

# School Improvement Grants

## School Level Section Tiers I, II, and III

<b>Name of School: Canistota High School</b>					Grades Served: 9-12		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
	X	turnaround	restart	closure	transformation		
					X		

### DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the committee and the position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents.*

The Canistota School District Leadership team consists of the following members:

Chad Janzen, Superintendent	Larry Nebelsick, HS Principal
Cathy Fox – Title Teacher	Brenda Jolley – 1st Grade Teacher
Lori Decker – 3rd Grade Teacher	Crystal Becker – 6th Grade Teacher
Jay Bruggeman – H.S. Math Teacher	Keith Ligtenberg – H.S. Science Teacher
Melissa Weber – H.S. English Teacher	James Strang – H.S. Special Education
Kim Fuhrman – Parent	Karen Hofer – Parent
Paula Tieszen – Parent	Sandy Bevers – Parent
Gail Dekramer – Parent	Chad Keller – Parent/Business Owner
Bridgette Ortman – Parent/Board Member/Business Owner	
Jeff Nielsen – Parent/Board Member/Business Owner	

- Indicate the data sources that were analyzed as part of the school’s comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data Retreat<sup>SM</sup> process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSSO, the results must be included in the data analysis.*

The Canistota School District Leadership team met January 4, 11, 26, & February 15, 2011 to review student achievement, programs and structures, professional practices and family and community data. Data from the State Assessment and Accountability Report Cards, eMetric, Achievement Series, EdPerformance, and Infinite Campus was analyzed. We also reviewed the course offerings, both locally and via distance learning. We discussed options available for students to help them prepare for college, such as after-school tutoring, ACT test prep, and computerized programs. The team analyzed this data and wrote goals and strategies for the district.

The high school has not gone through the process of a school audit using the CCSSO audit tool.

► Describe the process used to complete the school's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: WHEN the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); WHO was involved with the analysis of the data; and HOW the comprehensive needs assessment was accomplished.*

The Canistota School District Leadership team met four times this year, January 4, 11, 26, & February 15, 2011, to review student achievement, programs and structures, professional practices and family and community data. Data from the State Assessment and Accountability Report Cards, eMetric, Achievement Series, EdPerformance, and Infinite Campus was analyzed. We also reviewed the course offerings, both locally and via distance learning. We discussed options available for students to help them prepare for college, such as after-school tutoring, ACT test prep, and computerized programs.

An informal analysis was also completed at the beginning of the school year when the achievement data was shared with all staff. Individual staff members were asked to identify strengths and weaknesses in their subject area once the CRT website was available. This information was used to develop strategies to improve instruction. Grade level and department meetings were held to discuss the possible gaps in curriculum.

The Canistota 9-12 faculty analyzed longitudinal data for the school. The faculty also discussed activities/strategies that have been put into place to affect student achievement. The teachers discussed future plans and curriculum changes to increase student achievement. The data and bar graphs in the districts profile were shared with the school board and community and posted on the school's website.

► Broadly describe the results of that review. *Summarize the results of the CNA for this school.* The high school students have not met the AMO target for math for the past 3 years and reading for past 5 years. Graduation rates have consistently been above 94% for the past 5 years, 53% of the students are on the honor roll and 78% of the students enroll in college. Students achieving A's, B's, and C's for semester grades are scoring proficient or advanced on the Dakota Step Test. The students have scored at or above the state level on the ACT test, except for 2009 when the students scored below the state's average. This data suggests that Canistota's high school students have the potential to score well, but students do not take this test seriously or do not understand the importance of the test.

► List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Strengths:

- The high school is a 1:1 laptop school
- Staff have been trained to utilize the available technology
- All staff participate in an annual data retreat
- 100% of the school's teachers meet the federal government's definition for being highly

qualified

- 100% of the staff participate in professional development opportunities

Weaknesses:

- High school students did not meet the State's AMO target for reading and math
- High school staff do not analyze student achievement data to the same level as the elementary staff
- Standards-based assessments aren't given on a regular basis
- Students with Disabilities do not perform at the same level as their non-disabled peers
- Finding time and funds for grade level meetings regarding taught curriculum, lesson development for low standards and the consistent use of vocabulary is difficult

- Provide the rationale used to commit to serve this school with SIG funds. *Why is this school served?*

Because the students do not score well on the Dakota Step test, the school will focus on the above listed weaknesses. The teachers have participated in a "Motivating the Unmotivated" workshop, Reading in the Content Area training and will seek to engage the students in their learning. The high school teachers will analyze the test data and explain to students what those scores mean to individuals. Teachers will develop standards based lessons for the identified weak standards. Teachers will participate in a study of the *Framework for Teaching* and the School Improvement Coordinator will collect evidence on each of the components.

- (2) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

The Canistota School District began addressing the issue of low high school test scores three years ago. The school conducts an annual data retreat, but the teachers lack the time to analyze individual data. Hiring a school improvement coordinator will elevate this priority and assist teachers in the collection and use of standards-based data. The district has partnered with ESA, Region 2 for the past seven years, which has provided training on research-based instructional strategies, curriculum mapping, differentiated instruction and available technologies. "Reading in Content Area" strategies were provided to the staff to address reading needs. The district has also partnered with TIE to attend the TIE conference and receive on-site technology training. The district has teachers who have participated in the Master Teacher Academy and Project Integrate, Title IID grants through ESA2.

- (3) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

The school district will advertise for a School Improvement Coordinator to begin in Aug.

2011. The requirements for this position will include certification as a Cognitive Coach<sup>SM</sup>, experience conducting data retreats and analyzing data, as well as extensive knowledge of the SD state content standards and the Common Core standards. Additionally, this person should have an understanding of Achievement Series, Instructional Strategies and a *Framework for Teaching*.

- (4) (Tier I & II - mandatory; Tier III - optional)The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

The Canistota School District will implement the transformational model of school reform. The high school principal was replaced two years ago. The district will begin the process of creating a new teacher evaluation system with the study of Charlotte Danielson's *The Framework for Teaching*. The district will implement strategies to recruit and retain qualified staff. The teachers will analyze the annual DSTEP data, as well as monthly standards-based assessments to determine student weaknesses. Engaging lessons based upon these weak standards will be written with students' ability, readiness, and interests in mind. The newly hired School Improvement Coordinator will work closely with staff to provide assistance in data analysis, understand the state standards and develop engaging standards-based lessons which will build the capacity and support staff.

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**The Turnaround Model**  
*Section I.A.2(a)*

- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
- *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  - *How will the principal be Included in staffing, calendars/time, and budgeting?*
  - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
  - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
  - *How will the district screen all existing staff?*

- *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*
  - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- *List resources available to new staff.*
  - *Will there be a mentoring program or literacy and/or math coaches available?*
  - *How will the professional development be aligned with the school's comprehensive instructional program?*
  - *Indicate how the professional development will be designed in collaboration with school staff.*
- e. Describe the new governance structure that will be adopted for this school.
- *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
- f. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
  - *If extended learning time also includes a before- or after-school instructional program,*

*indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
  - *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
  - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
  - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

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### **The Restart Model**

#### *Section I.A.2(b)*

- a. Describe the rigorous review process the district undertook to select a partner to restart the school.
  - *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
  - *How will the new school operation result in acceptable student growth for the student population to be served?*
  - *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
  - *What performance expectations will be contractually specified for the restart partner?*
  - *Is the LEA prepared to terminate the contract if performance expectations are not met?*
- b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
- c. How will funds from this grant be used to support the restart model?

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### **School Closure Model**

#### *Section I.A.2(c)*

- a. Describe the process the district used to determine to close this school.
  - *How were decisions based on data? How is this transparent to the school and local community?*
  - *What is the impact of school closure to the school's neighborhood, enrollment area, or community?*
  - *How does school closure fit within the LEA's overall reform efforts?*
- b. Which higher-achieving schools have been identified that have the capacity to receive students

from this school?

- *Indicate that these schools are in close proximity of the school to be closed.*
- *How will the students and their families be supported by the LEA through the re-enrollment process?*
- *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
- *How will the LEA track student progress in the recipient schools?*

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## **The Transformation Model**

### *Section I.A.2(d)*

#### **Developing and increasing teacher and school leader effectiveness.** [Section I.A.2(d)(1)]

a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]

- *When will the contract with the current principal end?*
- *What criteria will be used in selecting a new principal?*
- *What is the process that will be used to select the new principal?*
- *Who will be involved in the decision making?*
- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

The contract for the current principal is issued on an annual basis. Larry Nebelsick was hired as the high school principal two years ago. During the past two years, the high school has focused on improving student achievement through curriculum mapping and collaboration among the staff. Inservices have focused on the use of Achievement Series to analyze data to the standard level, as well as “motivating the unmotivated” and technology and reading strategies. Throughout the next school year, the analysis of data will take place more frequently with the development of lessons focused on low standards. A few of the teachers will pilot a project based learning lesson to increase student engagement. The staff will also study Charlotte Danielson’s *Framework of Teaching* and collect data/evidence of student learning.

b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]

- *How will data on student growth be a significant factor in the evaluation system?*
- *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
- *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
- *Are the evaluation systems designed and developed with teacher and principal involvement?*
- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
- *How will the district identify and remove those who, after ample opportunities have been*

- provided for them to improve their professional practice, have not done so?*
- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
  - *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
  - *How will the school ensure that the professional development is 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?*
  - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

A new teacher evaluation system based upon Charlotte Danielson's *Framework for Teaching* will be created. The School Improvement Coordinator (SIC) will lead a book study with the teachers and administrators, as well as visit each teacher's classroom twice per month to gather evidence on each of the domains and components.

The teachers will create monthly Achievement Series tests and analyze that data. The data from the Achievement Series pre and post tests should serve as an indicator of student growth. The expectation is that students will score at least 5-10% higher on the post Achievement Series tests. It will be more difficult to determine student growth using the DSTEP test, since students are not assessed regularly nor are the same group of juniors tested.

The school will continue to conduct an annual data retreat looking at data from all four lenses. Information collected from the teacher evaluation system will be compared to student achievement data and triangulated to design effective professional development for the school.

The Canistota School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. Job openings are advertised within the school, in local and regional newspapers, and through the Associated School Board website, as well as contacting institutes of higher education. If necessary, administrators will attend the teacher job fair to recruit highly qualified teachers.

- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

If School Administrators of South Dakota (SASD) offers the Balanced Leadership course again next year, the administrators will be encouraged to attend. The school improvement coordinator may also provide training on teacher leadership characteristics based on Tim Waters' presentation at the Educator's Summer Symposium in June 2011. A possible book study on *School Leadership that Works* or *District Leadership that Works* may be held.

### **Comprehensive instructional reform strategies**

- d. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*

Through the analysis of the DSTEP data with the eMetric site, teachers will identify weak standards and create engaging student lessons. Each of the lessons will include either a research-based strategy, such as summarizing, generating & testing hypotheses, etc. or follow the framework of the Buck Institute's Project Based Learning. Additional research will be completed when the updated *Classroom Instruction that Works* book is released or from the Buck Institute's website, <http://www.bie.org/research/library>.

The School Improvement Coordinator will serve as a Cognitive Coach<sup>SM</sup> visiting each teacher twice a month. Coaching facilitates the process of teacher reflection as a means of professional growth and reconfirms the goals and content of the training. According to leading experts, "Cognitive coaching enhances the intellectual capacity of teachers, which in turn produces greater intellectual achievement in students. Research shows that teachers with higher conceptual levels are more adaptive and flexible in their teaching style, and they have a greater ability to empathize, to symbolize human experience, and to act in accordance with a disciplined commitment to human values," (Costa & Garmston, 1994).

The high school teachers will evaluate their curriculum maps according to the DSTEP student achievement data. Teachers will analyze the standards to determine the level to which the standards were taught, as well as the time of year they were taught. The teachers will also compare the current state standards to the common core standards and align the lessons to the common core, as well. Once a month the teachers will meet as a department to ensure vertical alignment and the standards are being taught to the appropriate level.

- e. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

The school conducts an annual data retreat, but the teachers lack the time to analyze individual data. Hiring a school improvement coordinator (SIC) will assist teachers in the collection and use of standards-based data. The teachers and SIC will develop monthly Achievement Series assessments to analyze progress on standards. Students will also meet with the SIC to discuss their test scores and identified weaknesses. The teachers and SIC will write new lessons on the identified weak standards to address students' abilities and interests.

- f. Describe any optional instructional reform strategy the school chooses to implement.
- The school will also utilize a professional learning community to study the *Framework for Teaching* and collect evidence in each domain at the component level.

### Increasing learning time and creating community-oriented schools

- g. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research).*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
  - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

The Canistota High School is proposing to add 4 days to the school year. The days will be used for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Two days will be add before the school year, outside the contracted time. These days will be used to analyze Dakota Step scores through the data retreat process, to establish goals for the new school year, and to develop new lessons to address weaknesses. Two days will also be added at the end of the school year, outside of the contracted time. These days will be used to review the years progress and to analyze the results of the school year. Plans will be developed to address the upcoming school year based on the goals established for the year.

The teachers will focus their classroom time on analyzing student achievement data, creating lessons based upon the weak standards, and creating a guaranteed and viable curriculum. Last year the professional development program was altered to enhance professional development opportunities. Prior to 2010-2011 year, students were released at 1:00 once per month to allow for professional development. Beginning with the 2010-2011 school year, five all-day professional development days were created to enhance professional development, offer more comprehensive professional development, and establish time for teachers to increase collaboration.

- h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
  - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
  - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Canistota staff analyzed information from the Safe and Drug Free Schools Survey, Bullying/Harassment Survey and local counseling data. The district offers services for students from the county health nurse, USD medical students, Carroll Institute, professional counselor on staff, and the Rural Sioux Empire Coalition for Youth. If additional needs arise during the year, the school district seeks support and additional services as necessary.

Parent meetings for students in grade 6, 8, and 11 address social/emotional and academic needs to children. Currently there are no families in the Canistota School District that do not

Speak fluent English.

Providing operational flexibility and sustained support

- i. Describe the operational flexibility that will be given to this school.
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
  - *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

Canistota has already made the following schedule changes. Algebra is offered in 8<sup>th</sup> grade to increase the number of juniors taking rigorous math courses. An alternative algebra and geometry courses are offered for struggling math students. Junior High reading and language arts courses are now offered back to back to create an 80 minute block period to provide more pedagogical flexibility. Additional math courses have been added to provide smaller class size, more one-on-one attention, and slower pacing to help those students who find math difficult. These courses should increase student success on achievement tests and result in fewer students failing/retaking courses.

Operational changes include teachers observing in their colleagues’ classrooms to collect evidence of student engagement and achievement. The schedule will be arranged to allow for these visits to occur on a monthly basis.

- j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
  - *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
  - *What kind of support will be provided and how often?*

A School Improvement Coordinator (SIC) will be hired to ensure the goals of the grant are met. The SIC will work in close contact with the administration, meeting at least monthly, and school leadership team, meeting quarterly, to ensure a positive experience for both staff and students.

- k. Describe any other optional strategies for providing operational flexibility and intensive support. No other optional strategies are planned at this time.

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(5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.

- Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

Summer 2011 – Hire School Improvement Coordinator  
August 2011 – Data Retreat with full staff & individual high school staff  
Fall 2011 – Create monthly benchmark tests for HS reading & math in Achievement Series  
Sept 2011-May 2012 – Create math and reading lessons based on low-standards  
Sept 2011-May 2012 – Monthly PLC meetings – *Framework for Teaching*  
Sept 2011-May 2012 – Coaching visits – twice per month for each teacher  
Oct. 2011 – Quarterly Benchmark meeting  
Spring 2010 – Common Core Standards training  
Jan. 2012 – Quarterly Benchmark meeting  
March 2012 – Quarterly Benchmark meeting  
May 2012 – Quarterly Benchmark meeting

August 2012 – Data Retreat with full staff & individual high school staff  
Sept 2012-May 2013 – Create math and reading lessons based on low-standards using PBL Framework  
Sept 2012-May 2013 – Monthly PLC meetings – *Talk about Teaching*  
Sept 2012-May 2013 – Coaching visits – twice per month for each teacher  
Oct. 2012 – Quarterly Benchmark meeting  
Jan. 2013 – Quarterly Benchmark meeting  
March 2013 – Quarterly Benchmark meeting  
May 2013 – Quarterly Benchmark meeting

August 2013 – Data Retreat with full staff & individual high school staff  
Sept 2013-May 2014 – Create math and reading lessons based on low-standards using PBL Framework  
Sept 2013-May 2014 – Monthly PLC meetings – To Be Determined  
Sept 2013-May 2014 – Coaching visits – twice per month for each teacher  
Oct. 2013 – Quarterly Benchmark meeting  
Jan. 2014 – Quarterly Benchmark meeting  
March 2014 – Quarterly Benchmark meeting  
May 2014 – Quarterly Benchmark meeting

- (6) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

► List the reading and math annual goals for this Tier I, II or III school, if applicable. *The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year). Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

50% of high school students will be proficient or advanced in math by 2012 as measured by the Dakota Step test.

60% of high school students will be proficient or advanced in reading by 2012 as measured

by the Dakota Step test.

- (7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.* Canistota High School is identified as a Tier II school.
- (8) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe while developing the LEA and school application for SIG funds.*

The school board and community members were notified by the Superintendent and High School Principal on December 13, 2010 that Canistota High School was identified as a persistently low achieving school. All stakeholders were invited to participate in the planning process for this grant. Teachers, parents, and school board members met on January 4, 11, 26, & February 15, 2011 to discuss possible strategies to improve student achievement. At the April school board meeting, the public was notified that the school district would be applying for the School Improvement Grant.

**BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.**

#### **Budget categories for consideration in required budget narrative.**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000  
Paraprofessional: \$15,000 @ 1 FTE = \$15,000

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530  
\$15,000 X 7.65% (Social Security-Medicare) = \$3,000

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

Examples: 3 trips X 400 miles X .37 = \$4,440  
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of

more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Examples: Desktop computers - 3 @ \$1200 = \$3600  
Laptop computer -1 @ \$900 = \$900

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Examples: Reading books - \$300  
Software for Math assistance program - \$175

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Example: Company A – Provide professional development workshop - \$1,200

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Example: Professional development conference – New York  
Airfare - \$550  
Registration - \$250  
Meals – 3 days @ \$36 per day = \$108  
Lodging – 2 days @ \$175 = \$350  
Miscellaneous – Cab - \$50

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

**Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.**

**Grant Periods:**

Project Year 1: July 1, 2011 – June 30, 2012  
Project Year 2: July 1, 2012 – June 30, 2013  
Project Year 3: July 1, 2013 – June 30, 2014

**School Budget Narrative**

Personnel:

Salary amounts are based on current salaries and are commensurate with local and regional averages. Annual cost of living increases of 3% have been included in calculations.

School Improvement Coordinator: \$40,000.00 @ 1 FTE = \$40,000.00

- 1 FTE School Improvement Coordinator will be responsible for the annual data retreat, assisting individual teachers with the analysis of student/class data and serve as a teacher coach. She will meet with the teacher a minimum of 2x/month and assist

with lesson plan development for low standards, ensuring a Guaranteed & Viable Curriculum and the analysis of data. The salary for this position is \$40,000.00 annually the first year of the program, with 3% increases each subsequent year.

- Substitutes – Subs for attending teachers attending State Math and Science Conference as well as the S.D. Core Content Standard Training. Sub rate is \$75.00 for a total of \$6,675.00.
- \$1000 stipends for 24 staff and administration totaling \$24,000 for four additional days outside the contract annually for three years. Two days will be at the beginning of the school year outside of the contracted time to review testing data and prepare for changes for the upcoming school year. Two days will be added at the end of the school year outside the contracted time for review and reflection of the finished year and to prepare changes for the next school year.

Employee Benefits: Benefit costs for 1 FTE position were calculated based on state approved rates as follows:

- FICA/Medicare- 7.65% of salaries, for 1 FTE = \$3,060.00 for Year 1, with a 3% increase due to cost of living, in Years 2 and 3. Substitute FICA = \$189.34 for Year 1, \$177.86 for Year 2, & \$143.44 for Year 3.
- Retirement- 6% of salaries, for 1 FTE = \$2400.00 for Year 1, with a 3% increase due to cost of living, in Years 2 and 3.
- Medical (Single)- \$411.47 per month for 1 FTE= \$4937.64 per year
- Life- \$\_\_\_/ month - \$\_\_\_ x 1 FTE = \$60 per year
- Dental (Family)- \$\_\_\_/month, \$\_\_\_ month x 12 x 1 FTE= \$\_\_\_ per year
- LT Disability- .29% of salary, \$\_\_\_ for 1 FTE = \$\_\_\_ for Year 1, with a 3% increase due to cost of living, in Years 2 and 3.
- FICA/Medicare- 7.65% of salaries, for 4 additional contracted days = \$1386.00 for Year 1, \$1386.00 for Year 2, \$1386.00 for Year 3.
- Retirement- 6% of salaries, for 4 additional contracted days = \$1440.00 for Year 1, \$1440.00 for Year 2, \$1440.00 for Year 3
- Medical (Single)- for 4 additional professional development days = \$2962.59 Year 1, \$2962.59 Year 2, \$2962.59 Year 3

**Total Cost of Fringe Benefits for 3 Years: \$70,080.24**

Travel:

**Travel related to Professional development** will include 5? teachers and the School Improvement Coordinator to attend the SD DOE roll-out of the Common Core Standards to build and ensure expertise and capacity. Estimated costs for this travel, per year, is \$5214.36 which includes mileage, lodging, meals, and substitute costs.

Equipment:

Computer – \$1378.93  
Desk – \$900.00  
Office Chair – \$150.00  
File Cabinet – \$200.00  
Chair Mat – \$35.00

Supplies:

Consumable supplies needed to support improved student achievement.

Office Supplies, (\$25/month)	Basic office supplies	\$25/month X 9 months x 3 years	\$675
Meeting Supplies (\$50/month)	Basic supplies for workshops- customary refreshments and materials	\$50/month X 9 months x 3 years	\$1,350
Books for Professional Studies: Enhancing Professional Practice: Framework for Teaching (Year 1) Talk about Teaching (Year 2) TBD (Year 3)	\$28 per teacher per year, for 3 years	\$28 x 25 students, x 3 years	\$2,100
IXL program cost for district-wide alignment of program	Subscription costs for 200 students	\$7.14 x 200 students, x 3 years	\$4286
Total Supply Costs			\$8411

Contractual:

Local ESA (Educational Service Agency) 2 Fees -  $\$4757.00 * 3 = 14271$

Professional Development:

ASCD Conference – Philadelphia

Airfare - \$550

Registration - \$250

Meals – 3 days @ \$36 per day = \$108

Lodging – 2 days @ \$175 = \$350

Miscellaneous – Cab - \$50

State Math & Science Conference – Huron, SD

Registration -  $\$125 * 7$  participants = \$875

Meals – 3 days @ \$24 per day \* 7 participants = \$504

Lodging – 2 days @ \$180 \* 4 rooms = \$1440

TIE Conference

Registration -  $\$140 X 30$  participants = \$4200

Top 20 Training

Registration -  $\$35 \times 25$  participants =  $\$875$

ASCD Membership =  $\$89 \times 3$  years =  $\$267.00$

Indirect Costs

Indirect costs have been figured using a state-approved rate of 3.54%, for a total amount of  $\$7201.96$ .

**Budget Information**  
**American Reinvestment and Recovery Act (ARRA)**  
**Title I School Improvement 1003(g)**

Name of School: Canistota High School

**Budget Summary**

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
<b>1. Personnel</b>		\$66,475.00	\$67,525.00	\$68,311.00	\$202,311.00
<b>2. Employee Benefits</b>		\$23,064.14	\$23,364.61	\$23,651.47	\$70,080.24
<b>3. Travel</b>		\$4,271.33	\$1,072.53	\$64.75	\$5,408.61
<b>4. Equipment</b>		\$2,513.93	X	X	\$2,513.93
<b>5. Supplies</b>		\$5,467.60	\$2,803.67	\$2,803.67	\$11,074.93
<b>6. Contractual</b>		\$4,757.00	\$4,757.00	\$4,757.00	\$14,271.00
<b>7. Professional Development</b>		\$6,664.00	\$464.00	\$89.00	\$7217.00
<b>8. Total Direct Costs (line 1-7)</b>		\$76,735.84	\$63,509.63	\$63,199.71	\$203,445.17
<b>9. Indirect Costs*</b>		\$2,716.45	\$2,248.24	\$2,237.27	\$7,201.96
<b>10. Total Costs (lines 8-9)</b>		\$79,452.29	\$65,757.87	\$65,436.98	\$210,647.13

\*Use restricted indirect cost rate (same rate as regular Title I program)

\*\* Contingent upon continued federal funding