

BUREAU OF INDIAN EDUCATION

School Improvement Grant Application Packet

1003 (g) Funds

*Division of Performance and Accountability
2012 – 2013 Program Year*

Application packet for sub-grant for Section 1003(g) Funds for 2011-2012 school year.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Shoshone-Bannock School District #537	Applicant's Mailing Address: P.O. Box 306 Fort Hall, ID 83203-0306
LEA/School Contact for the School Improvement Grant Name: Hank Edmo-McArthur (Acting) Position and Office: Superintendent/Principal Contact's Mailing Address: 17400 Hiline Road, Pocatello, ID 83202 Telephone: (208) 238-4200, Ext. 1005 Fax: (208) 238-2628 Email address: hedmo-mcauthor@sbd537.org	
Chief School Officer (Printed Name): Hank Edmo-McArthur	Telephone: (208) 238-4200, Ext. 1005
Signature of the Chief School Officer: X _____	Date: August 30, 2012
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

Project Abstract

The Shoshone-Bannock Jr./Sr. High School (SBHS or Sho-Ban) is a small school located on the Fort Hall Indian Reservation in southeastern Idaho and is a grant school funded by the U.S. Department of the Interior, Bureau of Indian Education. Fort Hall is a small reservation community with high levels of poverty, unemployment, and high needs families with low levels of adult education. Traditionally, the student enrollment at SBHS has been comprised of students who are at-risk of dropping out of school, and who have been unsuccessful in the neighboring public schools. These students present with social problems indicative of communities and families in poverty: low school attendance rates, low academic achievement, anger management issues, difficulty with authority, chemical dependency issues, etc. The 120 enrolled students comprise majority enrollment in the Shoshone-Bannock Tribes of the Fort Hall Indian Reservation, are 100% Native American, and 100% of the students qualify for Free or Reduced Lunch. SBHS has begun the foundational work in SY 2011-2012 to strengthen the academic program, to bring accountability to both students and staff at the school with the goal to transform itself into a high-performing school. As the academic program is strengthened and the Fort Hall Indian Reservation communities recognize that the education their student receives at SBHS will adequately prepare them for post-secondary or technical school or the world of work, we anticipate the result will be increased student enrollment. Increased student enrollment results in increased ISEP funding that will enable us to institutionalize our efforts at continuous school improvement and academic growth made possible by the SIG 1003(g) funds.

Improvement efforts will target the following Strands according the *transformational model toolkit*:

- A: Establishing and Orienting the District Transformation Team
- B: Moving Toward School Autonomy
- C: Selecting a Principal and Recruiting Teachers
- D: Working with stakeholders and building support for transformation
- E: Contracting with External Providers
- F: Establishing and Orienting the School Transformation Team
- G: Leading Change
- H: Evaluating, Rewarding, and Removing Staff
- I: Providing Rigorous Staff Development
- J: Increasing Learning Time
- K: Reforming Instruction

Strand A: Establishing and Orienting the District Transformation

The Native Star Leadership Team is the transformation team. An outside consultant has been identified to assist in the process. The School Improvement Team will be collaborating with ADD West.

Strand B: Moving Toward School Autonomy

The process started with the application of SIG and meetings with BIE officials, and BIE Summer Institute training sessions that focused on SIG. Funding has been secured for 2012-13. Through

these meetings with the BIE and stakeholders we are reorienting district culture, establishing performance objectives, and aligning resource allocation. We also identified contractors for technical assistance. The Fort Hall Business Council will also be working collaboratively with the school board and ADD West.

Strand C: Selecting a Principal and Recruiting teachers

An acting principal has been hired to transition from the previous administration to present. The school board is seeking a turnaround administrator as a permanent administrator with the necessary competencies. The acting principal will assist in the transition to the permanent principal. The position has been advertised locally and nationally (via BIE). The school board would like to attract more applicants. The tribal Human Resource Department and an interview team will prepare, screen and interview candidates.

Strand D: The process has started with the tribal council, school board, parents/caregivers, and community. The TT will develop a school communications plan, both internal and external. The quick wins will be celebrated, announced, and noted in Native Star. TT will implement the FET plan, work has already begun. This is the second year of implementation. The SB will update and revise all policies in support of the TT. The leadership team will begin developing a school climate plan that will align with the employee code of conduct, employee performance, and overall school culture. The TT will begin with external professional contractors and the school administrator and school board on a cycle of change training. Discontinue identified failing strategies through needs assessment.

Strand E: We will contract with external providers to provide training to all instructional staff in implementing research-based strategies that are successful with the Native American student population. Because of our high numbers of at-risk student population, we will seek providers who have documented success in turning reluctant and resistant learners into high performing students.

Strand F: The Leadership Team will serve as the School Transformation Team. At the end of each school year, the Team will meet with an external consultant to design a strategic plan for the upcoming school year. We will do a candid appraisal of the completed school year and establish goals for the upcoming school year. The strategic plan will guide our efforts at continuous school improvement.

Strand G: The Superintendent/Principal will work to keep stakeholders informed of transformational change efforts through School Board, Business Council, Community, and Parent meetings; the media; the school's website; informational brochures; School Reach; and Textwire. The Superintendent/Principal will meet no less than two times a month with staff to communicate the message of change, to share data, and to build a sense of community among staff to work as a team.

Strand H: The leadership staff will be updating the current evaluation system for all school staff. The process will be transparent and the Superintendent/Principal and School Board will

assess the evaluation process periodically to gauge its quality and utility. Part 2: Based on a variety of data collection an inclusive reward system will be celebrated every trimester. Part 3: Based on staff evaluations removal of non-effective teachers and staff will be strictly enforced.

Strand I: The school will provide professional development that is appropriate for individual teachers with different ability and expertise based on identified needs of staff and student performance. All staff will receive high quality, ongoing, job-embedded, and differentiated professional development and technical assistance. We will create a professional learning community that fosters a school culture of continuous learning through book studies. Our goal is to promote a school culture in which professional collaboration is valued and emphasized— one in which our staff recognize they are the trained professionals/leaders who possess the skills to seek and implement solutions to perceived problems.

Strand J: We will research and study best practices associated with increased learning time. Immediately, we will implement Extended Learning (Summer School) to assist students with academic assistance, credit recovery/AP, and instruction for grades/credit; however, we do not want to limit ourselves to this “in-the-box” thinking. We will look at creative and innovative ways to deliver instruction which will also include such as speech, debate, performing arts, and the use of personalized (customized) learning delivered via technology (Promethean interactive white boards, tablets, internet-enabled computers, remote-response clickers, etc.)

Strand K: We will focus our efforts at improving classroom instruction through the improvement of instructional team practice, begin aligning curriculum and instruction with Common Core Standards and benchmarks, improve differentiated instruction, teacher delivery of instruction using a variety of modes, implement a homework program with students and parents and utilize planners, and provide effective classroom management by training all of the instructional staff (including paraprofessionals) in effective classroom management strategies. We will use Life Space Crisis Intervention, a therapeutic technique that helps students learn alternatives to patterns of aggressive, disrespectful, or self-demeaning behavior. This customized training will increase the confidence of our instructional staff in working with resistant, reluctant, disruptive students by teaching students how to disengage from conflict cycles and conduct problems. The student learns to disengage from self-defeating patterns and to develop responsible, pro-social values and behavior and is then able to do what they come to school for: to learn.

Source: Transformation Toolkit, Center on Innovation & Improvement. www.centerii.org

II. PROJECT NARRATIVE

A. School Profile

PROVIDE BACKGROUND AND CURRENT STATUS OF SCHOOL APPROX. 4-5 PAGES

The Shoshone-Bannock Jr./Sr. High School (SBHS or Sho-Ban) is located on the Fort Hall Indian Reservation and has been operating for over thirty (30) years. The school was housed in many types of buildings including trailers, basements, and tribal offices made into classrooms until

1997. In 1997, the beautiful complex that is now home to SBHS was built. It was built to accommodate 450 students but the average enrollment each year is about 150 students. The current enrollment for SY 2011-2012 fluctuates to about 120 students. There are 17 Idaho State-certified teachers working at SBHS, a superintendent/principal, five paraprofessionals, one counselor, twelve support staff, and one 21st Century coordinator. At SBHS we offer classes in the Shoshone language as well as traditional arts classes where students learn Native American flute making and the art of tanning buffalo and elk hides using the traditional method of using brains. The school serves students in grades 6-12. Since the BIE is restricted from funding the 6th grade, the Fort Hall Business Council funds the costs for the 6th grade which includes the teacher, student transportation and food, curriculum materials and supplies. All the students attending SBHS qualify for reduced or free lunches. The small Fort Hall community has high levels of unemployment, poverty, and most of the students' parents have low levels of education. On the positive side, Fort Hall is within 15 miles of Idaho State University, so students graduating from SBHS can easily attend a top level university while living at home. There is a high percentage of students who qualify for special education and present with anger issues, attendance problems, difficulty with authority, and are at risk for dropping out of school. In SY 2010-2011, 18 of 60 students who were counted for AYP determination were on an IEP. None of the SBHS students are qualified as "Limited English Proficient" due to the fact that we do not administer a test to determine their qualification; however, the English spoken in the student's home is limited and students learn an improper use of the English language.

III. Comprehensive Needs Assessment
2011 -2012 Title I School Improvement Grant
Section 1003(g)

School Name: Shoshone Bannock Jr./Sr. High School

Grade Levels: 7-12

Data Sources Used:

Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below

Please see Attachment A: Needs Assessment Summary

Tier I : Intervention Model Selected

Transformation Model

Tier III : School Improvement Strategy(s):

A. Needs Assessment Summary

Summarize in a narrative the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school's deficiencies (problem finding), the school's improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school's current capacity (i.e, leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model (Tier I) and the school improvement strategies (Targeted Tier III). . This portion can refer the appendices that include the needs assessment/data analysis and draft policies.

Shoshone-Bannock Jr./Sr. High School School Profile/Data Analysis:

Since the beginning, SBHS has served a student population of at least 95% tribal members. The student population fluctuates in enrollment at the school. For instance, in the year 2007-2008, there were 184 students who enrolled at SBHS at some time during the school year, but of that 184, 47 dropped out or transferred during the school year. Last year, according to the 2010-2011 BIE AYP Report Card, only 60 students' scores counted towards AYP determination. The school has a transient student population with many students transferring in and out of the local public schools, Native American boarding schools, aren't attending school at all, as well as various drug treatment centers. Attendance is an on-going problem at the school. The attendance data suggests that the higher the grade the student is in, the lower the attendance rate, which leads to a low graduation rate. In the 2009-2010 school year, the average daily attendance was 78.68%, and the graduation rate was 28.99%. According to the Idaho AYP determinations, SBHS had a giant jump last next year (2010-2011) with an attendance rate of 85.36% and a graduation rate of 91.67%. Because we have so few students our AYP determination can vary widely from year to year, but even with growth in some areas, according to the BIE AYP determinations we have never made AYP and are in multiple years of Restructuring status. Even AYP status can be different according to which organization is determining it, as seen in our AYP determination of status through the state of Idaho. According to Idaho we made "Safe Harbor" one year, so we are in School Improvement Year 3 status, not yet in Restructuring as the BIE has determined us to be in. The bottom line is, regardless of who is determining SBHS status, SBHS is in trouble, is not making AYP, and needs help.

Our attendance problems are exasperated by our low student achievement levels. Academically, a large portion of the population is scoring below grade level. According to Idaho ISAT scores determinations, SBHS is making slow progress towards making AYP in reading and math, but BIE ISAT score determinations showed a decrease in the areas of reading and math.

According to the Idaho ISAT 2010-2011 report card, 72% of students were proficient in reading, 47% of students were proficient in math, and students showed growth in both from the previous years. BIE ISAT 2010-2011 Report Card set SBHS at 49.15% proficient/advanced in reading, 16.95% proficient/advanced in math, and lower scores in both from the year before. Regardless, neither of the determinations sets SBHS at the percentages of proficient/ advanced that is required to make AYP. We are also much lower in comparison to the other area schools and the state of Idaho in general. The other area schools and the average of Idaho students overall is predominately in the advanced and proficient areas of the ISAT; Sho-Ban students are scoring predominately in the basic and below basic score range. Our language arts (separate from reading) scores were abysmal—5.17% proficient according to the Idaho AYP ISAT 2010-2011 Report Card.

In addition to problems in the areas of graduation rate, attendance, and academic proficiency, the lack of strong leadership and staff turnover has destroyed the sense of security in the faculty, staff, administration, and, ultimately, the students. In this year and last year SBHS lost the superintendent/principal, athletic director, SPED coordinator, counselor, P.E. teacher, girls and boys and junior high basketball coaches, science/math/reading teacher, ISS monitor, and two paraprofessionals. In the past, leadership did not hold faculty and staff accountable for delivering quality education and encouraging students to attend school daily. Support in these areas through professional development was not offered, either. This year and for the past three years, the teachers and paraprofessionals have had professional development to support them in analyzing the NWEA scores, incorporating reading into all their lessons, and teaching the new math program, but very little professional development has been delivered in any other of areas where Sho-Ban needs support. Hopefully, the SIG plan can help with additional support, thus helping in the area of retention of administration, faculty, and staff through career growth opportunities such as establishing the Professional Learning Community.

One area Sho-Ban has worked on is technology, but overall it is still lacking. There are currently computers and projectors in every room for teacher use. Some, but not all, classrooms have student computers and there is one computer lab and one mini-lab for student use. Both consultants for the reading program recommended that SBHS get Promethean boards for each classroom to help with student engagement. The use of technology in the classroom and Promethean boards, in particular, allows for personalized (or customized) learning via technology. To challenge and support each child at his or her own level, through the SIG grant, we plan to deploy digital-technology tools in the classroom such as the interactive whiteboard, internet-enabled computers, and remote-response clickers.

For the past three years, SBHS has incorporated the NWEA test into the school schedule. Students take the reading, math, language usage, and science sections three times a year (fall, winter, spring). It was put in place to help students measure their progress towards proficiency and advanced scores. The NWEA test also helps to measure the success of the reading and math intervention programs. SBHS has both Math Counts (2nd year) and BIE Reads! (3rd year). Although SBHS has shown growth on the NWEA test each year over the course of the year, the majority of SBHS students have scored lower than the national average per NWEA norm data (50th percentile). In the Fall of 2011, according to the NWEA District by School report for reading, only 21.6 students scored at or above typical growth and at or above projected proficiency and 8.1% scored below projected growth, but still scored proficient. Only

29.7% of the students scored proficient on the NWEA test in the Fall. The math scores were even lower. On the same report, only 5.4% of students scored above typical growth and at or above projected proficiency. 5.4% of math students scored below typical growth, but were still at or above proficiency. In math, only 10.8% of the students scored proficient on the NWEA test in the Fall of this year. In the area of language usage, 13.9% of students scored within the proficient range. The NWEA testing has highlighted SBHS's need for support in all core subject areas.

Although SBHS is in dire need of support in all areas, the School Improvement Grant (SIG) focuses support in the areas of graduation rate, reading and math, and AYP determination status. SBHS's plan will revolve around these areas. Hopefully, by raising our reading and math scores and improving our attendance and graduation rate, Sho-Ban will better serve students and raise scores to meet AYP status and AMO targets.

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

Name of School: Shoshone Bannock School District #512
Intervention Model to be Implemented: Transformation
Long Range Goal Statements: (1-3 Years) At the conclusion of the three-year school improvement grant, all Shoshone Bannock School students will score at or above the proficient level as measured by the Northwest Evaluation Association (NWEA) and Idaho State Standards Assessment Test (ISAT) assessments in reading, math, and language.

Annual Measurable Goal for Reading/Language Arts:

Objective 1: Shoshone-Bannock Jr./Sr. High School will increase proficiency by 30-40 percent growth from Fall 2012 NWEA scores, grades 7-12.

Objective 2: Below Basic and Special Education students will improve their scores by 10 to 20 points on NWEA testing per year as measured through assessments. These students will score in the NWEA norms range for their grade level by the end of year three (3).

Annual Measurable Goal for Mathematics:

Objective 1: The School will increase proficiency by 30-40 percent growth from Fall 2012 NWEA scores, grades 7-12.

USDOE Required Action(s)	Strategies/Actions	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation
<p>Replace the Superintendent/Principal</p> <p>2. Use rigorous, transparent evaluation systems for teachers and principals that</p> <p>a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession</p>	<p>An acting superintendent/principal has been hired to transition from the previous administration to present. The school board is seeking a turnaround administrator as a permanent administrator with the necessary competencies. The interim principal will assist in the transition to the permanent superintendent/principal.</p> <p>As minimum standards for teacher evaluation in all Idaho public schools and districts, Idaho has adopted the Charlotte Danielson <i>Framework for Teaching</i> domains and components of instruction. Danielson explains that in the <i>Framework for Teaching</i>, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility:</p> <ul style="list-style-type: none"> •Planning and Preparation (Domain 1) •Classroom Environment (Domain 2) •Instruction (Domain 3) •Professional Responsibilities (Domain 4) <p>Each component defines a distinct aspect of a domain. In the full Danielson framework, two to five elements describe a specific feature of a component; however, for the purpose of statewide minimum standards, inclusion and use of elements</p>	<p>School Board</p> <p>Superintendent/Principal, Leadership Team, School Board</p>	<p>ASAP</p> <p>Fall 2012</p>	<p>National and Regional Advertisements: Various publication</p> <ul style="list-style-type: none"> ✓ Meeting minutes ✓ Surveys ✓ Completed and board approved teacher evaluation instrument

<p>practice reflective of student achievement and increased high school graduation rates</p>	<p>are left to district discretion. (Shoshone Bannock School will design the elements to be used in each of the components.)</p> <p>The domains and components as minimum standards upon which Idaho teachers, and teachers at Shoshone Bannock School District will be evaluated are:</p> <p style="padding-left: 40px;">All teachers who contribute to the increased student achievement and high school graduation rates in cohort groups will be rewarded for:</p> <ul style="list-style-type: none"> ✓ Increased student achievement/growth ✓ Increased graduation rates ✓ Increased attendance ✓ Increased parent involvement ✓ Increased positive student behavior <p>The Teacher Evaluation instrument (described in Item No. 2 above) will identify the individual who, after ample job-embedded professional development has been provided to improve his/her professional practice, has not done so.</p> <p>Develop an instructionally intensive job-embedded teacher/staff/leader professional development plan and calendar for the 2012-2013 school year that facilitates high-quality effective teaching and learning aligned to the school's instructional program. By providing continuous high-quality job-embedded professional development,</p>	<p>Leadership Team</p>	<p>October 11, 2012</p>	<p>Board approved evaluations</p>
--	--	------------------------	-------------------------	-----------------------------------

	<p>stakeholders will develop the culture and capacity to successfully implement school reform strategies.</p> <p>Based on data analysis (NWEA, ISAT, and in-program assessments) reflecting student needs, the following professional development will be delivered in a continuous improvement job-embedded model:</p> <ul style="list-style-type: none"> ✓ Transformational Model and Strategic Planning training – 4 days ✓ BIE Summer Institute, Denver, CO – 5 days ✓ Life Space Crisis Intervention training, SBHS – 5 days Positive Behavior Intervention Supports training, SBHS – 2 days ✓ Promethean training 		<p>Oct.5, 2012</p> <p>June 2012</p> <p>August 20-24, 2012</p> <p>October 15-16, 2012</p>	
--	--	--	--	--

<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>Shoshone-Bannock Junior/ Senior High School (SBHS) currently administer the NWEA tests three times per year. The Winter and Spring tests are most useful for demonstrating student achievement growth. School-wide Averaged Incentive Bonuses would be awarded to classified/professional staff as a percentage of the available pot of bonus money equal to the percentage of student achievement growth targets met. For example if the student body as a whole achieved averaged NWEA scores that were 80% of the desired school-wide averaged goal the staff would be awarded 80% of the bonus money available for that testing period.</p>	<p>Superintendent/ Principal, School Board</p>	<p>Spring 2013</p>	<p>NWEA student scores</p> <ul style="list-style-type: none"> ✓ Graduation rate ✓ Student attendance rate ✓ Parent involvement data ✓ Increased positive student behavior as measured by low behavioral incident rate and teacher use of Chief's Pride Courage Card to reward student positive behavior
---	--	--	--------------------	---

<p>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Develop an instructionally intensive job-embedded teacher/staff/leader professional development plan and calendar for 2012-2013 school year that facilitates high-quality effective teaching and learning aligned to the school's instructional program. By providing continuous high-quality job embedded professional development, stakeholders will develop the culture and capacity to successful implement school reform strategies.</p>	<p>Superintendent/ Principal, School Leadership Team</p>	<p>May 2012</p>	<p>Board approved PD/TA contracts, on site PD/TA by Billings ELO and ADD West Team.</p>
<p>5. Implement such strategies as financial incentives, increased opportunities for promotion and career</p>	<p>The incentive plan will be based on overall school growth based on Fall to Spring NWEA Growth 30-40 percent</p>	<p>Spring</p>	<p>May 2012</p>	<ul style="list-style-type: none"> ✓ data ✓ Observations ✓ Walk-throughs ✓ Student attendance ✓ Teacher attendance

<p>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>Sho-Ban School will be coordinating onsite, as well as teleconference support, TA/PD with the ELO and ADD West School Improvement team on an ongoing basis. The Tribal Business Council and School Board are in full support of the newly formed partnership with ADD West.</p>	<p>Sho-Ban Tribal Business Council, Sho-Ban School Board and ADD West</p>	<p>Fall 2012</p>	<ul style="list-style-type: none"> ✓ Positive behavior implementation by staff (Chief's Pride Courage Card) ✓ Performance matrix that links to NWEA and ISAT scores ✓ Principal observations and walk-throughs ✓ Instructional coaches observations and walk-throughs
<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>TA/PD providers have been identified to provide support to identify weak instructional practices and introduce effective teacher practices. This will include data to practice, instructional reflection and CCSS curriculum development.</p>	<p>Superintendent/Principal, School Board and Instructional staff.</p>	<p>October 30, 2012</p>	<p>Improved walk through evaluations. Increased in-program results and effective student engagement observations.</p>

<p>8. Promote the continuous use of data</p>	<p>The Fort Hal Business Council, in collaboration with the Sho-Ban School board and ADD West, are actively pursuing strategies to strengthen a three-prong approach to School Transformation.</p> <p>The Leadership and Instructional Teams of the Sho-Ban Schools are actively aligning and addressing all programs within the school. The school will also begin addressing the Common Core State Standards through the development of a school-wide roll up plan.</p> <p>Grade and subject team meeting will occur weekly to review and plan for instruction based on NWEA and in-program results.</p>	<p>Superintendent/ Principal, SPED Teachers, Parapros, Secondary English Teacher, Jr. High Language Arts Teacher</p>	<p>August 2012 to May 2013</p>	<ul style="list-style-type: none"> ✓ Weekly progress monitoring through ✓ Outcomes measured by in-program assessment, common formative assessments, and winter NWEA scores. <p>In-program assessments,</p>
--	--	--	--	--

<p>9. Establish schedules and implement strategies that increase learning time</p>	<p>The 2012-2013 schedules will be revised second trimester to better meet the graduation requirements and better use of the teaching pool.</p>	<p>Superintendent/ Principal, IT Staff, Teachers, Parapros</p>	<p>May to August 2012</p>	<p>common formative assessment data</p>
<p>10. Provide ongoing mechanisms for family and community engagement.</p>	<p>The Home-School Coordinator has developed a Family Engagement Plan to address all NS requirement. The school will also develop a media campaign to educate the families and community on the SIG and the actions being taken to improve scores.</p>	<p>All staff</p>	<p>October</p>	<p>Fall to Spring rosters, surveys, and student feedback</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>The leadership team will be monitoring the plan and making midcourse adjustments based on recommendations of the TA/PD providers.</p>	<p>Leadership Team</p>	<p>Ongoing</p>	<p>Documented recommendations and teacher observations.</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>A partnership with the Sho-Ban Tribal Business Council, Sho-Ban School Board and ADD West has resulted in increased support and interest in pursuing ongoing support from ADD West</p>	<p>October 2012</p>	<p>School Board and ADD West</p>	<p>Minutes, action plan outcomes, improved communication between the Tribe and ADD West</p>
---	---	---------------------	----------------------------------	---

V. BUDGET SPREADSHEET & NARRATIVE

BRIEF INTRODUCTION NARRATIVE TO THE BUDGET SECTION APPROX. 1 PAGE

Pre-Implementation Costs

2. Use rigorous, transparent evaluation systems for teachers and principals

As minimum standards for teacher evaluation in all Idaho public schools and districts, Idaho has adopted the Charlotte Danielson *Framework for Teaching* domains and components of instruction. All teachers were required to read *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition. The book introduces educators to the framework, four domains defining what teachers should know and be able to do in the exercise of their profession: teacher preparation, mentoring and induction, professional development, and teacher evaluation.

Each book costs \$28 x 32 educators = \$896.

4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- The School Leadership Team comprised of a junior high teacher, a high school teacher, home-school coordinator, instructional coach, parent, accreditation specialist and Native Star coordinator, 21st Century program coordinator, and principal will work with Dr. Ramona Klein, to receive training in the Transformation Model and to develop the goals for the strategic plan for School Year 2012-2013. The work will take place on May 29-June 1, 2012. The consultant fee of \$10,000 will include all travel and per diem costs and consultant fees @ \$2,500 per day for 4 days = **\$10,000**.
- Twelve teachers will be given the opportunity to attend the BIE Summer Institute in Denver, CO, where they may select breakout sessions pertinent to their teaching assignment and interests. The Institute will expose our teachers to different perspectives of what instructional methodologies and strategies are successful with Native American students. **Total cost: \$19,000**.
- All teachers, paraprofessionals, ISS monitor, student services staff, and counselor will be trained and certified in Life Space Crisis Intervention (LSCI). LSCI is a therapeutic strategy for using crisis situations as opportunities to help students learn alternatives to patterns of aggressive, disrespectful, or self-demeaning behavior. LSCI is being successfully used by teachers, counselors, alternative and special educators, mental health and juvenile justice staff, residential child care professionals, administrators, and others who deal directly with youth in conflict in family, school, and community. The five-day training will be on-site at the school in August 2012, prior to the start of school.

Consultant cost is \$14,500, \$2,500 for travel, lodging and meals. Training materials are included in the price. **Total cost: \$17,000.**

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.

- Enhance instruction through the use of computers and Promethean interactive white boards. We will purchase 7 Promethean boards and phase in 5 boards each year for three succeeding years. Pre-implementation includes seven (7) teachers who will self-select to use the Promethean boards in their classroom. **Seven (7) Promethean boards x \$5,500 each = \$38,500. Six-hour training costs = \$2,000.** Training will be done in October 2012 for the seven (7) teachers who self-selected to use the boards. Other equipment purchased to enhance learning through use of technology for lesson plans, accommodate student learning styles, and deliver interactive instruction to students. **Five (5) HP printers @ \$850 each = \$4,250; One (1) color copier @ \$15,000** for teacher and student use in student projects and learning portfolios.

11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and achieve high school graduation rates.

- Freshman Success Academy was implemented in August 2012 at the beginning of the school year. Incoming freshmen and students classified as freshmen will participate in the Academy. (An agenda of activities is attached.) The costs associated with Freshman Success Academy are General Supplies and Materials that include t-shirts for participants, lunch, raffle items, career assessment, and planners for participants for a **total cost of \$450.00**
- To increase achievement outcomes and graduation rates at the School, we will implement the Life Bound curriculum in September 2012 throughout the 7-12 grades. The curriculum is a three-tier strategy for student achievement and retention. *Success in Middle School* will be used for students transitioning to junior high school. *People Smarts for Teenagers* will assist students to develop strong emotional intelligence for academic success. *Study Skills* will equip students with the keys for effective study skills, goal setting, learning styles, active note taking, preparing for tests, and critical thinking skills. *Dollars and Sense* will be used to teach students about financial literacy so they can make informed financial decisions. The classes will be built into the schedule so students have the opportunity to take the class for credit. The curriculum will be purchased in June 2012. The **cost of the curriculum is \$3,000.** At the on-site staff pre-service in August 2012, a **one-day training workshop will be held for teachers in the use of the curriculum with an introduction to coaching for a cost of \$4,000.** Costs for two school staff people to attend the six-day Academic Coaches training seminar include: **Trainer costs: \$3,000; Travel costs for 2 people = \$3,500** (\$90/night x 7 nights x 2 people = \$1260; \$65/day x 8 days x 2 people = \$1040; Airline ticket R/T x 2 people = \$1200). **Total cost: \$13,500.**

BUDGET NARRATIVE

DIRECT INSTRUCTION

Personnel Services: Math Teacher for Years 2-3: A new math teacher will be hired to implement and teach the TransMath classes in both junior high and high school students who score below basic on the ISAT or NWEA tests.

Substitutes: Substitute teachers will be used for teachers who are in PD when consultants from NWEA, Cambrium Learning, Read Right, Step-Up to Writing, Positive Behavior Intervention Supports, and TransMath are on-site.

Extended Contracts: Six (6) teachers and a teacher supervisor will be given extended contracts to teach in the Extended Learning (Summer School) for years 2-3. The teachers will teach Reading, Writing, Language Arts, Apex, Science, and the Science Garden to students who need summer school credits to graduate high school, and for those who are in need of credit recovery and remediation.

Stipends/Incentives: Incentives will be given to teachers to participate in the activities of the Professional Learning Communities and may take various forms: payment for graduate credit, additional resource materials for the teacher's classroom. As we receive more guidance in Years 1-3 from the SEA Turnaround Office, we will be better able to award stipends/incentives within the approved guidelines.

Employee Benefits: FICA Taxes Personnel costs are figured at 27% which is the rate the Fort Hall Business Council (who is the grantee) has established. The totals are figured for the Math Teacher for Years 1-3 and for the Teachers and Teacher Supervisor who will teach Extended Learning (Summer School).

Textbooks/Curriculum Materials

- **Life Bound:** To increase achievement outcomes and graduation rates at the School, we will implement the Life Bound curriculum in September 2012 throughout the 7-12 grades. The curriculum is a three-tier strategy for student achievement and retention. *Success in Middle School* will be used for students transitioning to junior high school. *People Smarts for Teenagers* will assist students to develop strong emotional intelligence for academic success. *Study Skills* will equip students with the keys for effective study skills, goal setting, learning styles, active note taking, preparing for tests, and critical thinking skills. *Dollars and Sense* will be used to teach students about financial literacy so they can make informed financial decisions. The classes will be built into the schedule so students have the opportunity to take the class for credit. The curriculum will be purchased in June 2012. The cost of the curriculum is \$6,500.

- Framework for Teaching: As minimum standards for teacher evaluation in all Idaho public schools and districts, Idaho has adopted the Charlotte Danielson *Framework for Teaching* domains and components of instruction. We will provide two days of training in using the *Framework for Teaching* in August 2012 at the pre-service conducted by a consultant from The Danielson Group. However, prior to the pre-service, we will require all teachers to read *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition. The book introduces educators to the framework. Teachers will read about the framework's four domains defining what teachers should know and be able to do in the exercise of their profession. Each book costs \$28 x 32 educators = \$896.
- TransMath: To complete the Math portion of the SIG grant, we will purchase a new curriculum package to use with the intensive intervention students called *TransMath*, published by Cambium Learning, the same publisher we are using for our Reading program. Cost of teacher materials and student materials for 20 intensive intervention students would cost approximately \$6,000.
- Step Up to Writing: Purchase writing curriculum and resources for all teachers to implement the program that teaches writing across the curriculum

Instructional Software

- Compass Odyssey: The program will help students prepare for NWEA tests, and includes Grade Comprehensive Packages that include Math, Reading, Language Usage; High School Common Core Standards Comprehensive Package that includes Math and Language Arts.
- Apex: We will purchase licenses to utilize Apex Online Learning for credit recovery, remediation, AP courses for advanced students, and to increase the elective offerings for high school students.

General Supplies & Materials

- Freshman Success Academy – The costs associated with Freshman Success Academy are General Supplies and Materials that include t-shirts for participants, lunch, raffle items, career assessment, and planners for participants.
- Extended Learning (Summer School) – Materials and Supplies for the Science Garden, Teacher supplies to use with students who will be doing projects as part of their learning.

Professional Development/Travel

- Employee travel costs to attend BIE Summer Institute in Denver, CO, for 11 Instructional Staff and Administration. Years 1-3 BIE Summer Institute will be held at various locations.

- Employee PD – Life Bound Training for Academic Coaches and Teachers on-site at the School; TransMath online training for Math Coach and New Math Teacher; NWEA on-site consultant training; Step Up To Writing on-site training; TransMath on-site training for math teachers.

Purchased Services

- LSCI: On-site training for 30 school staff to acquire specialized skills in working with at-risk youth and students who present with anger issues, poor school attendance, and who are resistant and reluctant learners.
- Strategic Plan (Dr. Ramona Klein): The School Leadership Team comprised of a junior high teacher, a high school teacher, home-school coordinator, instructional coach, parent, accreditation specialist and Native Star coordinator, 21st Century program coordinator, and principal will work with Dr. Ramona Klein, to receive training in the Transformation Model and to develop the goals for the strategic plan for School Year 2012-2013. The work will take place on May 29-31, 2012.
- Positive Behavior: The school staff has had initial training in PBIS in which they developed the core values of the school which are PRIDE—Prompt, Respectful, Integrity, Dependable, and Encouraging. Training in Years 1-3 will focus on developing behavioral expectations for students when they are in various areas of the school. A student incentive program will be developed which will be based on the student being caught for exhibiting one of the core values of PRIDE. The goal is to encourage positive behavior and decrease negative student behavior.

INSTRUCTIONAL SUPPORT

Personnel Services

- Personnel: Dean of Students to monitor the implementation of the PBIS program; to develop the student incentive system utilizing PRIDE Courage Cards; to monitor behavioral incidents to gauge the PBIS program. To assist the Superintendent/Principal by handling all student discipline issues.

Employee Benefits

- FICA Taxes are calculated at the Tribe's rate of 27%. The Fort Hall Business Council serves as the grantee and the SBHS utilizes their system.

Purchased Services (Contracted Services)

- On-Site Consultants: We will phase-in Promethean Interactive White Boards for instructional use at the School. Beginning with Pre-implementation and continuing for Years 1-3, we will purchase 5 boards and train 5 teachers per year. The training is a six-hour on-site training which will be conducted at the pre-service workshop prior to the start of school beginning in August 2012.
- The Learning and Leadership contractor will provide an initial need assessment, provide a detailed 1 year strategic plan, onsite technical assistance/professional development services for minimum of 60 days of school improvement support, and provide technical assistance / professional development on the implementation of the Common Core State Standards and any alignment for the State of Idaho.
- Education Management Services contractor will complete an initial needs assessment that outlines 12 months of work and includes all comments of effective school management and programmatic implementation, and provide onsite direction, technical assistance and professional development to school leadership and instructional staff as well as ongoing teleconferences while off campus.

Supplies & Materials

- Consumable office supplies and materials in order to fulfill the objectives of the grant for Years 1-3.

Professional Development/Travel

- Employee Travel: Travel costs to allow staff to travel to BIE meetings regarding grant activities. Travel is requested for Years 1-3.
- Student Travel: Extended Learning (Summer School) – Enrichment activities and field trips to apply theoretical concepts learned in classes. Costs are requested for years 2-3 of the grant.
- Other (Parent Advisory committee for Freshman Success Academy) – Travel expense for members to attend 2 meetings per year to assist with Freshman Success Academy. The PAC will meet two times per year beginning with years 2-3 of the grant.

Equipment

- Instructional Support Equipment: Enhance instruction and learning through the use of computers and Promethean interactive white boards and deliver interactive instruction to students. We will purchase 7 Promethean boards and phase-in 12 boards for three succeeding years.

- Printers: To enhance learning through the use of technology to enhance lesson plans, accommodate student learning styles. Five (20) HP printers @ \$850 each = \$17,000.00 for teacher and student use in student projects and in developing student personal learning portfolios.
- Color Copier: One (1) color copier @ \$15,000 for teacher and student use in student projects and in developing student personal learning portfolios.

Other Intervention Model Requirements/Needs

- Extended Professional Development (Career Growth): We will establish Professional Learning Communities at the School in which staff will meet, at a minimum, twice per month for the purposes of learning, joint lesson planning, problem solving. The PLC will promote collective learning among staff and application of the learning to solutions that address students’ needs. Community members set goals, develop activities, assign responsibilities, and develop criteria to measure effects of their efforts. Student data will be reviewed and discussed, and instructional activities will be selected to meet the goals, and determine results indicators. Pre-service before school year will document the initial work of the PLC through the formulation of goals and action plans. Each staff member receives a copy of the textbook that will guide their work in the PLC. Meeting minutes will document work planned and completed. Sign-in sheets will document meeting attendance of PLC members. Collaborative work efforts will be reflected in Native Star (School Improvement Plan and through Action Plans).

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
School Data			
Which intervention the school	NEW SIG		

used (i.e., turnaround, restart, closure, or transformation)	(transformation)		
AYP Status	<u>EDFacts</u>	√	
Which AYP targets the school met and missed	<u>EDFacts</u>	√	
School improvement status	<u>EDFacts</u>	√	
Number of minutes within the school year	NEW SIG		√
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
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	<u>EDFacts</u>	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	<u>EDFacts</u>		√
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	<u>EDFacts</u>	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	<u>EDFacts</u>	√	
Dropout Rate	<u>EDFacts</u>		√
Student attendance rate	<u>EDFacts</u>		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual	NEW SIG HS only		√

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

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 A

SCHOOL NEEDS ASSESSMENT TOOLS

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier I Schools

Or

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier III Schools

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

APPENDICES

INCLUDE OTHER APPENDICES HERE

le. Student data, consultant proposals, master calendar, etc.