

School Improvement Grants

School Level Section

Tiers I, II, and III

RAPID CITY AREA SCHOOLS 51-4

Name of School: Horace Mann Elementary				Grades Served: K through 5			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						X	-Continued funding for our Early Intervention Extended Day Kindergarten (1.0 FTE, 1.0 Para-professional, .5 Parent Outreach) -Additional Request for: K-1 Literacy and Math Intervention Strategist and a 1.0 Interventionist for the (ADR) Academic Discipline Room.

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.

PLANNING TEAM:			
DIST. REP:	Lisa Plumb	PRINCIPAL:	Danny Janklow
TEACHER:	Beth Herrboldt	TITLE I:	Kris Warwick
PARENT:	Charlene Heinz, Jessica Wise	TEACHER:	Laura Price
COMMUNITY:	Lori Laughlin	TEACHER:	Traci Kurry
OTHER:	Kelly Gorman	OTHER:	Gari Meacham - PEBC
SST:	Bob Rose	OTHER:	

- 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.

Parent surveys are done on at least an annual basis. Examples of these include traffic safety surveys, school climate surveys, report card surveys, parent opinion surveys and academic surveys. The results of the academic surveys indicate that parents view literacy and mathematics as primary areas of focus. In November of 2009 and again in March of 2010, parents were surveyed regarding the concerns/needs observed by the parents. Parents are requesting after-school programs, more parent tutoring for academic needs of the children. As well as accountability for parents responsibility for attendance and academic support.

Examples of our staff needs assessment include individual goal setting, grade level standard focus with identified learning target, data observations and assessment and planning exercises, bi-monthly staff study groups, and a building wide staff survey to identify areas of strengths and needs. Results of the staff development identified the development of a professional learning community, quality teaching, and leadership as strengths; and identified weaknesses in the areas of data analysis and family involvement. Staff surveys are conducted bi-monthly to address ongoing development and/or concerns. With this information, our staff have focused on parental contacts, discussions with students and families regarding the desired learning target, and cooperative planning teams to set specific measurable goals in which students and staff can achieve. Horace Mann Elementary is utilizing such information to continually develop and refine our academic and community roles.

Examining student assessment data in the area of literacy includes ongoing examination of text reading levels, letter ID, observation surveys, concepts about print, writing assessment results for all students, and 3rd, 4th and 5th grade Dakota STEP results. Through our DI (Differentiated Instructional) time, our staff formatively assesses students bi-weekly against the specific standard skill deficiency. DI staff meet weekly with the grade level teacher to discuss needs/advancement toward the learning goal/target.

Examining student assessment data in the area of math includes ongoing examination of 3rd, 4th, and 5th grade Dakota STEP results, 3rd, 4th, and 5th grade DAC, and the K-2 Assessment results. Documentation of these is kept on file at the building level.

In both Math and Literacy, our staff has developed new ways to utilize district assessments such as DACs. As we identified the learning gaps/skill needs for each student, we group the students based upon the skill gap. We then target the skill gap with various research based instructional techniques for two weeks then we reassess to measure the students gains. As our Building Leadership Team identified various formative assessments, we have also developed a “Skill Specific” assessment for math. This assessment bank has the necessary resources to assess and plan research based lessons designed to improve the identified deficiency. Our initial student achievement data and results are much higher than expected.

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application.

Horace Mann Elementary has been utilizing the South Dakota Parent Information Resource Center to accommodate the requirement set forth in our school audit conduct. Through the Building a Solid Foundation Program, Horace Mann Elementary Parent team conducted the Comprehensive Needs Assessment. During our February 2009 Building A Solid Foundation Committee meeting, our team reviewed the totals which had been compiled from our previous meeting. Our team included parents, Lori Mesteth, Sara Brave Heart, Karen Truax; SD PIRC Representative Lori Laughlin, Staff members: Principal Danny Janklow, Parent Outreach Kendra Lambert, Special Education Beth Herrboldt, Intervention Strategist Kelly Gorman. The committee tallied the responses and developed a plan of action for the school to follow to address the identified needs. At this meeting, the Family Friendly Walk-through was scheduled for March (although we've had to postpone the date until April).

Each year, parents are surveyed several times during Parent Nights held at the school. The school utilizes the parent information provided on the surveys to guide our development of parent nights, academic programs, and staff development. The results this year were very positive regarding the changes which have been implemented since January 2009.

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

Parents listed positive feedback regarding student achievement and dedication of the staff. Parent concerns range from the need for after school programs (academic and sports) as well for increased presentation for Native American language and artwork across the curriculum. Parents would also like to see a school uniform implemented as well as a Bully Prevention program. Parents are now becoming more involved in the activities here at Horace Mann Elementary. Our attendance numbers continue to rise for our events, both academic and social. Parents have asked for more opportunities to come to the school for both academic as well as learning opportunities to benefit the parents and support their efforts at home.

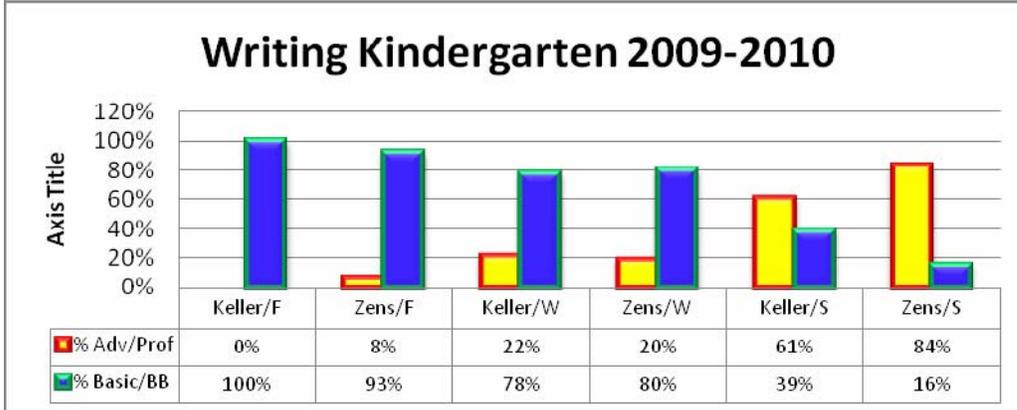
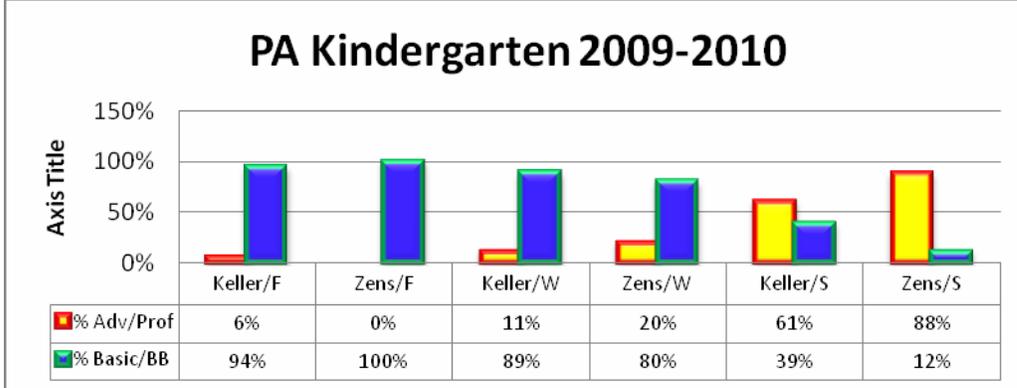
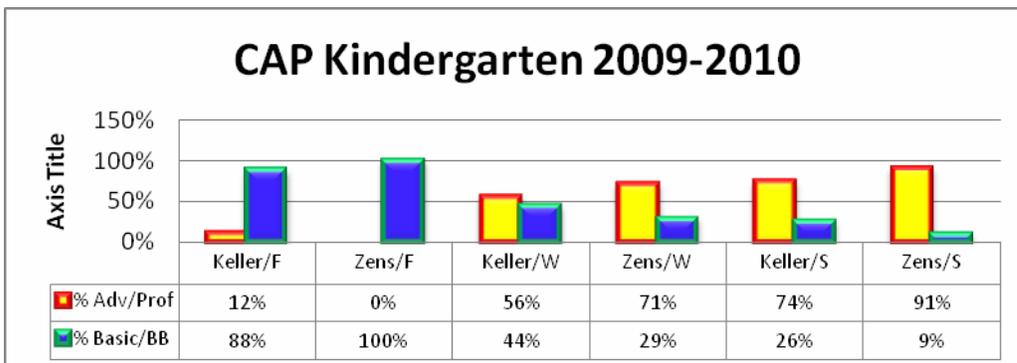
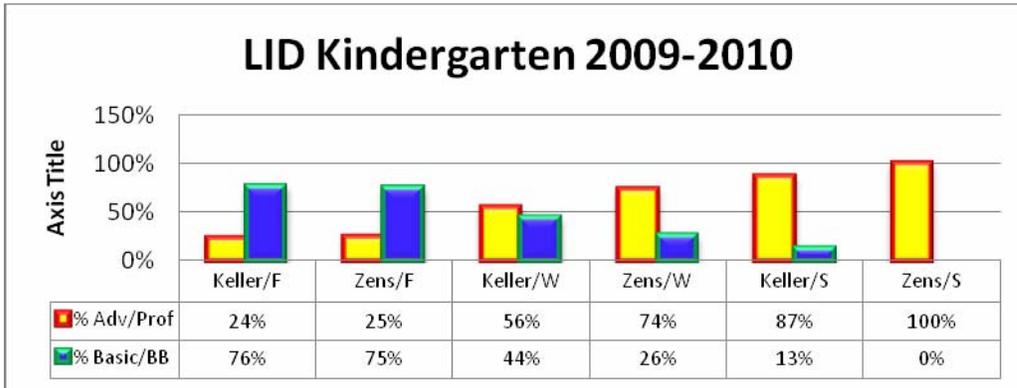
Parents have provided specific feedback regarding our Early Intervention Extended Day Kindergarten program designed to effectively impact student academic needs. Our data has demonstrated significant growth for our emergent learners.

The CNA provided Horace Mann Elementary with specific feedback relating to the transition between elementary to middle school. Our Building a Solid Foundation committee worked to assist 5th grade students in the transition to a secondary setting by creating class schedules/daily planners for students to use in order to become familiar with the middle school routines.

The CNA also provided feedback into the correlation between effective school communication to the home regarding students' successes and needs. Horace Mann Elementary was able to utilize a .5 Para-professional as a Parent Outreach coordinator to assist in the personalize communication necessary for our families to increase involvement in the school functions and daily operations.

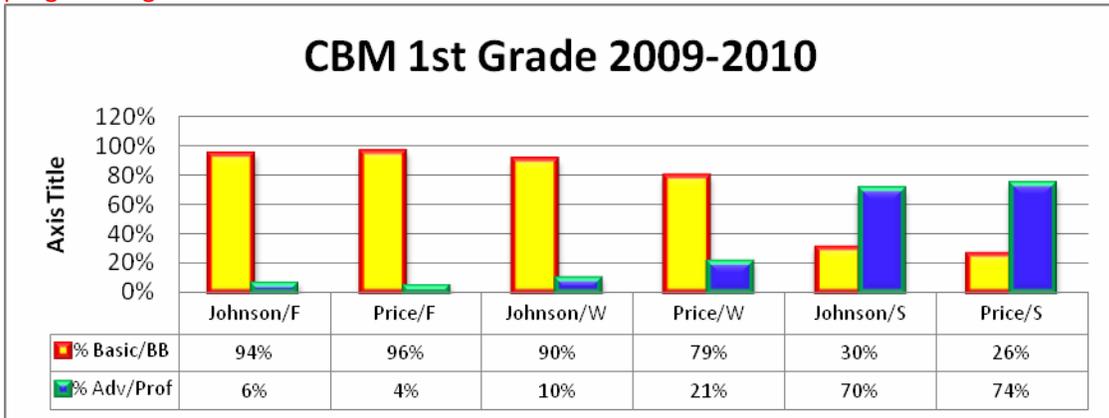
Through the use of the 1003 (g) funds previously allocated, Horace Mann Elementary has made a profound impact on student achievement in all grade levels as well as increased our parental attendance at our monthly family functions to the highest recorded levels. The graph below demonstrates assessment results in the Kindergarten classes, fall, winter and spring.

Current Assessment Data for Kindergarten



The demonstrated effectiveness is represented by the amount of below basic/basic students moving to the advanced and proficient columns from fall, winter and spring assessments.

The following graph represents the first grade CBM scores which were also positively impacted by the 1003 (g) funds used during the spring semester of 2008-2009 when the Early Intervention program began.



e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. SIG funds will continue to fund the Early Intervention program which has proven to be a highly effective intervention for low achieving students to rise up to the proficient and/or advanced levels. Horace Mann Elementary needs to add one additional staff member to our staff with focused intervention efforts on all K-1 students' attainment of the proficient and advanced levels. This person will be utilized for skill assessment, intervention planning and implementation and communication. Horace Mann Elementary will continue to make significant gains on academic assessments by having an additional person to focus on the foundational needs our students are missing when they arrive in the primary grades.

One concern identified regarding Bully prevention program implementation, with the use of the SIG funds, a full time Para-professional will assist with general discipline routines and follow through for recess and daily monitoring of student behaviors. By adding a Para-professional with discipline focus, the instructional staff can focus on our student achievement and our students can be quickly redirected and/or motivated to participate in class activities, rather than spending valuable class/instructional time in the office for discipline referrals. Our intervention efforts could significantly increase the instructional activities taking place during the instructional day by allowing the principal the time to be more of an instructional leader rather than disciplinarian.

Along with the significant growth Horace Mann Elementary has observed in the primary grade, data driven instruction has impacted all grade levels. Current assessment data is confirming the need to have the most highly trained teachers work with disadvantaged youth. Horace Mann Elementary has focused professional development funding through the 1003 (g) into math and literacy instruction with significant results.

Horace Mann Elementary has identified a need for after school tutoring and academic engagement through the summer months. With the 1003 (g) approval, Horace Mann Elementary can continue the professional development and after school tutoring for our students. Additional pay will be

provided to the classroom teachers for spending after duty time assisting struggling students to gain mastery of all standards.

f. Provide the rationale the district used to commit to serve this school with SIG funds.

Horace Mann Elementary School is located at 902 Anamosa Street in an older section of the northeastern part of Rapid City. The attendance area includes single family dwelling, apartment buildings, mobile home courts, churches, and a few commercially zoned areas. Horace Mann School was built in 1952 with an addition added in 1957.

Horace Mann has an enrollment of 287. It consists of a morning and afternoon kindergarten, and two classrooms of first, second, third, fourth, and fifth grades. Various support staff, such as literacy, Reading Recovery, math leader, library, music, PE, special education, Title VII Indian Education, and homeless coordinator also make up the Horace Mann faculty. A daily after-school program, funded by the 21st Century Grant is available for Horace Mann students. Horace Mann School’s student profile information is indicated in the table below:

Student Characteristic	Percentage/Data
Native American	50%
White	41%
Asian	1%
Black	3%
Hispanic	5%
Special Education	11%
Gifted & Talented	<1%
LEP	<1%
Poverty—Free and reduced lunch	75.6%
Mobility rates	9-1-09 – 10-30-09 100 New students 9-1-09 – 10-30-09 82 Drop
Migrants	0%

Rapid City Area Schools is committed to all students. Through this funding, our school can continue to develop the best, highest trained teachers in the area. Current professional development practices are resulting in higher student achievement than in previous years.

(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. Horace Mann has not been identified as a Tier I or Tier II school.

(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. Horace Mann Elementary continues to utilize the Public Education Business Coalition as an in-house professional development model. Through this relationship, Horace Mann’s instructional staff developed an instructional model which is focused on the specific needs of the students. This newly refined focus has yielded higher assessment results than in years past. The staff (all instructional

staff) attended the Thinking Strategies Institute in Denver in April and November of 2009. Diagnostic data results display a significant increase in student achievement across all grade levels.

- (4) 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 Turnaround Model

Section I.A.2(a)

1. 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)]
 - *Not applicable*
 2. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
 - *Not applicable.*
 3. 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)]
 - *Not applicable.*
 4. How will the district provide staff ongoing, high-quality, job-embedded professional development?
 - *Not applicable.*
 5. Describe the new governance structure that will be adopted for this school.
 - *Not applicable.*
 6. Describe how an instructional program will be determined and designed.
 - *Not applicable*
- (5) 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.*

Horace Mann Elementary will utilize Emergent Intervention Strategist (co-responsible for the RTI-Response To Intervention model) implemented through the Rapid City Area School District as well as applied school wide at Horace Mann Elementary through our research based Differentiated Instructional Model. All students through our new model have formative assessment data to identify each skill gap, the data collected, observed and discussed drives the DI-Differentiated Instructional Group and the activities utilized, performed and assessed during the group. Bi-weekly formative assessments are taken in each group to ensure skill development and mastery. Groups are then developed based upon the most recent growth and/or need. Our recent schedule change for early release planning time on Wednesday afternoon allows for the much needed

communication necessary to properly assess our students' needs and develop focused lessons based on the student needs.

Horace Mann added a detailed focus on school-wide standards and individual student needs through the implementation of Differentiated Instructional time blocks in Reading and Math. This is an additional 30 minutes of standard focused small group instruction. Students are placed in to small groups based on skill data and individual student needs. District assessments, formative assessments, DACS, and classroom assessments drive our placement for students by the identified skill gap or need. The groups are kept flexible, dynamic, and based on individual student need. Differentiated Teams meet weekly (one week Math and the following week Reading). During the meeting, teachers share current data regarding mastery or difficulty of established goals for students in the RTI process, classroom teachers share expected direction or focus, other team members have the opportunity to provide the team with successes or struggles regarding the group's goals, classroom teachers have provided professional development for other team members, when students master the established goals they are moved to a different group. We have created a protocol that keeps our team on task and ensures we cover all important areas during the DI team meetings as well as communicate the instructional needs of the group to all instructional personnel working with the groups.

In addition to the intense support services students receive in the areas of math and literacy. 100 % of our students receive 30 minutes of additional support through data driven differentiated instructional groups for reading and math. This school wide DI approach lends itself to the newly adopted Response to Intervention (RTI) Model. At risk students are placed in the RTI process to help provide specific interventions to increase the child's achievement. When students are placed in the RTI process their specific goals are addressed and reviewed every other week during our DI team meetings and every 6-8 weeks at our RTI team meetings. RTI Team meetings that are held the first and third Wednesday of the month, and consist of the grade level teacher team, math and literacy leaders, principal, intervention strategist, special educator, and our school psychologist.

There are three tiers included in the RTI model Tier I, at Horace Mann occurs for every student during our structured and specific Differentiated Instructional (DI) time. When a student is identified as being in the RTI process specific goals are established and assessed using pre/post assessments. In situations where a student is doesn't make adequate progress toward reaching the Basic level, the student may be referred to Tier II. At this point there are more specific interventions put into place, and the intensity and duration is increased. At Tier II, the Intervention Strategist becomes involved in providing extra service to the student. The Tier III level of RTI occurs after very specific and intensive interventions have been tried for at least 16-18 weeks. At this point the pre-referral special education team is consulted. As a team we decide whether or not the child needs additional evaluations to determine if there is a learning disability.

The assessments used to determine academic progress for individual students include the following:

- Curriculum based measurements (CBMs) of oral fluency
- Text Reading levels and benchmarking
- Letter Identification
- Observation surveys
- Concepts about print (CAPs)
- Writing assessment
- DACS
- MARS
- Counting and Hiding assessment
- Grouping Tens

When a child is below basic in the universal areas outlined above they may be considered for the RTI process. There are a few exceptions: at the beginning of first grade when most students score at the below basic level on the assessments. The students are however, closely monitored during weekly DI team meetings. This area would greatly benefit from our request to fund an intervention strategist for our emergent learners in K-1.

In addition, a number educational experts, studies, and literature syntheses have concluded that if the goal of educational reform is to improve student learning, the quality of teaching must also be improved (Ancess, 2000; Darling-Hammond, 1997; Desimone, 2002); Elmore, 1996; Wenglinsky, 2000). Thus, professional development must play a central role in school reform. Furthermore, several recent national reports have highlighted the importance of professional development, connecting professional development to improved teaching practice and increased student achievement (Learning First Alliance, 2000; National Commission on Mathematics and Science Teaching for the 21st Century, 2001; National Education Goals Panel, 2000, U.S. Department of Education, 2000).

References

- Ancess, J. (2000). The reciprocal influence of teacher learning, teaching practice, school restructuring, and student learning outcomes. *Teachers College Record*, 102, 590-619.
- Brophy, J. & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: Macmillan.
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.
- Desimone, L. (2002). How can comprehensive school reform models be successfully implemented? *Review of Educational Research*, 72, 433-479.
- Elmore, R. (1996). Getting to scale with good educational practice. *Harvard Educational Review*, 66(1), 1-26.
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- National Commission on Mathematics and Science Teaching for the 21st Century. (2000). Before it's too late: A report from the National Commission on Mathematics and Science Teaching for the 21st Century.
- National Education Goals Panel. (2000, December). Bringing all students to high standards. NEGP Monthly.
- U.S. Department of Education. (2000). Does professional development change teaching practice? Results from a three-year study. Retrieved December 15, 2006, from <http://www.ed.gov/rschstat/eval/teaching/epdp/report.doc>
- Wenglinsky, H. (2000). How teaching matters: Bringing the classroom back into discussions of teacher quality. Princeton, NJ: Educational Testing Service.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher & classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

Describe the process the district will use to promote the continuous use of student data.

Horace Mann Elementary will continue to utilize our formative assessment data to drive our instruction. Our staff since September 2009 has taken bi-weekly assessments of our students' growth in the areas of math and literacy. Horace Mann's use of the Differentiated Instructional blocks focus our efforts on student data, we target specific skills by building upon a student's background knowledge (schema) and expand the students conceptual awareness for a greater understanding and depth. Research has shown students from low-socio economic conditions and diverse backgrounds can achieve at high levels when the learning target is focused and attainable as well as flexible rather than traditional. By targeting students needs assessment data is showing significant achievement gains.

Horace Mann Elementary plans to accommodate our students academic needs through an after school tutoring session developed through the use of DI formative assessment data. Research shows students who have extended learning opportunities achieve at higher levels. The Rapid City Area School District will continue to focus on formative assessment data as well as summative assessments such as the DSTEP assessment.

Describe how the district will increase learning time.

Horace Mann Elementary has redesigned our schedule to accommodate for 30 minute instructional groups in both literacy and math. Every student will meet in a Differentiated Instructional group four (4X) times per week in both literacy and math. Staff design and develop groups based upon the assessment data. Students are grouped according to instructional need. During this additional 30 minute period, activities and lessons are designed to meet the unique instructional needs of the group. The assessments are provided by our district, our classroom teachers as well as by our math and literacy personnel.

Groups are assessed bi-weekly; collected data is then shared during the weekly DI staff meetings. This opportunity is based upon the early release schedule on Wednesday Horace Mann Elementary was able to implement during the 2009-2010 school year. Horace Mann Elementary has also changed our schedule to begin school 10 minutes earlier each day and finish 15 minutes later each day except Wednesday early release.

Horace Mann Elementary plans to begin an after school tutoring session each day and on Saturday for students who cannot attend the weekday sessions. Research shows the importance of providing safe academic programs for students of high-risk.

How will the school provide appropriate social-emotional and community-oriented services and supports for students?

Horace Mann Elementary has piloted a program to address the diverse social and emotional needs of our high risk population. The program has begun through volunteer time dedicated by our school counselor, principal, district Title VII Resource facilitator, and a Social Work Intern from Oglala Lakota College. The program is modeled after the EQUIP program from the University of Minnesota. SIG funds would be used to continue the important work begun in this process. Student behavior referrals are decreasing, student self-efficacy is rising and our core group who attend weekly are more stable and are now appearing to be academically focused. This area would be supported by the addition of request to fund an interventionist who can assist the school wide application of discipline, intervention, support and academics for all students and staff.

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).

Highly Qualified Teachers (2): \$39,000 @ 2.0 FTE = \$78,000
Instructional Assistants(2.5): \$19,000 @ 2.5 FTE = \$47,500

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).

Certified: \$78,000 X .0765% (Social Security-Medicare) = \$5,967
Non-certified: \$47,500 X .0765% (Social Security-Medicare) = \$3,633.75
Certified: \$78,000 X .06% (Retirement) = \$4,680
Non-certified: \$47,500 X .06% (Retirement) = \$2,850
Certified: \$78,000 X .0054% (Workman's Comp) = \$421.20
Non-certified: \$47,500 X .0054% (Workman's Comp) = \$256.50
Certified: 2 X \$7,934 (Medical Insurance) = \$15,868
Non-certified: 2 X \$3,967 (Medical Insurance) = \$7,934

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

Academic Materials: Math and Literacy supplies/books (13 @ \$1,000) = \$3,000

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

Indirect costs: \$889.55

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, 2010 – June 30, 2011
Project Year 2: July 1, 2011 – June 30, 2012
Project Year 3: July 1, 2012 – June 30, 2013

Personnel: \$125,500

These monies will pay the salaries for our Early Intervention Extended Day Kindergarten (already in place), one Early Intervention Strategist (request), and 2.5 instructional assistants (1.5 already in place and request of 1 additional).

Employee Benefits: \$41,610.45

This amount reflects the Social Security, Medicare, Workman’s Comp. and Medical Insurance for the included staff.

Supplies: \$3,000

This amount will be used to purchase math and literacy supplies needed to extend the current curriculum and practices taking place at Horace Mann Elementary.

Indirect Costs: \$4814

This amount will be spent at the district level to help with the administration of each grant received by our district.

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

Name of School: **Horace Mann Elementary-Rapid City Area Schools 51-4**

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	\$125,500	\$125,500	\$125,500	\$376,500	
2. Employee Benefits	\$41,610.45	\$41,610.45	\$41,610.45	\$124,831.35	
3. Travel					
4. Equipment					
5. Supplies	\$3,000	\$3,000	\$3,000	\$9,000	
6. Contractual					
7. Professional Development					
8. Total Direct Costs (line 1-7)	\$170,110.45	\$170,110.45	\$170,110.45	\$510,331.35	
9. Indirect Costs* (2.83%)	\$4,814	\$4,814	\$4,814	\$14,442	
10. Total Costs (lines 8-9)	\$174,924.45	\$174,924.45	\$174,924.45	\$524,773.35	

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