomes 74% <u>Standard 4</u> Compute surface area and volume 68% <u>Standard 5</u> Use real number properties 71% Solve linear equations, inequalities 61%	<u>Standard 1</u> Explain reasonableness of answers 65% Add, subtract, multiply, matrices 62% <u>Standard 2</u> Identify, perform transformations 72% <u>Standard 3</u> Create appropriate displays of data 72% <u>Standard 4</u> Estimate reasonableness of measures 69% <u>Standard 5</u> Interpret graph of real world problem 64%
* percentages with each standard indicate the district average % correct			
Weaknesses	<u>Standard 1</u> Use operations with expressions 31% Explain reasonableness of answers 33% Solve problems with computation 34% <u>Standard 2</u> Identify 2-D, 3-D object properties 3% Analyze transformations effects 21% Construct plane figures 26% <u>Standard 3</u> Compute compound event probability 2% Compute central tendencies, spread 2% <u>Standard 4</u> Use unit analysis to track units	<u>Standard 1</u> Use operations with expressions 26% Explain real number relationships 29% Express numbers in different forms 32% <u>Standard 2</u> Prove or disprove conjecture 13% Determine distance, midpoint, slope 39% Use distance, midpoint, slope 35% <u>Standard 3</u> Compute compound event probability 6% Interpret a representation of data 35% Find central tendency relationships 39% <u>Standard 4</u>	<u>Standard 1</u> Solve problems with computation 21% Apply exponent properties 28% <u>Standard 2</u> Compute sides, angles right triangle 33% <u>Standard 3</u> Compute simple event probability 36% <u>Standard 4</u> Solve problems with irregular shapes 10% Achieve precision in measurement 18% Convert among standard and metric 26% <u>Standard 5</u> Determine if relationship is

	5% Compute surface area and volume 5% Compute area of regular polygon 19% <u>Standard 5</u> Write equations from context 19% Solve linear equations, inequalities 28%	Use unit analysis to track units 13% Estimate reasonableness of measures 19% Describe scale effect on volume 23% <u>Standard 5</u> Write equations from context 18% Draw linear and quadratic graphs 29% Identify domain, range of functions 32%	linear 21% Express relations and functions 23%
--	--	--	---

Reading			
	NDSA CTB 2009	NDSA CTB 2010	NDSA CTB 2011
Proficient or Advanced	12%	23%	18%
Partially Proficient	37%	45%	28%
Novice	51%	32%	54%
* percentages with each standard indicate the district average % correct			
Strengths	<u>Standard 1</u> Gather reliable info to support thesis 51% <u>Standard 2</u> Build vocabulary by reading variety 70% Read for various purposes and intents 62% Apply universal themes to real life 58%	<u>Standard 1</u> Form questions to focus research 68% Gather reliable info to support thesis 65% <u>Standard 2</u> Analyze author's use of mood 70% Apply universal themes to real life 66%	<u>Standard 1</u> Form questions to focus research 54% <u>Standard 2</u> Apply universal themes to real life 58%
Weaknesses	<u>Standard 1</u> Cite sources using MLA/APA style sheet 40% Use relevant information 42% <u>Standard 2</u> Identify persuasive writing techniques 22% Identify author's use of figurative language 29%	<u>Standard 1</u> Evaluate reliability, validity, etc 23% Cite sources using APA/MLA style 31% Search databases effectively 44% <u>Standard 2</u> Summarize information nonfiction 49%	<u>Standard 1</u> Cite sources using APA/MLA style 26% <u>Standard 2</u> Read for a variety of purposes, intents 22% Use de/encoding, connotation, denotation 38%

A. *Develop and increase teacher and school leader effectiveness:*

1. Currently Standing Rock Community High School has replaced the previous 2010-2011 school year principal. Mrs. Bernadette Dauenhauer is now the contractual principal for the school year 2011-2012. Dauenhauer is a key stakeholder in our school system, as she is an enrolled member of the Standing Rock Sioux Tribe and holds high expectations for our students and staff.

2. *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:*

a. *take into account data on student growth (as defined in the regulations) 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*

Current Operating Model

a. The Standing Rock High School principal currently evaluates teachers bi-annually using an extensive rubric that surveys Personal Characteristics and Attitude, Classroom Management skills, Classroom Instruction, Implementation of Technology Standards, and Parent and Community Involvement. The rubric is shared with teachers, allowing each to evaluate him or herself, and then scored by the principal after classroom evaluations. Evaluations are reviewed collaboratively by the principal and the teacher. Student growth data is not taken into account when reviewing teacher performance. Teachers are not required to maintain student/classroom artifacts reflecting student achievement. The teacher evaluation form currently in place is approximately 10 years old, and was done so without teacher input and collaboration.

Ideal Operational Situation

- Standing Rock High School teacher evaluations will be designed and developed collaboratively with teaching staff and administration.
- Rigorous evaluations will continue to be held bi-annually, as well as cursory “walk-throughs” to be conducted a minimum of once per month. A principal’s assistant to facilitate observations and paperwork to streamline reviews would be ideal.
- Teachers and administrators will collaborate in the design of teacher evaluation forms to ensure identification of deficits, promote productive reflection, and guarantee the alignment of content standards.
- Peer observations between teachers would take place on a monthly basis in order to facilitate growth and development in teaching practices and classroom management strategies.
- Furthermore, Staff will be required to submit a monthly reflection of each individual’s strategic teaching strengths and weaknesses.
- Instructors will be required to maintain student portfolios and artifacts that prove growth. Artifacts would be compiled at the beginning of the year and again at the end

of the semester and/or year. Artifacts would include student projects, written reports, comprehensive exams, and other miscellaneous works.

- Video –recorded observations to be used as an observational tool as well as teacher reflection.

Plan to Facilitate Ideal Situation

- The Standing Rock High School educators will be consulted for input regarding the teacher evaluation form for excesses and deficits. The Leadership Team will take all input under advisement and rework the evaluation form.
- The SRHS school board will need to approve the new evaluation form before implementation.
- A Principal’s Assistant position will need to be created and filled to assist in principalship duties. New position will need to be approved by the SRHS school board.
- The principal will continue to maintain bi-annual classroom observations of teaching staff, using the teacher-administration created evaluation form as a guide.
- The principal will participate in a minimum of one-month cursory walk-throughs to maintain a general inspection of teaching and classroom practices
- Teaching staff will participate in peer observations once quarterly in order to develop teaching strategies, classroom management practices, and student relationships.
- Teachers will be scheduled one day per month to share pedagogical strategies, classroom management practices, and collaboration on cross-curriculum, all in accordance with research-based strategies.
- Teachers will provide a monthly professional reflection to the building administrator. The reflection will be a taxonomical approach, with instructors identifying what strategies are working for them, how those strategies could be perfected, and which strategies are causing deficits in student performance. The reflection will be directly tied to student achievement data gathered from NWEA, class assignments, and comprehensive exams aligned with common core standards. A form will be designed and distributed electronically to facilitate teachers in this process.
- Teachers will implement the use of student portfolios, compiled with student projects, written works, and comprehensive exams, NWEA and NDSA data to compile and report on student growth. Artifacts will be compared throughout the year to ensure student growth and development. Students will take part in selection of artifacts to show their best work.
- Video of classroom lessons along with accompanied lesson plans will be recorded and evaluated twice a year: once in the fall, and the second evaluation taking place in the spring to compare growth and development in teaching strategies.

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and/or high school graduation rates and identify and remove those who,

after ample opportunities have been provided for them to improve their professional practice, have failed to do so

Current Operating Model

- Currently Standing Rock High School does not identify teachers who increase student achievement and/or student graduation rates.
- End of the year teacher appreciation ceremony is held to honor teachers of value to SRHS students.
- Teachers receiving a poor performance review are placed on a Teacher Improvement Plan. Teacher Improvement Plans are designed to provide support through communication, discussion, and collaboration in the areas of significant concern. The administrator and teacher will jointly determine the strategies to be taken to overcome the deficiencies, but is agreed that the primary responsibility for correction of the deficiencies remains with the teacher.

Ideal Operational Situation

- Teacher and para-professional staff will be reviewed for strengths and weaknesses based on community input, student feedback, colleague referrals, administration observations, and biannual reviews.
- Identifying and implementing a compensation/reward system for educators should be extensive and include, but is not limited to: teacher qualifications, characteristics, practices, and effectiveness in the classroom, and communication with community members; i.e. parents and guardians, as well as teacher portfolios comprised of student artifacts and exemplar materials.
- Educators identified as highly effective and/or individuals with leadership potential will be commended and rewarded based on best practices or relevant research
- A compensation committee including administration, district officials, and teachers will be formed for the identification/compensation and/or termination process.
- A communication plan that clearly explains to teachers, principals, and others who may be affected will be provided and used as a guide for professionals to achieve excellence.
- A plan to determine the performance of those teachers in non-tested subjects will be created.
- Teacher rewards for those identified as highly effective will include funding for continuing education, training within the content area(s), membership fees for professional teaching organizations, and subscriptions to professional journals.
- A plan for financial incentives will be instituted to reward those individuals identified as highly effective, as approved by the SRHS school board.
- Individuals identified as underperforming will be provided a rubric for which they will be able to clearly identify their own professional deficits. Teacher improvement plans will be in place to ensure progress toward professional excellence.

- Educators in need of support systems will be allowed to choose a personal plan, with approval from his/her administrator in order to work toward improvement, or follow through with a program designated by the administration and/or school board.
- Those educators who have been given ample opportunities to improve in their professional practices will be terminated from the Standing Rock High School.

Plan to Implement Ideal Operational Situation

- Teacher and para-professional staff will be reviewed for strengths and weaknesses based on community input, student feedback, colleague referrals, administration observations, and biannual reviews.
- Identifying and implementing a compensation/reward system for educators would be extensive and include, but is not limited to: teacher qualifications, characteristics, practices, and effectiveness in the classroom, and communication with community members; i.e. parents and guardians, as well as teacher portfolios comprised of student artifacts and exemplar materials.
- Educators identified as highly effective and/or individuals with leadership potential will be commended and rewarded based on best practices or relevant research
- A compensation committee including administration, district officials, and teachers will be formed for the identification/compensation and/or termination process.
- A communication plan that clearly explains to teachers, principals, and others who may be affected will be provided and used as a guide for professionals to achieve excellence.
- A home-base program/plan will be implemented in which student achievement will facilitate in the collection of artifacts and data to be used as a tool to evaluate teacher accountability.
- Teacher rewards for those identified as highly effective will include funding for continuing education, training within the content area(s), membership fees for professional teaching organizations, and subscriptions to professional journals.
- Individuals identified as underperforming will be provided a rubric for which they will be able to clearly identify their own professional deficits. Teacher improvement plans will be in place to ensure progress toward professional excellence.
- Educators in need of support systems will be allowed to choose a personal plan, with approval from his/her administrator in order to work toward improvement, or follow through with a program designated by the administration and/or school board.
- Those educators who have been given ample opportunities to improve in their professional practices will be terminated from the Standing Rock High School.

4. Provide staff on-going, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects deep understanding of the community served by the school, or differentiated instruction) 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;

Current Operating Model

Standing Rock Community School implements several professional development trainings for school years 2012-2015 that are aligned with our current instructional programs; however, these trainings are not frequent or intensive enough to instigate real change. Staff attend trainings with an attitude of "have to" rather than of learning to enhance their craft. Resources, schedules, and budget constraints do not afford administration and staff the training and education necessary to engage in rigorous and progressive training necessary to support excellent teaching practices. Furthermore, administration and professional educators are not consulted when professional development decisions are made. All professional development training sessions are directed by superintendents and school board members.

The professional development sessions staff have been able to participate in, include a cursory session on classroom management, a brief overview of student assessment scores (without follow-up as to how to implement such scores into curriculum), and a two-day intensive session on integrating technology into the classroom, specifically Activboard® and ActivInspire® applications. Generally, these sessions include elementary, middle school, and high school personnel, and therefore are not tailored to high school student needs, interventions, and curriculum. A brief, yet working presentation on Atlas Curriculum Mapping® has also been provided to staff at the school wide level. However, staff requiring more intensive training in order to fully utilize the program have been left to their own devices or directed to other teaching staff members. Conversely, every first Wednesday of each month is designated a shortened schedule for students, allowing educators from each content area to collaborate on curriculum, review intervention strategies, preview newly available curriculum models, inspect deficits in the program, and ensure the alignment of standards. Although, an accountability measure is not in place to ensure that such discourse is taking place.

Two instructors from the English Department as well as the Assistant Superintendent attended a one-day training for administering the ACCESS test for students identified as ELL (English Language Learners). Although the training covered administering the test, and obtaining certification to administer the test, training and service programs have not been implemented for students identified as those in need at the high school level.

A full day's training took place in January 21, 2012 with the Leadership Team facilitated by Advanc-Ed, the organization that provides North Central Accreditation for schools. The accreditation process is lengthy and intensive and will help drive improvement in the areas of curriculum, teaching, student performance, and leadership.

A two day intensive training session on March 2-3, 2012, reviewing NWEA data, understanding data outcomes, and implementation of those outcomes was conducted by the Northwest Evaluation Association for the Leadership Team and all certified teachers in the month of March, 2012.

In May of 2012, Rhonda White, MS ed SLD, will attend the LRP's National Institute on Legal Issues of Educating Individuals with Disabilities. In years past, personnel have accompanied Rhonda from the middle and elementary schools as well. This conference facilitates special education educators and para-professionals implement the IDEA, prepare for legal challenges and carry out responsibilities surrounding IEPs, discipline, RTI and more. These conference materials will be brought back to the general education teachers and presented to them to transfer knowledge, awareness, and implementation.

Moreover, staff that has initiated extended learning opportunities such as degree programs, certification courses, etc. do so to further career opportunities for him/herself personally. Continuing education is not motivated by the desire to increase student learning and achievement.

Ideal Operating Model

- Standing Rock High School certified teaching staff will collaborate in the creation of a comprehensive ongoing professional development plan that is directly aligned with the school's instructional program.
- Standing Rock High School will maintain the professional development that is mandated by law and already embedded within teacher contracts.
- Training in the areas of the newly implemented Common Core Standards will be provided in order to facilitate teacher planning, instruction, and assessment of student achievement.
- The implementation of CORE© Professional Development to help in the school turnaround and improvement process will be instituted.
- Provide comprehensive and ongoing training in the areas of differentiated instruction in order to meet the needs of all our students and their learning abilities and levels.
- The Standing Rock High School would like to commission with ASCD© for the purposes of professional development in the areas of differentiated instruction, Response to Intervention strategies (RTI), and additional highly-effective teaching strategies.
- Ongoing reflection and commitment to NWEA student assessment scores in order to drive teacher instruction and strategies for student achievement.
- A school wide training on Positive Behavior Support systems to decrease student disciplinary actions, and increase student time on task. Ongoing training for teachers in defining and implementing positive behavior systems.
- Ongoing and intensive training in the area of Classroom Management methods and strategies to increase student achievement, time on task, and decrease student disciplinary actions.
- Increased and ongoing training on the implementation of technology use in the classroom, with specific technological training and programs designed for individual content areas.

- The Standing Rock High School will implement a 10-day training Summer Institute with CORE© Literacy and Math, and a Response to Intervention plan. This will be mandatory for all certified high school staff. Tentative timeline for said training is July 23-27, and August 6-10, 2012.
- Standing Rock High School will re-evaluate and redesign its incoming teacher mentor program, and provide supplemental training and supports for incoming teachers, as well as those designated as mentoring.

Plan for Implementation

- Standing Rock High School certified teaching staff will collaborate in the creation of a comprehensive ongoing professional development plan that is directly aligned with the school's instructional program.
- Standing Rock High School will maintain the professional development that is mandated by law and already embedded within teacher contracts.
- Training in the areas of the newly implemented Common Core Standards will be provided in order to facilitate teacher planning, instruction, and assessment of student achievement.
- The implementation of CORE© Professional Development to help in the school turnaround and improvement process will be instituted.
- Provide comprehensive and ongoing training in the areas of differentiated instruction in order to meet the needs of all our students and their learning abilities and levels.
- The Standing Rock High School would like to commission with ASCD© for the purposes of professional development in the areas of differentiated instruction, Response to Intervention strategies (RTI), and additional highly-effective teaching strategies.
- Ongoing reflection and commitment to NWEA student assessment scores in order to drive teacher instruction and strategies for student achievement.
- A school wide training on Positive Behavior Support systems to decrease student disciplinary actions, and increase student time on task. Ongoing training for teachers in defining and implementing positive behavior systems.
- Ongoing and intensive training in the area of Classroom Management methods and strategies to increase student achievement, time on task, and decrease student disciplinary actions.
- Increased and ongoing training on the implementation of technology use in the classroom, with specific technological training and programs designed for individual content areas.
- The Standing Rock High School will implement a 10-day training Summer Institute with CORE© Literacy and Math, and possibly RTI. This will be mandatory for all certified high school staff. Tentative timeline for said training is July 23-27, and August 6-10, 2012.
- Standing Rock High School will re-evaluate and redesign its incoming teacher mentor program, and provide supplemental training and supports for incoming teachers, as well as those designated as mentoring.

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 skill necessary to meet the needs of the students in the transformation school.

a) *Permissible Activities*—A school implementing the transformation model may also implement other strategies to develop teacher’s and school leaders’ effectiveness, such as:

1. provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in the transformation school;

2. institute a system for measuring changes in instructional practices resulting from professional development;

3. Ensure that the school is not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher’s seniority;

Current Operating Model

- Currently, Standing Rock High School provides a \$5000.00 sign-on bonus to teachers in the content areas of Special Education, science, and math . The bonus is then dispersed over a two-year period.
- The Standing Rock High School administrator, with school board approval, will enter into an educational agreement with educators and support staff, providing funding for the pursuit of continuing education within the areas of expertise and need. Educators and support staff contract to serve the Standing Rock Schools for a continued three year term, upon entry of said educational agreement. Educational agreements for continuing education opportunities are dependent upon district funds.
- The Standing Rock High School board provides an annual Christmas bonus at the rate of \$300.00, pending availability of funds. Gift cards to various merchants are also gifted to teachers during the holiday season; again, depending on available funds.
- Educators are eligible for the Perkins Loans forgiveness program, allowing partial or all of their borrowed Perkins Loans monies cancelled considering Standing Rock High School has been designated an area of teacher shortage, and low-income. Furthermore, teachers entering a special education program are also eligible for Perkins Loans cancellations.

Ideal Operating Model

- Standing Rock High School needs to implement a salary schedule comparative to surrounding districts, which are more attractive to our teacher base. The majority of our teacher base travels approximately two hours per day to teach within our high school. The school districts the teachers live in provide a much higher pay base, and subsequently, our teacher turnover is affected by the attractive pay scale offered by these other districts. Standing Rock High School would like to offer a pay schedule that is comparative, if not, competitive with these other districts. Higher-salaries attract higher-quality teachers, and improve retention rates.

- Directly align an evaluation system, one that has been designed to directly correspond with student achievement, and provide financial incentives/bonuses to those teachers deemed highly-effective.
- Professional memberships to organizations such as the National Council of Teachers of English, National Council of Teachers of Math, etc. will be paid for by the high school, pending school board approval.
- Professional journal subscriptions will be provided to instructors within their content area, paid for by the high school, pending school board approval.
- Instructors will be given the opportunity to travel to and attend a conference and/or workshop within their area of expertise at the school's expense, as long as the conference/workshop is directly related to improving student achievement.
- The Standing Rock High School administrator, with school board approval, will enter into an educational agreement with educators and support staff, providing funding for the pursuit of continuing education within the areas of expertise and need. Educators and support staff contract to serve the Standing Rock Schools for a continued three-year term, upon entry of said educational agreement. Educational agreements for continuing education opportunities are dependent upon district funds.
- The Standing Rock High School Staff will be allowed one day per quarter to work within their classrooms on curriculum, teaching strategies, reviewing of student data, aligning instruction with student data, and classroom preparation time. During this day, students will be supervised by support staff, engaging students in activities that promote a positive school environment such as mentoring, tutoring, team building, leadership training, and community involvement.

Plan of Implementation

- Standing Rock High School needs to implement a salary schedule comparative to surrounding districts, which are more attractive to our teacher base. The majority of our teacher base travels approximately two hours per day to teach within our high school. The school districts the teachers live in provide a much higher pay base, and subsequently, our teacher turnover is affected by the attractive pay scale offered by these other districts. Standing Rock High School would like to offer a pay schedule that is comparative, if not, competitive with these other districts. Higher-salaries attract higher-quality teachers, and improve retention rates.
- Standing Rock High School will design an evaluation system, one that is directly corresponds with student achievement, and provide financial incentives/bonuses to those teachers deemed highly-effective.
- Professional memberships to organizations such as NCTE, NCTM, etc. will be paid for by the high school, pending school board approval.
- Professional journal subscriptions will be provided to instructors within their content area, paid for by the high school, pending school board approval.
- Instructors will be given the opportunity to travel to and attend a conference and/or workshop within their area of expertise at the school's expense, as long as the conference/workshop is directly related to improving student achievement.

- The Standing Rock High School administrator, with school board approval, will enter into an educational agreement with educators and support staff, providing funding for the pursuit of continuing education within the areas of expertise and need. Educators and support staff contract to serve the Standing Rock Schools for a continued three-year term, upon entry of said educational agreement. Educational agreements for continuing education opportunities are dependent upon district funds.
- The Standing Rock High School Staff will be allowed one day per quarter to work within their classrooms on curriculum, teaching strategies, reviewing of student data, aligning instruction with student data, and classroom preparation time. During this day, students will be supervised by support staff, engaging students in activities that promote a positive school environment, such as mentoring, tutoring, team building, leadership training, and community involvement.

B) Comprehensive Instructional Reform Strategies

1. *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 the State academic standards; and*
2. *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.*

Current Operational Model

The Standing Rock Community High School does not currently approach instruction from a data-driven perspective. The Standing Rock Community High School has implemented the NDSA and NWEA Fall and Spring tests for a number of years; however, the data has not been analyzed to develop targeted, strategic intervention for low-achieving, core, and accelerated students. Few teachers have accessed the NWEA data that is available regarding our students' academic performance levels.. It was not until the school year 2010-2011 that a few individual teachers were given the knowledge and permission to access the NWEA site to view dynamic reports and other ancillary reporting tools. No training and/or instruction on navigating those reports, or creating data reports for parents, teachers, and students was provided at that time. Moreover, data on student achievement and scores of the NWEA or NDSA tests have never been shared systematically with parents and students.

However, on March 2-3, 2012, a representative of NWEA provided a comprehensive training workshop to both the Leadership Team and the certified teaching staff at Standing Rock High School. This workshop and training session was invaluable in understanding our students' performance levels and their undeniable needs in all content areas at the high school level. Teachers were provided instruction to access data, interpret that data, and to integrate the data in graphical representation to provide feedback to parents and students. Instructors were also provided training to access the DesCartes Learning Continuum© and Lexile© ratings in order to better align materials with individual learner abilities in each instructor's content area.

All certified teaching staff are required to align curriculum with the North Dakota State Standards, and/or the Common Core standards, as is in line with the national trend. Teachers utilize the online Atlas Curriculum© tool in order to ensure the curriculum is aligned with state and/or common standards, and that each lesson is accompanied with various assessment tools, which directly correspond to the standards embedded in each lesson. Moreover, instructors are required to turn in a paper copy of each mapped unit to administration to document the course's current lesson and direction. However, the online mapping tool is time intensive, and in order for instructors to provide an in-depth and thorough detailing of the unit/lesson, the time needed is simply not provided. The instructors who do comprehensive mapping of their curriculum have done so on their own time, on weekends, evenings, holidays, and summer breaks. Although we feel curriculum mapping is essential to creating a highly-effective learning environment for our students, we are also keenly aware of the burden this is placing on our staff. Time embedded into the class day or school year is essential to ensure that this system is carried out correctly, and with fidelity. The School Improvement Leadership Team is assisting the instructional staff in creating a working document within Atlas Rubicon Curriculum Mapping©, allowing for review and evaluation of curriculum to ensure standards alignment and assessments of those standards.

The Standing Rock High School implemented the use of NativeStar©, and is working with AdvancED© to enhance the data-driven process in planning curriculum and teaching strategies.

The Standing Rock Community High School has begun NWEA MAPS testing our students three times a year to better understand our students' growth and academic levels. North Dakota State Assessment data taken from the last three years has been analyzed to identify recurring strengths and weaknesses. Testing data from the NDSA have been compared to NWEA MAPS historical data to more clearly understand strengths and weaknesses of instructional curriculum and the levels of proficiency of our student body.

Currently, the Standing Rock High School implements a Teacher Assistance Team (TAT) strategy for identifying students with academic deficiencies. A student's instructor or school counselor initiates a TAT referral when a deficit or need is first identified. A TAT meeting is then held with the school principal, student, parents or guardians, and the designated members of the TAT team. The TAT team employs a Response to Intervention (RtI) strategy in developing a plan for identified students to achieve academic success.

Standing Rock High School began testing for English Language Learner proficiency this school year (2011-2012), but does not, as of yet, have a program in place to meet the needs of those students identified as ELL. Students were selected for the testing and program services bases on parent surveys. Data taken from appropriate testing methods, as well as teacher and parent referrals are required for the identification process.

Currently, seniors at Standing Rock High School who show academic excellence and persistence are allowed to enroll in Sitting Bull College for college courses and credit. Dual credit, however, is not in place at this time, and students choosing to pursue SBC courses lose out one high school course's

content time while attending the SBC courses. As like most university systems, courses are held twice, or three times weekly at a specific time during the day. Standing Rock High School does not have a productive system in place for students who are absent from a high school class while attending SBC; i.e. students miss the content taught at the high school level at least twice a week.

Ideal Operating Model

- Teachers and administration will be given one full day three times per school year to analyze NWEA and NDSA data
- Teachers will be allowed one full work day within their classrooms to review, revise, and create curriculum maps in accordance with state and common core standards using the Atlas Rubicon online tool. During this work time, students will be allowed to participate in activities that promote student wellness, a positive school environment, and other such team building activities. These activities would take place within the school building and students would be supervised by a teacher-rotation schedule, or the school counselor, or other presenters, depending on the activity. This would allow instructors to work freely within their classrooms to align curriculum, review data, and restructure course content as deemed necessary by the collective data.
- Student ownership of their NWEA and NDSA scores is essential. To ensure that students and parents are involved in the testing process, and to better understand student outcomes, graphical data with explanatory narratives will be mailed out to parents and students at a minimum of three times per year. Furthermore, reports will be made available to parents during parent-teacher conferences to ensure that parents and guardians fully understand the data and their student's academic progress.
- Standing Rock High School will continue to test students three times per school year using NWEA as a testing tool to ensure correct data analysis.
- NDSA testing will continue as mandated by the state of North Dakota to ensure correct data analysis.
- Comparative data of NWEA and NDSA scores will be utilized to better identify strengths and weaknesses within our curriculum and teaching strategies, and for Response to Intervention strategies to be utilized for student placement in either intervention coursework or advanced coursework.
- The Response to Intervention (RtI) strategy is made up of three tiers. Tier I is designed for all students at all levels. Tier I provides core instruction, school wide positive supports, effective classroom management strategies, and screenings for interventions. Tier II is designed for students identified through the TAT process, and for those who do not make adequate progress in Tier I. Tier II provides more intensive services and targeted interventions, such as small group directed instruction in the general education classroom. Progress is monitored weekly using the advisor/mentor home-base program. Student assessment data is collected bi-weekly to ensure academic growth. Students within the Tier II program may be re-identified as Tier I when academic achievement data is within the proficient range. Tier III is designed for students who do not adequately respond to interventions within Tier II. Under Tier III, eligibility for special

educational services under the Individuals with Disabilities Education Act (IDEA) would be considered. Additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits.

- Students identified per school guidelines that are eligible for enrollment at Sitting Bull College should be allowed dual credit opportunities in the areas of English, Math, and Science. Furthermore, student schedules should be modified to account for their absence during their time at the university. When students have a day without a SBC college course, they should be allowed to use that time in the high school library, computer lab, or other room suitable for study.

C) Increase Learning Time and Create Community-oriented Schools:

The schools implementing the transformation model must:

- 1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and*
- 2. Provide ongoing mechanisms for family and community engagement*

Current Operating Model

Currently Standing Rock High school operates under a 360 minute academic day, five days per week. Each core content course is allotted 50 minutes, whereas vocational-technical courses are allotted a block of 100 minutes per class, per day.

Each week begins and ends with an assembly prayer ceremony whereby the flag song and prayer song is sung to provide support, guidance, and a continued commitment to culture to our students. Student singers are accompanied by religious leaders from the community within the school as the songs are conducted.

Currently, Standing Rock High School holds a "Parent Night" every other month whereby parents are informed of school policies and procedures, upcoming events, specific training for parents of adolescents (bullying, assault, drug and alcohol use, etc.). The high school hosts dinners, door prizes, and bingo after each informative session. Parent Night was held once every month, but parent turnout was too low to continue on a monthly basis.

Ideal Operating Model

- Standing Rock High School will implement a freshman academy the summer of 2012 to inculcate incoming freshman from Standing Rock Middle School, as well as the feeder schools into the high school environment.
- During the freshman academy, students will be identified for readiness for high-school-level coursework.

- Incoming freshman identified through data, parental input, and teacher recommendations, will be delegated appropriate coursework aligned with core standards in order to increase expected achievement levels.
- The academy will include a parent seminar informing parents and guardians of expectations of their students' academic and behavioral performances in order to succeed at the high school level.
- The freshman academy will focus on team-building activities, positive behavior and choices, and academic skills, specifically in math, science, and English.
- Standing Rock High School will implement a mentor program whereby each certified instructor will be assigned approximately ten students to monitor and track throughout the student's four years at SRHS. The mentor will act as a parent/guardian liaison, tutor, advisor, and proactively engage in a referral process for supplemental services if deemed necessary.
- A thirty-minute transition period will be added to the daily schedule allowing advisors the time to visit, tutor, and advise their students to facilitate academic growth and achievement. This will also allow for mentor/advisors to contact parents/guardians to make arrangements for interventions, tutoring, or advanced coursework for their assigned students.
- Teachers will be able to track students on a daily basis and review grades, behavior reports, and address any problems a student may be having personally or academically.
- Instructors will keep portfolios for each student to include behavior reports, grades, and required coursework for graduation, examples of work from each class, and other items that pertain to the student.
- Students will be tested three times annually using NWEA's MAPS with progress and data reports provided to the mentor/advisor. The advisor will then be allowed to set up tutor times for students to increase achievement in deficit areas.
- Advisors/Mentors will send progress reports home to parents on a monthly basis. Reports will include any areas, behavioral or academic, the student is having difficulty with and any recommendations or actions the advisor and administration are using to improve the student's growth. The mentors/advisors will track the student's progress throughout his/her high school career.
- Advisors/Mentors will facilitate in the career and college planning process as students progress through high school.
- Mentors will be expected to spend time with their assigned students to build a relationship with both the students and their parents/guardians. Teachers will act as a mentor/advisor for each group that each instructor is assigned to by administration.

- In order to facilitate relationship and rapport building, students will not be allowed to switch mentor/advisors at the onset of the school year, barring extreme circumstances, which would have to be approved by administration.
- As of the school year 2012-2013, Standing Rock High School is instituting an extended school day, including the thirty-minute mentor period for students, shortening the current lunch schedule by ten minutes, and redistributing the ten minutes currently assigned to seventh period to the rest of the class periods. Transition times between classes will also be diminished by two minutes: from five, to three.

D. Provide operational flexibility and sustained support.

- 1) *Give the school sufficient operational flexibility (such as staffing, calendars/time, budgeting) to implement a fully comprehensive approach*

While the Standing Rock High School operates within the Standing Rock Community Grant Schools/ Ft. Yates Public School District, comprised of three schools and operated under a joint powers agreement between the two boards, the transformational model adopted by the High School includes the adoption of a new governance model, the development of a team leadership model, and the replacement of the principal from school year 2010-2011. The School Improvement Leadership Team has developed a comprehensive, ongoing, building-centered plan to increase academic achievement and graduation rates. The plan as implemented within the High School does provide sufficient operational flexibility in staffing, calendars, time, and budgeting. Included in the plan are: ongoing professional development specifically designed for and by the High School staff; curriculum assessment and design that is aligned to standards; content area instructional teams; effective teaching strategies support; teacher evaluations tied to academic achievement; extended school days; additional work days for teaching staff; a transition and advisor/advisee program; and adopting the RtI model with specifically targeted curricula.

- 2) *Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.*

The School Improvement Leadership Team has established an ongoing relationship with the ELO and SEA Turnaround office for ongoing, intensive technical assistance.

Project Plan of Operation Timelines

- Review and revise certified and non-certified evaluations by May 31, 2012.
- Revisal of Student and Parent Handbook policies and procedures by May 31, 2012.
- Create a Freshman Academy attendance application by April 15, 2012.
- The Freshman Academy will run from July 9-19, 2012.
- The 10-day Summer Institute covering CORE Literacy and Math will be July 23-27, and August 6-10, 2012.
- A Data Retreat reviewing NWEA, NDSA, and any other student core content data, will be held May 28-June 1, 2012. Certified staff only.
- CORE Literacy and Math will visit up to six times during one school year. Tentative visitations dates: September and November 2012, January and March 2013.
- Representatives from NWEA will consult with SRHS a minimum of three times throughout the 2012-2013 school year.
- NWEA MAPS testing will take place three times throughout the 2012-2013 school year: September, January, and April.
- The North Dakota State Assessment (NDSA) testing will take place in October 2012.
- ASCD© training will take place in September 2012.
- SRHS will create a comprehensive research-based Response to Intervention (RtI) by: June 30, 2012
- SRHS will order materials corresponding to the newly created RtI program by July 1, 2012
- SRHS will implement the comprehensive RtI program by: August 1, 2012
- An Instructional Coach will meet with instructors on a weekly basis to monitor curriculum, student achievement in the subject area, consult with teachers on instructor, and perform classroom intervention strategies as needed.
- Teacher evaluations will be conducted by December 15, 2012 and again by March 15, 2013
- The Leadership Team will meet bi-weekly throughout the 2012-2013 school year.
- Professional Development will take place every first Wednesday of the month throughout the 2012-2013 school year.
- One day per quarter throughout the 2012-2013 school year will be designated as a teacher work day, while students will participate in activities that promote positive student wellness, academic growth, community involvement, and team building.
- The principal will review teacher curriculum units weekly throughout the 2012-2013 school year.

Consolidated LEA Budget Narrative and Proposed Budget for SIG Subgrant

Standing Rock Community School Funds SY 2011-12

ISEP Instructional – 15%	\$1,118,195.00
ISEP Language	\$140,039.00
ISEP Gifted/Talented	\$159,090.00
TOTAL ISEP FUNDS	\$1,417,324.00
Title I	\$101,987.00
Title I	\$295,156.00
TOTAL Title I FUNDS	\$397,143.00
Title IIA – Teacher Quality Improvement	\$47,693.00
TOTAL HS FUNDS	\$1,862,160.00

The Standing Rock Community School budget and the SIG funds will be integrated and aligned with other funding to fully and effectively implement the Transformation Model. Current funds continue to run everyday operations, direct instruction, employee benefits, supplies & materials, professional development/travel, and instructional support. We will use the SIG funds to increase: direct instruction- hire two teachers in the areas of reading and math, extended contracts – Summer Institute (10 day training as required through SIG), Freshman Academy, stipends/incentives, start-up cost for Intervention courses in the areas of reading and math (supplies/materials), hire one Hall Monitor/Security personnel along with an X-Ray scan for the school entrance, professional development/travel and parent professional development.

The Standing Rock Community School funds will sustain the initiative once grant funds are no longer available through three possible nonrenewal contracts for SY 2012-2013, and with instructional support staff positions combined. Professional development will be completed throughout the three years of the SIG funds to increase academic excellence.

Budget Narrative:

Direct Instruction

- The Standing Rock Community School will hire two teachers in the area of reading and math. These two teachers will do the intervention classes that are required for all students who fall between the 4th and 7th grade level according to NWEA assessments. These classes will be ½ credit. The teachers will use research based programs to assist our students in making gains.
- The substitutes will be utilized for teachers identified as highly effective so that they may attend conferences in their area of study to improve and learn of new pedagogical strategies.
- The extended contracts will be utilized in the required 10 day Summer Institute and the Freshman Academy. The Summer Institute estimated cost is $\$2,500 \times 30 = \$75,000$ and the Freshman Academy $6 \times \$2,500 = \$15,000$.
- The stipends/incentives will be instituted to reward those individuals identified as highly effective. Stipends will be utilized to pay staff to attend professional development during none working days. Incentives will be given to students that make academic gains and attendance.

Supplies & Materials:

- Research based instructional textbooks, curriculum materials; instructional software and general supplies and materials will be purchased for Reading and Math Intervention classes.

Professional Development/Travel:

- Employee travel will be instituted to reward those individuals identified as highly effective so that they may attend conferences in their area of study to improve and learn of new pedagogical strategies. The Leadership Team will attend all required SIG professional development as required through the grant.
- Employee professional development in the areas of Common Core Standards, CORE Literacy & Math, Rti, differentiated instruction, ASCD, NWEA, Positive Behavior Support, classroom management, and technology .

Instructional Support:

- The Standing Rock Community School will hire an Instructional Coach to mentor and assist teachers in the areas of instructional planning, pedagogical strategies and to analyze data from NWEA.
- The Standing Rock Community School will hire a Hall Monitor/Security to assist in the safety and welfare of our students

Purchased Services:

- The Standing Rock Community School will continue to purchase license for NWEA so that we may provide testing for Fall, Winter and Spring.

Professional Development/Travel:

- The Instructional Coach will attend conference on new pedagogical strategies and other areas of need.
- Parent Involvement professional development will be utilized to send parents to trainings along with the Parent Engagement group to required trainings to participate in the school improvement grant.
- An X-Ray scanner will be purchased to assist in the safety and welfare of our students. Our current scanner is outdated.

Other Intervention Model Requirements/Needs:

- Extended professional development will be instituted to reward those individuals identified as highly effective for continuing education in their area of study for career growth.

Employee Travel	2,500	2,500	2,500	2,500	10,000
Parent Professional Development	20,000	20,000	20,000	20,000	80,000
Parent Travel	18,000	18,000	18,000	18,000	70,000
Student Travel					
Other					
EQUIPMENT					
Instructional Support Equipment					
Other X-Ray Scanner	5,000				5,000
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time					
Displacement Costs					
School Closure Costs					
Extended Professional Development (Career Growth)	37,500	37,500	37,500	37,500	150,000
Other					
Other					
Other					
PROGRAM TOTALS	919,347	620,961	552,986	455,358	2,548,679

Plan of Operation Worksheet for Title I School Improvement

Transformation Model

Name of School: Standing Rock Community School
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years) The Standing Rock High School will increase academic performance in Reading to meet Adequate Yearly Progress.
Annual Measurable Goal for Reading Rate: The Standing Rock High School will improve proficiency rates from 18% to 100% during school years 2012-2015. Objective 1: The SRCHS will increase proficiency from 18% to 48% during SY 2013. Objective 2: The SRCHS will increase proficiency from 48% to 78% during SY 2014. Objective 3: The SRCHS will increase proficiency from 78% to 100% during SY 2015. Objective 4: The SRCHS will require students who fall within the 4 th and 7 th grade level on the NWEA assessments to enroll in intervention classes throughout the school year. Objective 5: The SRCHS Instructional Coach will mentor teachers in pedagogical strategies and differentiated instruction, and analyze data. The Standing Rock High School will decrease discipline referrals from incoming freshmen from 445 to 100 by utilizing the Freshmen Academy and home-base to increase academic engagement and time-on-task in reading. Objective 1: The SRCHS will decrease discipline referrals from 445 to 300 during SY 2013. Objective 2: The SRCHS will decrease discipline referrals from 300 to 200 during SY 2014. Objective 3: The SRCHS will decrease discipline referrals from 200 to 100 during SY 2015. The Standing Rock High School will increase overall attendance from 87.34% to 93% by utilizing the home-base to increase academic performance in reading. Objective 1: The SRCHS will increase attendance from 87.34% to 90% during SY 2013. Objective 2: The SRCHS will increase attendance from 90% to 91% during SY 2014. Objective 3: The SRCHS will increase attendance from 91% to 93% during SY 2015. Teachers in all content areas will include Common Core Literacy Standards within their lesson plans. Currently, 60% of teachers map their curriculum and create their lesson plans to include state standards and Common Core Standards. Teachers will increase this rate to 100%. Objective 1: The SRCHS Instructional Coach will assist and mentor teachers.
Evaluation: The Standing Rock High School Leadership Team will assess through interim assessments, attendance, behavioral referrals and lesson plans. These will be monitored weekly and quarterly.

Plan of Operation Worksheet for Title I School Improvement

Transformation Model

Name of School: Standing Rock Community School
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years) The Standing Rock High School will increase academic performance in Math to meet Adequate Yearly Progress.
Annual Measurable Goal for Math: The Standing Rock High School will improve proficiency rate from 8% to 100% in Math on the North Dakota State Assessment during school year 2012-2015. Objective 1: The SRCHS will increase proficiency from 8% to 38% during SY 2013. Objective 2: The SRCHS will increase proficiency from 38% to 68% during SY 2014. Objective 3: The SRCHS will increase proficiency from 68% to 100% during SY 2015. Objective 4: The SRCHS will require students who fall within the 4 th and 7 th grade level on the NWEA assessments to enroll in intervention classes throughout the school year. Objective 5: The SRCHS Instructional Coach will mentor teachers in pedagogical strategies and differentiated instruction, and analyze data. The Standing Rock High School will decrease discipline referrals from incoming freshmen from 445 to 100 by utilizing the Freshmen Academy and home-base to increase academic engagement and time-on-task in math. Objective 1: The SRCHS will decrease discipline referrals from 445 to 300 during SY 2013. Objective 2: The SRCHS will decrease discipline referrals from 300 to 200 during SY 2014. Objective 3: The SRCHS will decrease discipline referrals from 200 to 100 during SY 2015. The Standing Rock High School will increase overall attendance from 87.34% to 93% by utilizing the home-base to increase academic performance in math. Objective 1: The SRCHS will increase attendance from 87.34% to 90% during SY 2013. Objective 2: The SRCHS will increase attendance from 90% to 91% during SY 2014. Objective 3: The SRCHS will increase attendance from 91% to 93% during SY 2015. Teachers in all content areas will include Common Core Literacy Standards within their lesson plans. Currently, 60% of teachers map their curriculum and create their lesson plans to include state standards and Common Core Standards. Teachers will increase this rate to 100%. Objective 1: The SRCHS Instructional Coach will assist and mentor teachers. Evaluation: The Standing Rock High School Leadership Team will assess through interim assessments, attendance, behavioral referrals and lesson plans. These will be monitored weekly and quarterly.

Plan of Operation Worksheet for Title I School Improvement

Transformation Model

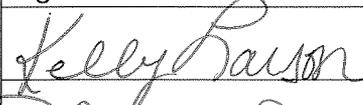
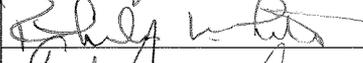
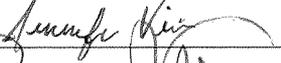
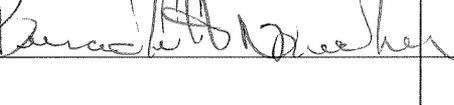
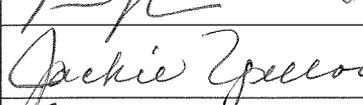
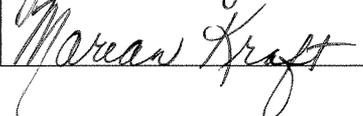
Name of School: Standing Rock Community School
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years) The Standing Rock High School will increase graduation rate to meet Adequate Yearly Progress.
Annual Measurable Goal for Graduation Rate: The Standing Rock High School will improve graduation rate from 30% to 89% during school year 2012-2015. Objective 1: The SRCHS will increase graduation rate from 30% to 60% during SY 2013. Objective 2: The SRCHS will increase graduation rate from 60% to 70% during SY 2014. Objective 3: The SRCHS will increase graduation rate from 70% to 89% during SY 2015. Objective 4: The SRCHS will improve graduation rate by continuing the After School Academy. Objective 5: The SRCHS will continue credit recovery through the Alternative Education Program. Objective 6: The SRCHS will improve graduation rate utilizing Rti. The Standing Rock High School will increase overall attendance from 87.34% to 93% by utilizing the home-base to increase academic performance in all academic areas. Objective 1: The SRCHS will increase attendance from 87.34% to 90% during SY 2013. Objective 2: The SRCHS will increase attendance from 90% to 91% during SY 2014. Objective 3: The SRCHS will increase attendance from 91% to 93% during SY 2015. Evaluation: The Standing Rock High School Leadership Team will assess through interim assessments, attendance, behavioral referrals and lesson plans. These will be monitored weekly and quarterly.

Appendix D

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
		
		
		
		
		

VI. 2012-2013 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.

^{Transformational Model}
~~"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.