School Improvement Grants

School Level Section
Tiers I, II, and III

Name of School: **Hawthorne Elementary**						Grades Served: **PreK - 5**	
TIER I	**TIER II**	**INTERVENTION**				**Tier III**	**Intervention**
		turnaround	**restart**	**closure**	**transformation**		
						x	**Elements from Transformational Model**

DESCRIPTIVE INFORMATION

(1) The LEA has analyzed the needs of the school and selected an intervention for the school

a. 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. 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);*

Dr. Pam Homan, Superintendent
Dr. Fred Aderhold, Assistant Superintendent
Ann Smith, Federal Programs Coordinator
Rich Meier, Elementary Curriculum Coordinator
Sue McAdaragh, District Math Leader
Cheryl Larson, Hawthorne Principal
Jill Franken, Falls Community Health
Heidi Binstock, Community member
Marlene Schumm, Community Member
Jon Martin, Parent
LeeAnna Stacy, Kindergarten Teacher
Lori Heberling, Kindergarten Teacher
Abby Doss, 1st Grade Teacher
Karen Lukens, 2nd Grade Teacher
Deb Erlenbusch, 3rd Grade Teacher
Kirstin Johnson, 3rd Grade Teacher
Nick Jager, 4th Grade Teacher
Megan Moline, 5th Grade Teacher

b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. (*Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

Student: progress toward quarterly benchmark goals established Hawthorne's School Improvement Plan; performance of District end of year math and reading assessments, Dakota STEP tests, and WIDA scores

Teacher and Program: Review of 2010-12 School Improvement Plan including Restructuring Plan
Community and Parent: Interviews with Site Council members; discussions and progress from group working on plan for a possible 21st Century Community Learning Center that would be submitted in 2011.

c. Describe the process used to complete the district'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 21st Century Community Learning Centers grantwriting team, consisting of the principal, Jill Franken from Falls Community Health, Heidi Binstock, Pastor of Our Savior's Lutheran Church, and 2 parishioners from Our Savior's met on March 12 to discuss options for after school activities that would increase student participation in healthy activities as well as options for greater parent and community engagement at Hawthorne Elementary. All grade levels met during the week of March 22 – 26 to review progress toward quarterly benchmark goals as established in the School Improvement Plan, identifying interventions that are positively impacting student achievement and areas that need greater attention. The School Improvement Leadership Team met on March 26 to review the information gathered at the previous meetings and prioritize interventions for possible funding through the School Improvement Grant. All Tier III Title I principals met with Rich Meier, Sue McAdaragh, and Math Recovery Leader Christina Miller on March 22 to discuss professional development needs.

d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Hawthorne is on Level 1 improvement for Math and Level 5 improvement for Reading. After analyzing the Dakota STEP and quarterly benchmark data, the highest need for growth potential in reading includes comprehension strategies, text structures (genres), word recognition skills, word meaning strategies, and text and graphic features. Grade level scores on the District End-of-Year Reading test from 2009 show an average increase 2.44 percent per grades for grades 1-5. Possible interventions that contributed to the increase are the focus on Ruby Payne's *Learning Structures* to increase reading comprehension during staff collaboration time and no staff turnover. ELL students benefited from our ELL Instructional Coach. All students benefited from teachers' growing confidence with integrating technology through the support of the District's Instructional Coach.

Analyzing Dakota STEP data shows that we are closing the achievement gap in math for Hispanic students at Hawthorne. Hispanic students increased their score by 11 percentage points from the previous year. The subgroups that did not make AYP in math were Native American by 1 student, Economically Disadvantaged by 1 student, and All Students by 3 students. There were no students in the below basic student category. Interventions that have contributed to increased student achievement in math include the focus on Ruby Payne's *Learning Structures* to increase math proficiency during staff collaboration time, a strong focus on math academic vocabulary during math time and no staff turnover. ELL students benefited from our ELL Instructional Coach. All students

benefited from teachers' growing confidence with integrating technology through the support of the District's Instructional Coach.

e. 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.*

The * indicates areas that will be addressed with SIG funds.
Strengths identified through the comprehensive needs assessment:

1. Collaboration with a strong focus on instructional strategies*
2. Coaching for teachers in differentiation strategies for ELL students*
3. Student Support Center
4. Class Size Reduction*
5. Direct Vocabulary Instruction

Weaknesses identified through the comprehensive needs assessment:

1. Increasing number sense, place value, and problem solving skills for students*
2. Class size fluctuation due to student mobility*
3. Behavioral and emotional needs of students*
4. Many students reading below grade level*
5. Interrupted learning during the summer months*

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

Hawthorne is at Level 5 school improvement for reading and has been at Level 5 for two or more years. The District's corrective action of extending the school day has not had a significant impact on student learning. Title I formula funds are inadequate to address this school's needs.

(2) 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 Sioux Falls School District will implement following elements from the Transformational Model at Hawthorne:
1) Implement an instructional model based on student needs; provide job-embedded PD
2) Increased learning time for students
3) Increased learning time for staff
4) Provide job-embedded PD designed to build capacity and support staff
5) Optional Instructional Reform Strategy

As a corrective action, the District implemented instructional coaches in 2008-09. Currently six instructional coaches, guided by the Elementary Curriculum Coordinator and the District Staff Development Coordinator, support elementary instruction in the District. The District is able to provide ongoing professional development for the coaches by providing funds for professional travel and structuring their schedules to allow time for collaboration with each other.

The District has a strong Special Education department that provides ongoing support and training for Special Education teachers and participates in curriculum development to ensure that all students receive appropriate instruction. Following the recommendation from the evaluation of the Instructional Coaching program, the District will add an Instructional Coach to work with ELL teachers to implement to Sheltered Instruction Observation Protocol model, which integrates English Language acquisition with content instruction.

The District partners with the University of South Dakota, South Dakota State University, Dakota State University, Augustana College and the University of Sioux Falls for professional development, including offering graduate credit to teachers at a reduced rate.

The District will continue to leverage funding from local, state and federal sources to meet the needs Hawthorne Elementary, including efforts to reduce class sizes and to provide additional learning time for staff through collaboration. The District will increase oversight of Hawthorne's efforts to improve student achievement due to a reorganization of Administrative responsibilities.

The District also has a Title IIB Math grant that provides a District Math Leader to support teachers in implementing Cognitively Guided Instruction in math. Christina Miller, Instructional Coach at Lowell Elementary, is certified by Add+VantageMR as a Math Recovery leader. She will provide support and guidance as Hawthorne investigates interventions for struggling math students.

(3) 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?*

Not applicable

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.

(7) 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.*

The Sioux Falls School District will implement following elements from the Transformational Model at Hawthorne:

1) Implement an instructional model based on student needs; provide job-embedded PD

Hawthorne will hire a **0.5 FTE Instructional Coach** to provide support for best practices in literacy instruction, supporting teachers in assessing and analyzing data and individualizing instruction to meet the needs of non-proficient students. Our high student mobility has a direct impact on student achievement in reading. This position will help address fluctuating class sizes throughout the year and support teachers as new students transition into the school throughout the year.

Hawthorne will implement the SIOP strategies for ELL instruction, hiring an additional **1.5 FTE ELL teacher** who will join the existing ELL teachers in providing direct support for English Language Learners as well as working with all classroom teachers to increase their capacity to differentiate instruction for their ELL students. The District's ELL Instructional Coach will provide support for all of the ELL teachers at Hawthorne, including Hawthorne's ELL Instructional Coach, to build their confidence in implementing SIOP strategies. This intervention will address the needs of English Language Learners who are non-proficient in math and reading.

2) Increased learning time for students

Hawthorne will provide 40 hours of summer school during the 2 weeks prior to the start of the school year. Summer School instruction will focus on math and reading and will target students who are performing below grade level.

3) Increased learning time for staff

ELL teachers will have up to **40 hours of additional paid time** each year to collaborate with other ELL teachers and build their capacity to meet the needs of ELL students.

5) Optional Instructional Reform Strategy

Hawthorne will hire **1.25 FTE additional classroom teacher** to support flexible grouping in math and reading in the intermediate grades. Current Title I and Title IIA funds reduce class sizes in Kindergarten and 1st grade, but 3rd-5th grade classes can become quite large. High student mobility results in class sizes that start out at the district average but increase during the year. This intervention will help address the needs of intermediate students who are non-proficient in math and reading.

(8) 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 of February and March while developing the LEA application for SIG funds.

The Hawthorne School Improvement Leadership Team and the Site Council, consisting of teachers, a parent, a community member and classified staff met on March 26 to review the information gathered at the previous meetings and prioritize interventions for possible funding through the School Improvement Grant. All Tier III Title I principals met with Rich Meier, Sue McAdaragh, and Math Recovery Leader Christina Miller on March 22 to discuss professional development needs. Dr. Homan and Dr. Aderhold reviewed School Improvement Grant proposals on April 6.
All Tier III Title I Principals met on March 22 and again on April 8 to discuss priorities for School Improvement funding.

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.

Grant Periods:
Project Year 1: July 1, 2010 – June 30, 2011

Personnel:

Instructional Coach	$41,540 @ 0.5 FTE	=	$20,770
ELL Teacher	$41,540 @ 1.5 FTE	=	$62,310
Teacher	$41,540 @ 1.25 FTE	=	$51,925
Summer School Teachers	(6 teachers X 68 hours @ 26.29)	=	$10,726
Summer School Home Liaison	(60 hours @ $24)	=	$ 1,440
Summer School Secretary	(25 hours @ $15)	=	$ 375

Benefits

Insurance, Retirement, Social Security, Medicare		
Instructional Coach	$20,770 X 30% =	$ 6,231
ELL Teacher	$62,310 X 30% =	$ 18,693
Teacher	$51,925 X 30% =	$ 15,578
Social Security, Medicare		
Summer School Teachers	$10,726 X 13.65% =	$ 1,464
Summer School Home Liaison	$1,440 X 13.65% =	$ 197
Summer School Secretary	$ 375 X 13.65%=	$ 51

Travel

Summer School Transportation	$ 1,200

Supplies

Summer School Supplies	$ 4,275

Professional Development

Teacher Hourly (collaboration)	160 hours @ $19.59	=	$ 3,134
Benefits (Social Security, Medicare)	$3,134 X 13.65%	=	$ 428

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

Personnel:

Instructional Coach	$42,786 @0.5 FTE	=	$21,393
ELL Teacher	$42,786 @ 1.5 FTE	=	$64,179
Teacher	$42,786 @ 1.25 FTE	=	$53,483
Summer School Teachers	(6 teachers X 68 hours @ 26.55)	=	$10,832
Summer School Home Liaison	(60 hours @ $24.72)	=	$ 1,483
Summer School Secretary	(25 hours @ $15.45)	=	$ 386

Benefits

Insurance, Retirement, Social Security, Medicare

Instructional Coach	$21,393 X 30%	=	$ 6,418
ELL Teacher	$64,179 X 30%	=	$ 19,254
Teacher	$53,483 X 30%	=	$ 16,045

Social Security, Medicare

Substitutes	$ 4,500 X 13.65%	=	$ 614
Summer School Teachers	$10,832 X 13.65%	=	$ 1,479
Summer School Home Liaison	$1,483 X 13.65%	=	$ 202
Summer School Secretary	$ 386 X 13.65%	=	$ 53

Travel

Summer School Transportation $ 1,236

Supplies

Summer School Supplies $ 4,275

Professional Development

Teacher Hourly (collaboration)	160 hours @ $19.79	=	$ 3,166
Benefits (Social Security, Medicare)	$3,166 X 13.65%	=	$ 432

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

Personnel:

Instructional Coach	$44,070 @0.5 FTE	=	$22,035
ELL Teacher	$44,070 @1.5 FTE	=	$66,105
Teacher	$44,070 @1.25 FTE	=	$55,088
Summer School Teachers	(6 teachers X 68 hours @ 26.81)	=	$ 10,938
Summer School Home Liaison	(60 hours @ $25.46)	=	$ 1,528
Summer School Secretary	(25 hours @ $15.91)	=	$ 398

Benefits

Insurance, Retirement, Social Security, Medicare

Instructional Coach	$22,035 X 30%	=	$ 6,611
ELL Teacher	$66,105 X 30%	=	$ 19,832
Teacher	$55,088 X 30%	=	$ 16,526

Social Security, Medicare

Summer School Teachers	$10,938 X 13.65%	=	$ 1,493
Summer School Home Liaison	$1,528 X 13.65%	=	$ 209
Summer School Secretary	$ 398 X 13.65%	=	$ 54

Travel

Summer School Transportation	$ 1,273

Supplies

Summer School Supplies	$ 4,275

Professional Development

Teacher Hourly (collaboration)	160 hours @ $19.99	=	$ 3,198
Benefits (Social Security, Medicare)	$3,198 X 13.65%	=	$ 437

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South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)

Name of School: Hawthorne Elementary

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)
1. Personnel	$147,546	$151,756	$156,092	$455,394
2. Employee Benefits	$42,214	$44,065	$44,725	$131,004
3. Travel	$1,200	$1,236	$1,273	$3,709
4. Equipment	$0	$0	$0	$0
5. Supplies	$4,275	$4,275	$4,275	$12,285
6. Contractual	$0	$0	$0	$0
7. Professional Development	$3,562	$3,599	$3,635	$10,796
8. Total Direct Costs (line 1-7)	$198,797	$204,931	$210,000	$613,728
9. Indirect Costs*	$4,016	$4,140	$4,242	$12,398
10. Total Costs (lines 8-9)	$202,813	$209,071	$214,242	$626,126

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

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