



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

School Improvement Grant

School Application

**Section 1003(g) of the
Elementary and Secondary Education Act**

U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1810-0682

Due Date
July 1, 2015

South Dakota Department of Education
MacKay Office Building, Title I Office
800 Governors Drive
Pierre, SD 57501

Grant Period Ends
June 30, 2020

FY 2014
School Improvement Grant (SIG)
School Cover Page

School Name: McLaughlin Elementary	School Mailing Address: PO Box 880 McLaughlin, SD 57642
<input type="checkbox"/> Priority School	<input checked="" type="checkbox"/> Focus School
School Principal: Angie Thunker Grade Span: PreK-5 Telephone: 605-823-4484x208 Fax: 605-823-4880 Email Address: Angie.Thunker@k12.sd.us	
I assure that the information in this application is accurate and feasible. The school will use the School Improvement Grant (SIG) to fully and effectively implement an intervention.	
X _____ Signature of the School Principal	Date:

School Improvement Grants

School Level Section

Intervention Chosen:	Turnaround	Restart	Closure	Transformation	Evidence-based/Whole School Reform	Early Learning
McLaughlin Elementary is a Focus School within a Priority District				X		

DESCRIPTIVE INFORMATION

(1) The school has conducted a needs analysis which has revealed the need for a school improvement grant.

WHO was involved with the analysis

Groups and Individuals analyzing data:

- District Leadership Team (DLT) Members: Scott Lepke, Angie Thunker, Kendra Sandquist, Kade Coles
- McLaughlin Elementary Leadership Team (MELT) Members: Angie Thunker, Lisa Merline, Nicole Dallman, Raquel Schlomer, Kelli Olson, Angelina Phebus
- Stephanie Wiedemann, SST
- Sandy Gaspar (Technical Advisor)
- McLaughlin Elementary Staff

WHAT data was analyzed

Data Analyzed

- **Student Data:** School, grade level and classroom level was analyzed for student proficiency, reading and math participation, 3 year growth and cohort groups. Attendance and behavior data by grade and classroom were also analyzed.
- **Professional Practices:** This data source included definitions of best practices and approaches to teaching effectiveness.
- **Programs and Structures:** McLaughlin Elementary has approximately 35 programs and structures in place to positively affect student achievement.
- **Family and Community:** Analysis of the ways in which McLaughlin Elementary reaches out to parents and the community was listed. These events must have a positive impact on student proficiencies.
 - **School Performance Index (SPI)**
- **Local Assessment data,** particularly NWEA MAPS K-5: McLaughlin Elementary has used MAPS

assessment for 5 years. Trends can be found in some grade levels but not all. Growth data indicates students are making progress towards **the school-wide goal of 1.5 years of gain for all students.**

WHEN the data was analyzed

Data sources have been analyzed at various junctures throughout the school year.

Leadership Team Audit - McLaughlin Elementary Leadership Team conducted a Leadership Team Audit (LTA) in December 2014. This audit was conducted after receiving feedback on our SDLEAP Turnaround Plan. The leadership team met with each grade level team to discuss intervention, instruction, behavior and support. Based on this audit the team found a need to improve interventions in reading and math at every grade level, decrease behavior referrals and conduct vertical alignment meetings.

School wide Data Digs - McLaughlin Elementary conducted a school-wide Data Day on Dec 5, 2014 and May 1, 2015. Both data days focused on student achievement analyzing information from NWEA Measures of Academic Progress (MAPS), Children's Progress of Academic Achievement (CPAA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

District Wide Data Retreat – The district hosted a two-day data retreat open to all staff. The elementary leadership team, a preschool teacher, a fifth grade teacher, Betsy Chapman and Holly Schumacher were present at the retreat. Data analyzed included attendance data and assessment data from Measures of Academic Progress, Smarter Balance and classroom assessments. Programs and structures were also reviewed with a focus on family and community engagement. This retreat was held June 1 and 2, 2015 and resulted in a compilation of three years of data, as well as a 2015-16 goal for family and emotional supports.

School Self-Assessment of Turnaround Practices – McLaughlin Elementary was selected as one of two South Dakota schools to pilot a self-assessment different from SD-LEAP. In February of 2015, the McLaughlin Elementary School Leadership Team met to conduct a self-assessment of turnaround practices. This self-assessment was conducted to review data from first semester and begin pre-planning for the 2015-16 school year. During these meetings we found our needs to include 1) intervention strategies, 2) a decrease in behavior referrals and 3) reduce gaps in instruction between grade levels, 4) develop family and community engagement and 5) improve services around social and emotional health of students.

Vertical Alignment Meetings - Starting in March 2015, all grade levels in the elementary conducted an analysis of their scope-and-sequence for reading and math. These meetings culminated in a vertical alignment of strengths and weaknesses for each grade level. Common strengths across grade levels include 1) strong development in citing evidence and drawing information from the text, 2) exposure to a wide-range of literary and informative texts. Weaknesses include 1) an inconsistent, vertically aligned phonics program in the early grades and 2) use of leveled texts students can access at their individual reading levels.

Comprehensive Needs Assessment – On April 15th, McLaughlin Elementary Staff engaged in a Comprehensive Needs Assessment by grade level. Each grade level analyzed their data and created a list of strengths and weaknesses. Based on the strengths and weaknesses, the grade level teams developed needs and wants to improve student achievement. The grade level teams were then combined into school level teams that further clarified the lists.

Strengths and Weaknesses from Data Analysis – Table 1

Strengths	Weaknesses
<p>Data - All grade level teams relied heavily on data and could cite data about their students. This includes MAPS, DIBELS, CPAA, pre/post assessments and exit tickets. Teachers are required to track their assessment data based on their student learning objectives. Each teacher had a clear picture of where their students were academically, what they learned and what they still needed to learn. Teachers were able to identify students on track or in need of further assistance in meeting the district goal of increasing achievement by 1.5 grade levels.</p>	<p>Intervention - It seems not all grade levels and subject areas are responding to their student data with targeted and research-based interventions. Teachers are able to identify what skills students are lacking and what they can do well. However, it was unclear what is being done to fill these skill gaps and respond with a research-based effort.</p>
<p>Attendance – Attendance at all grade levels has shown significant improvement. In fact, many classrooms have experienced several days of perfect attendance. Attendance has often been a struggle for us, but this year seems to be the best ever, even though the percentage numbers do not indicate that. We have 89 students achieving 94% attendance or better, which means they have missed 4 days of school or less. Three years ago we had 12 students missing 4 days or less, and two years ago we had 40. The difference in percentages is a change to a more rigorous tardy policy. Before students that arrived at school after 10:00 were tardy, beginning in 2014-15 these students were absent.</p> <p>Attendance data for the last five years is presented below:</p> <p style="padding-left: 40px;">2014-15: 91%</p> <p style="padding-left: 40px;">2013-14: 93%</p> <p style="padding-left: 40px;">2012-13: 90%</p> <p style="padding-left: 40px;">2011-12: 92%</p> <p style="padding-left: 40px;">2010-11: 91%</p>	<p>Instruction – Teachers are frustrated with their reading curriculum. We have recently adopted a math program that is allowing us to make gains. However, our students are not reading at the proficiency level we would like. Kindergarten and First grade teachers expressed interest in looking for a new phonics program. This led to the adoption of the Reading Wonders curriculum for grades K-3. Grades 4 and 5 will also need to be purchased as both of those teachers will be new in 2015-16.</p> <p>Social-Emotional Needs – There was consistent concern that the social and emotional needs of students are beyond the skills and abilities of teachers in the classroom. The needs are so great for so many students, teachers feel it is nearly impossible to know where to start. Some professional development in this area of need would benefit all staff. Consideration is also being given to hiring a behavior interventionist that would specialize in working with students that frequently receive referrals or would need a behavior plan.</p>
<p>Team Unity - The team felt <i>most</i> grade levels worked well together with a sense of unity and spirit towards educating students. The teams that had open communication and collaboration seemed to be the ones making the most progress towards the district’s goal of raising achievement by 1.5 grade levels. Most</p>	<p>Roles of the paraprofessional - There seems to be some confusion about the appropriate use of a classroom paraprofessional. Our paraprofessionals are paid through the use of Title I funds. This means they are to be used to increase achievement by providing interventions in reading and math. (This does</p>

seemed to have a shared commitment and understanding about the important skills and concepts at each grade level and felt they could openly communicate about the good and the bad with each other.

not include classroom management support, creating lesson plans or providing interventions without teacher direction and supervision.)

Family Engagement – Although family support and engagement has increased and improved over the last three years more work is needed. The data indicates we are getting parents involved in school activities and teachers are feeling better about making home and community visits. The next step would be to ensure these visits to the homes and from the homes are focused on learning.

The following table gives a picture of our challenges and successes over the last three years.

Data Findings – Table 2

	2012-13	2013-14	2014-15
# of students with good attendance	9	12	96
# of students achieving 1.5 grade levels growth in at least one subject	NA	79	154
# of staff pursuing a degree	1	5	8
# of instructional staff returning	21	25	32
# of staff achieving SLO and meeting state guidelines for expectations	NA	2	20

% increase in reading over three years – 20%
 % increase in math over three years – 5%

Professional Practices and Programs - An analysis of current professional practices and programs indicate that McLaughlin Elementary has approximately 35 practices and programs designed to support student learning. However, most of these either lack clarity and accountability or are in need of further support and modification. These outcomes are due to lack of documentation and follow through both by administration and in structure and process.

Due to McLaughlin Elementary being deemed a Focus School with a Priority District we must align our work to the 7 turnaround principles. These principles are described below:

TP1: The school provides strong leadership by:

- Reviewing the performance of the current principal;
- Either replacing the principal if such change is necessary to ensure strong and effective leadership or demonstrating to the SEA that the current principal has a track record on improving achievement and has the ability to lead the turnaround effort and
- Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget

TP2: Ensuring teachers are effective and able to improve instruction by:

- Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround efforts;
- Preventing ineffective teachers from transferring to the school;
- Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teachers and student needs.

TP 3: Redesigning the school day, week or year to include additional time for student learning and teacher collaboration.

TP 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous and aligned with state academic content standards.

TP5: Using data to inform instructional and for continuous improvement, including providing time for collaboration on the use of data.

TP 6: Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

TP 7: Providing ongoing mechanisms for family and community engagement.

WHAT were the outcomes yielded from the results

Outcome of data analysis:

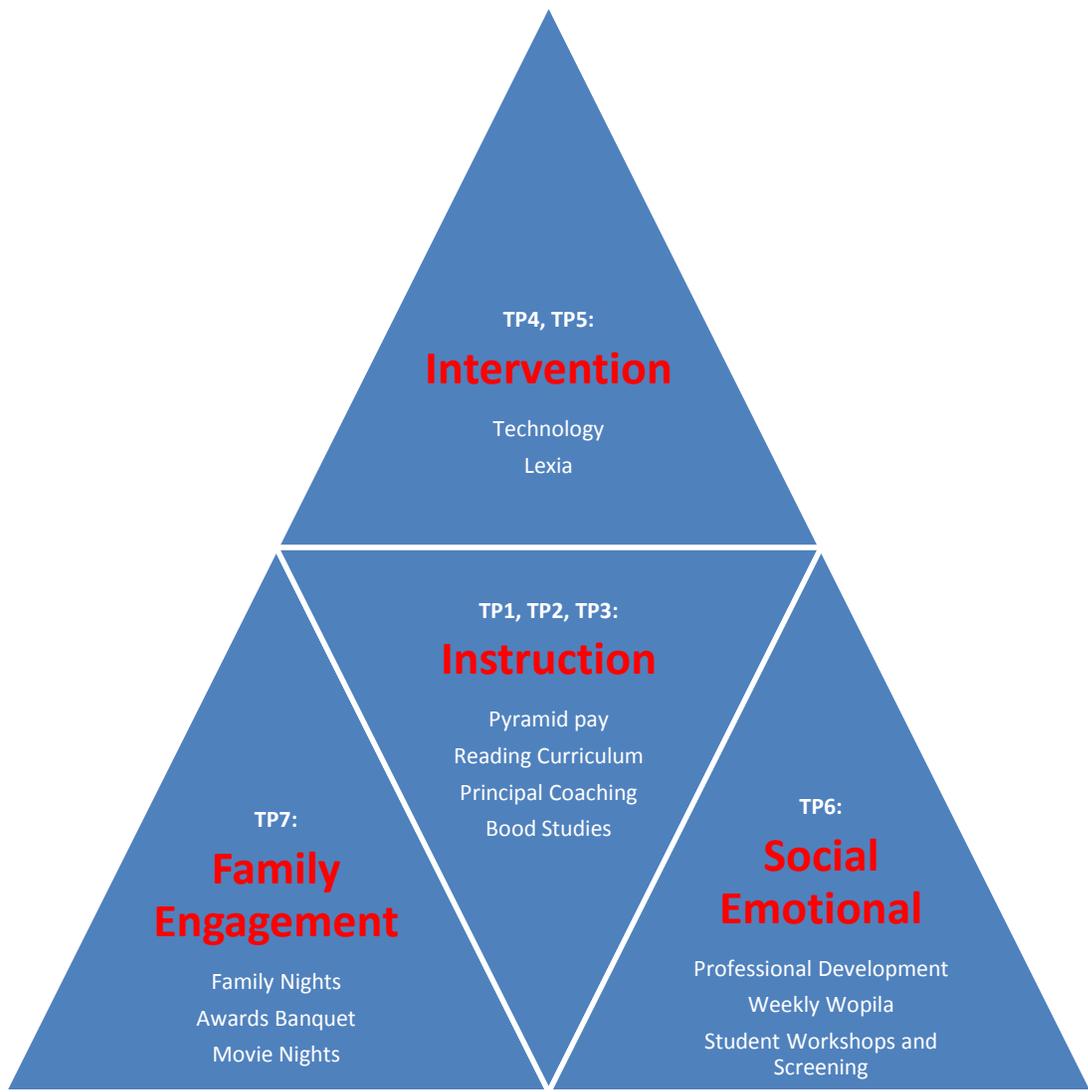
The cross-section of data that was analyzed throughout the year revealed key patterns and themes. The McLaughlin Elementary Leadership Team (MELT), working with the current school turnaround plan, determined that **intervention, instruction, student social and emotional need and family engagement are the four main points** for school improvement at McLaughlin Elementary. It was the MELT's decision to apply for the School Improvement Grant in order to bring these school goals to life. Our grant requests support the development of McLaughlin Elementary in these four areas. These four areas support our pursuit of the district's goal of raising achievement for each student by 1.5 grade levels.

Describe how the outcome of the needs analysis is connected to the intent of the School Improvement Grant.

McLaughlin Elementary has the need to improve intervention, classroom instruction, student social and emotional needs and engage our families in the education of their students. Each of these four areas has driven our need for the School Improvement Grant and is included in the school's Turnaround Plan. Additionally, the school Turnaround Plan is aligned to the seven turnaround principles. These funds will be utilized to improve the supports already presented to us from the District and administration. The supports already in place include small class sizes, a Dean of Students, weekly collaboration time, monthly professional development and a new reading curriculum for grades K-3.

The following pyramid is used to illustrate McLaughlin Elementary's Turnaround Plan. It links together the turnaround principles and the areas of focus - **intervention, instruction, student social and emotional needs and family engagement**. It also lists the strategies McLaughlin Elementary will implement when approved for the SIG grant.

Turnaround Pyramid: Diagram 1



Intervention (*Turnaround Principle 4, Turnaround Principle 5*) supports needed by McLaughlin Elementary include:

- **Technology:** McLaughlin Elementary lacks classroom technology. To improve the consistency and fidelity of our intervention programs we are moving towards computer-based reading and math solutions. Therefore, we will need to purchase the necessary classroom technology for each classroom. Currently, each classroom has 1 desktop computer to be shared by 15 students and the teacher. Grades PreK, 1, 2 and 3 each have 5 ipads. Grades 4 and 5 share an ipad cart of 25 ipads.
- **LEXIA Core 5:** Lexia is a computer-based scientifically researched intervention program for reading. Students lack a structured support system for interventions. A system is needed to guarantee our below-grade level students will receive support to reach grade level. By creating a system that will allow students to receive structured intervention time via technology, we can ensure our students the time they deserve.

Instructional (*Turnaround Principle 1, Turnaround Principle 2, Turnaround Principle 3*) supports needed by the McLaughlin Elementary include:

- **Pyramid Pay:** A pyramid system of incentive pay has been created by MELT and administration. This incentive pay will be used to recruit, reward and retain staff at McLaughlin Elementary.
- **Reading Curriculum:** A new reading program has been purchased for grades K-3 for the upcoming school year. This program will also need to be purchased for grades 4-5 utilizing SIG funds.
- **Principal Coaching:** With the increased attention to student achievement and social-emotional needs it is necessary for the principal to receive job-embedded professional development. A coach will be provided to the principal through Jackson Consulting. The coach will focus on time management, instructional leadership and proactive conversations driven to improve instruction over a three year period. Because the district has chosen to implement the transformational model without replacing the principal (REAP) the element of principal coaching is crucial. The principal will engage in five two-day intense on the job coaching sessions, as well as monthly online check-ins.
- **Book Studies:** Collaboration is needed among grade levels, not just within grade levels. Professional development in McLaughlin will utilize professional book studies as a way to increase staff collaboration, while also building staff knowledge around the 4 key areas of intervention, instruction, student social and emotional needs and family and community engagement.

Social-emotional (*Turnaround Principle 6*) supports needed by the McLaughlin Elementary include:

- **Professional development:** Staff at McLaughlin Elementary has shown they do not have the necessary skills to cope with the extreme social-emotional needs of our students. Very little past professional development has focused on this topic. Year One of the grant will provide job-

embedded coaching and professional development for staff from YouthChange. This company specializes in allowing teachers to move forward with students that have characteristics of conduct disorder, autism, trauma, PTSD and other social-emotional issues. Years Two and Three of the SIG grant will focus on McLaughlin Elementary become a Trauma Sensitive School with training from the Trauma and Learning Policy Initiative.

- **Weekly Wopila:** In order to celebrate our students and the great work they do despite their difficulties, McLaughlin Elementary will host a Weekly Wopila. A traditional Lakota wopila is a celebration held to offer thanks for each moment and the blessings each moment brings. Every Thursday all students will report to an assembly to thank them for homework being turned in, attendance at school and good behavior. Students will be entered into a raffle drawing and students nominated for being “Mighty” will receive a school t-shirt to be worn on Thursdays.
- **Social Emotional Student Workshops:** Students in Grades 4 and 5 seem to be the most affected by social and emotional needs. These students tend to be more vocal about their needs and are more at risk of acting out due to these needs. Once a month teachers and administration in grades 4 and 5 will host breakout sessions on topics chosen by the students. These breakout sessions will be conversation based, focused on the Lakota culture and traditions and will provide the necessary skills students need to cope with their individual life situations. Guest speakers will be invited as appropriate.
- **Social Emotional Screening:** A social emotional screening is available that allows teachers to target the specific area of need for individual students. Areas of need may include self-management, self-preservation, goal driven behavior, optimistic thinking and peer relationships. This screening will be administered to each student by the guidance counselor and will be used to drive her instruction. Additionally results will help teachers to plan for the Social Emotional Workshops held in grades 4 and 5.

Family involvement (*Turnaround Principle 7*) supports needed by the McLaughlin Elementary include:

- **Back to School and Family Nights:** McLaughlin Elementary believes it is important to involve parents in the school and teach them how to provide a rich learning environment at home. Many of our parents had poor experiences in school. However, over the last three years the number of parents attending school events and visiting the school on a regular basis has improved. We would like to use this improvement in numbers to begin to teach our parents how to be a teacher at home. This new approach to parent involvement will begin with Back to School Nights where parents will learn about expectations of school, mingle with teachers and receive supplies to create a school corner at home for their students. Each month parents will be invited to the school for a dinner and interaction with teachers. Family Nights will be similar to the back to school night with information on how to bring school into the home. Parents who attend will continue to receive supplies for their school corner at home.
- **Awards Banquet:** At the end of every year, McLaughlin Elementary will host an awards banquet to honor students that have made their 1.5 years growth, had great attendance and whose parents have attended all of the back to school nights and family nights. This event will take place in the evening and a dinner will be provided as well as cultural entertainment.
- **Attendance Incentives for Parents:** Parents that ensure their students attend school 94% of the

time will be rewarded with an incentive presented at the Awards banquet. We cannot educate students who are not present at school. Our students cannot get to school without the support of a parent or guardian. Ideally, each student's head of household would receive a \$50 gas card. However, if the number of students achieving the 94% mark continues to improve, additional incentives or funding may need to be found and secured outside of SIG funds.

- **Family Movie Night:** In addition to the Back to School Event and Family Dinners, McLaughlin Elementary will host quarterly Family Movie Nights. These events will be hosted by the local community theater and will be open to staff, students and parents of McLaughlin Elementary students. Movies will be inspirational and cultural in nature and will provide families with another avenue to implement school at home.

(2) Describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model below and answer the questions that follow pertaining to the intervention model chosen for this priority/focus school.

The Transformation Model

Section I.A.2(d)

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

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

As a rural school that qualifies for REAP funds we would like to modify this element of the transformation model and keep the elementary principal. Permission has been granted from SD DOE for this modification.

The principal has been in her position for the last three years after serving as the Curriculum Director for the district. The hiring committee was made up of the elementary administrative assistant, two board members and several elementary staff members. During the last three years, Mrs. Thunker has implemented collaboration times for all grade levels; Common Core State Standards; the South Dakota Teacher Effectiveness Model; an assessment protocol; a consistent professional development plan; and a school leadership team. She has been a key reason that staff retention has improved and has demonstrated the skills necessary to implement comprehensive school reform efforts. In addition, McLaughlin's three year data is shown below. This data shows what a transformational leader can do in McLaughlin. If Mrs. Thunker were to be dismissed from the district it is highly likely the gains made over the last three years would be lost. The three year gains, shown in Table 1, have been made with little to no outside supports for the principal. There have been three superintendents and middle/high school principals in the last three years. Supports for the elementary principal would be beneficial and are supported by Turnaround Principle 1 – Building Strong Leadership. McLaughlin Elementary is committed to high expectations for everyone – staff, students and administration.

**McLaughlin Elementary's Turnaround plan includes elements related to building strong leadership.
The plan is included below.**

TP1 – Strong leadership

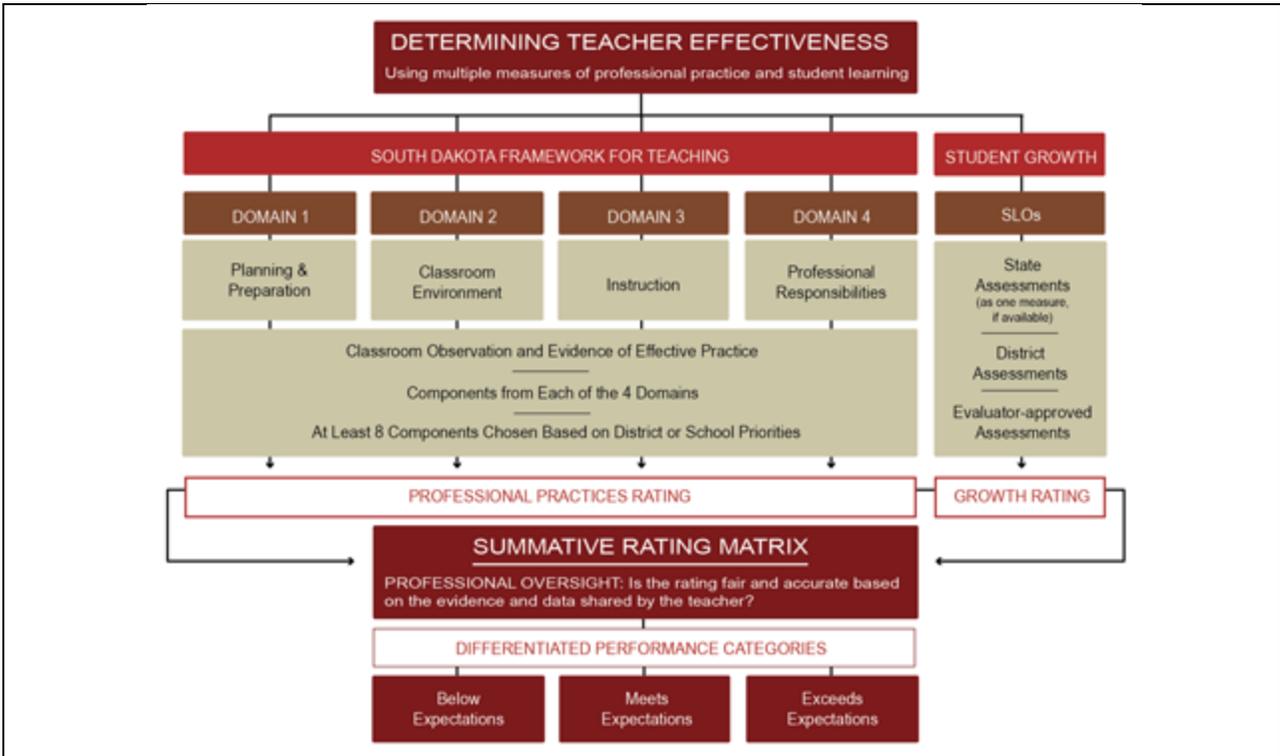
Outcome/Strategy: Strengthen the school's leadership team and increase communication between leadership team and school staff.

Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Expand leadership team to upper grades	Thunker	May 2015	NA	Team roster	DONE
Adopt a meeting protocol for collaboration time	Thunker	Aug 2015	NA	Protocol developed and uploaded to school server	DONE
Document collaboration team meetings on the school's server	1 representative per grade level	Aug 2015	NA	Meetings uploaded to server	
Document leadership team meetings and agendas on the school's server	Olson	Aug 2015	NA	Meetings uploaded to server	
Include the master calendar on the school's server	Thunker	Aug 2015	NA	Calendar uploaded to server	DONE
Develop a PD plan for 2015-16	Leadership Team	May 2015	NA	PD Plan uploaded	DONE
Provide professional development for the principal	Thunker	Aug 2015	SIG	Improved student achievement/teacher feedback	

Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals, including factors such as student growth and observation-based assessments. [Section I.A.2(d)(1)(i)(B)]

How will data on student growth be a significant factor in the evaluation system?

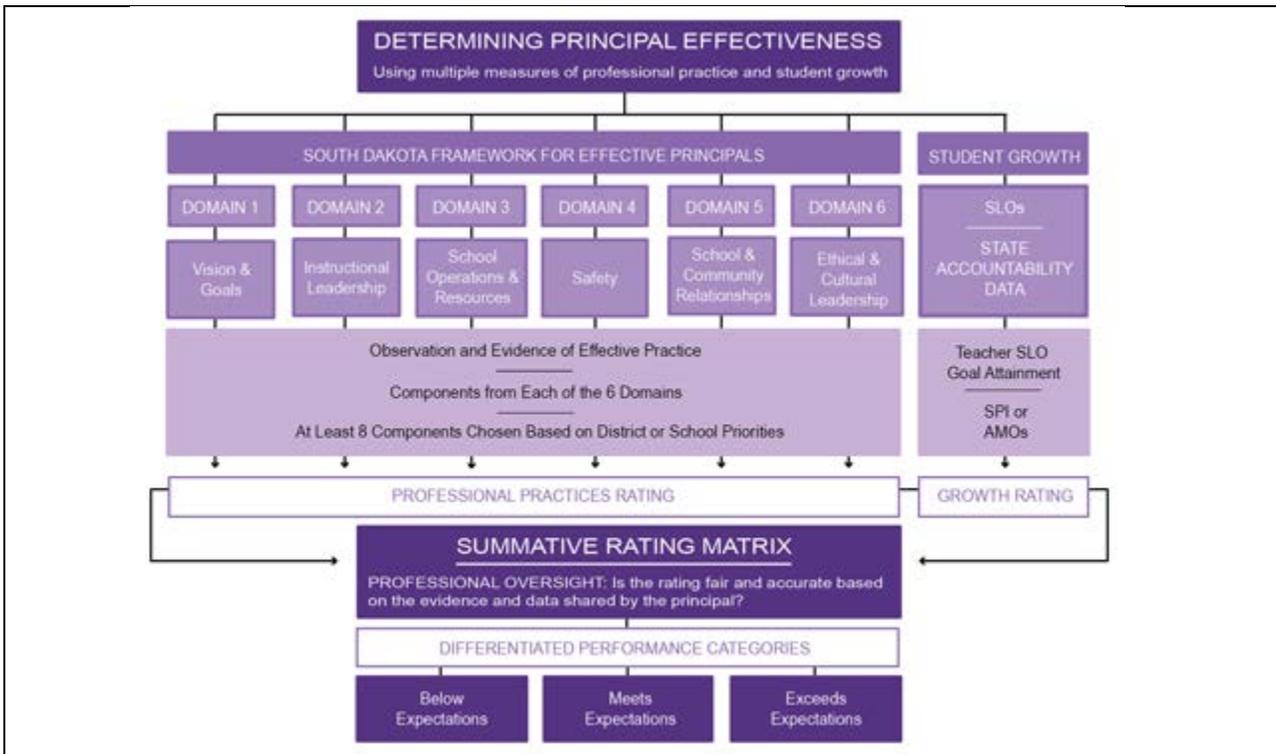
McLaughlin Elementary was a pilot school for South Dakota's Teacher Effectiveness and the Principal Effectiveness Frameworks. All teachers set Student Learning Objectives (SLOs) that support the school's goals. These objectives are approved by the principal and are tracked monthly through one-on-one conversations with the principal. The SLOs make up 50% of the teacher evaluation based on the graphic below from the SD Teacher Effectiveness Handbook. Teacher Effectiveness is tracked and documented through the use of TeachScape by administration and staff members.



Teachers who do not achieve a Meets Expectations or Exceeds Expectations rating on their SLO or who are deemed Unsatisfactory on any of the Domains of Teacher Effectiveness will set professional practice goals for the following school year. If these goals continue to be unmet the teacher will be placed on a plan of improvement and possible termination.

Teachers set their SLO based on the school rigorous goal of 1.5 grade levels growth for all students as measured by the NWEA MAPS assessment. This assessment is given three times throughout the school year – beginning, middle and end. In addition, teachers can self-select additional assessments they believe to better support their SLO.

The McLaughlin Elementary principal is evaluated using South Dakota’s Principal Effectiveness Framework. This Framework includes student achievement data and the School Performance Index (SPI). The graphic below depicts this framework.



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)?

Other factors that will be considered for professional practice include parent contacts, lesson plans, participation in professional development, attendance rates and classroom management.

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)? Define the indicator (assessment) the school will be using to determine growth.

Student growth is defined as an increase in scores from the beginning of the year to the end of the year based on NWEA MAPS scores. These scores are matched to a grade level equivalency chart to determine the 1.5 years of growth. Although all students making growth is important students do not qualify for a teacher's SLO unless the student has grown 1.5 grade levels.

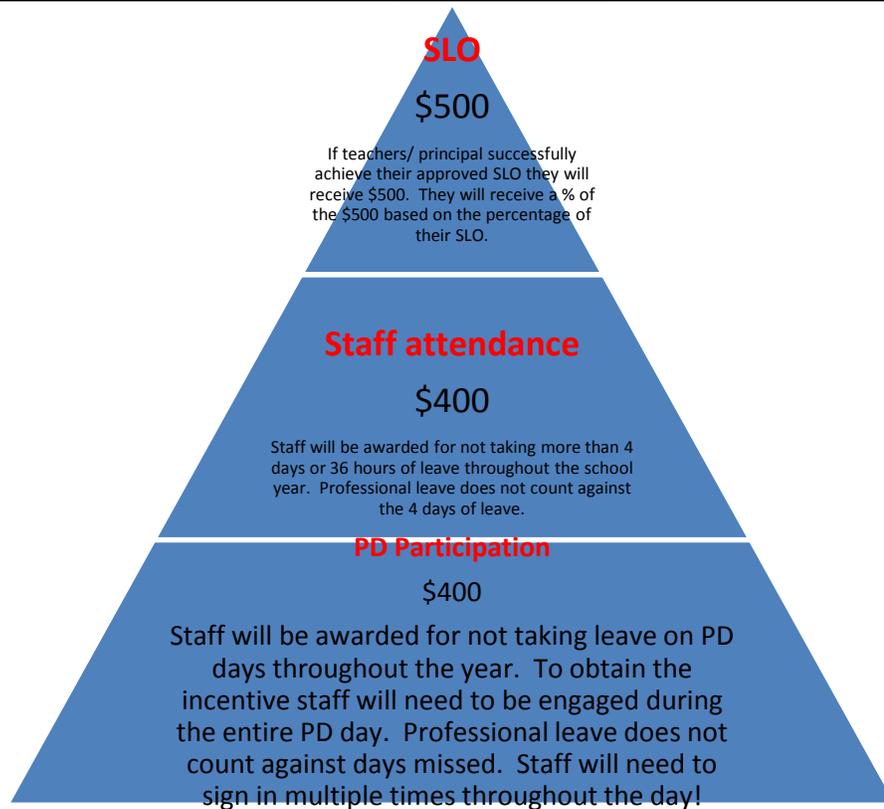
Are the evaluation systems designed and developed with teacher and principal involvement?

The evaluation systems utilized in McLaughlin were initially created before South Dakota's implementation of the teacher effectiveness framework. The principal and members of the local education association created the evaluation system based on the work of Charlotte Danielson. All staff is evaluated yearly with those with 3 years or less of experience receiving 2 formal evaluations.

Describe how the school will reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so. [Section I.A.2(d)(1)(i)(C)]

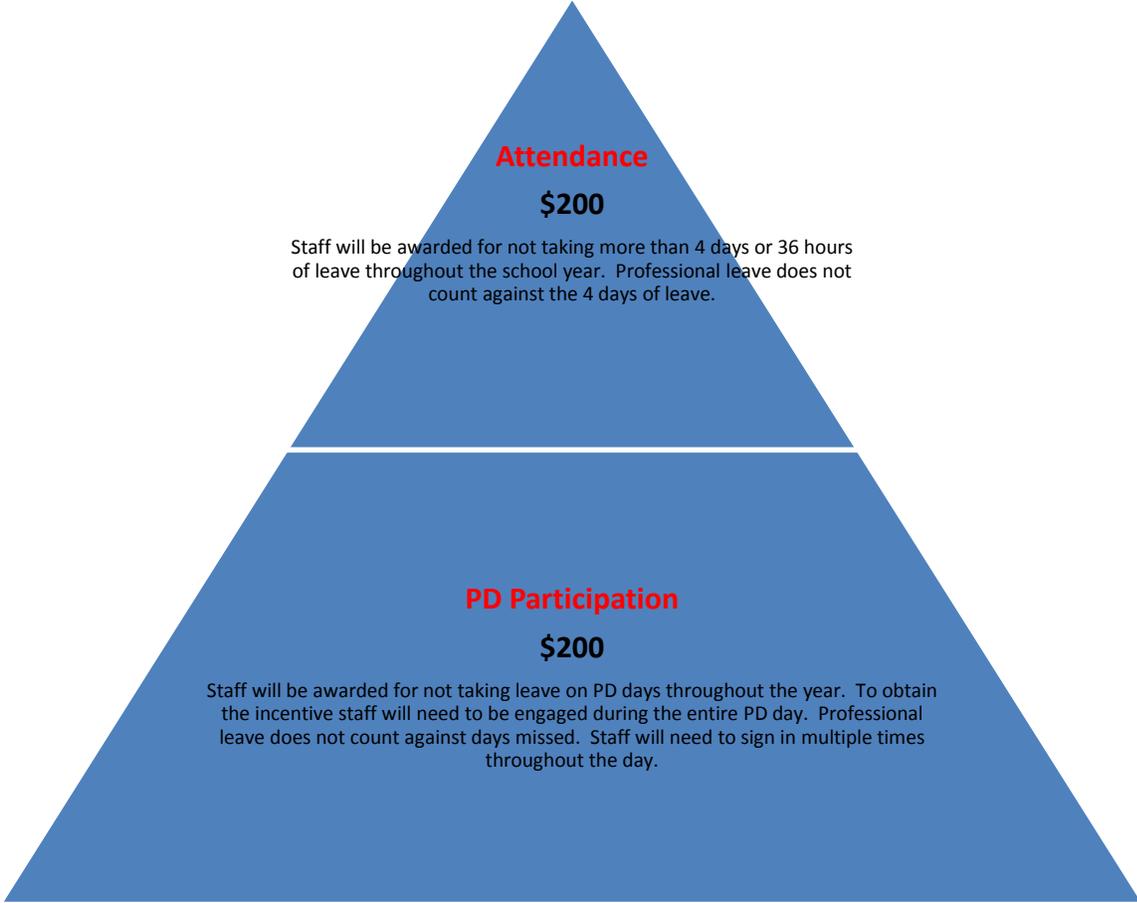
McLaughlin Elementary's leadership team has created incentive pyramids that will be used to reward school leaders, teachers and other staff who have increased student achievement. Rewards for school leaders, teachers and other staff will be based on three incentive pyramids. Each pyramid will have designated incentives that can be earned by achieving student growth (SLO's); attending and participating in professional development; maintaining a good attendance record; and for years of service to the school district. Incentive pyramids have been determined for certified staff, classified instructional staff and classified non-instructional staff. The pyramids were devised utilizing our experience with South Dakota Incentives Plus, concerns with staff attendance and our motivation to reward effective leaders and teachers. When the targets are not met, data will be analyzed to determine which areas and which staff members will benefit from additional support and professional development. Prolonged lack of achievement will be addressed through the evaluation process as per the negotiated agreement. This will include a plan of assistance, support, mentoring and possibly termination.

CERTIFIED PYRAMID (teachers, principal, Dean of Students, School Nurse and superintendent*)**



***Pertains to McLaughlin School District contracted staff only

**CLASSIFIED (INSTRUCTIONAL) PYRAMID –paras/ interventionists, ISS supervisor, SpEd paras,
1:1 paras**



Attendance

\$200

Staff will be awarded for not taking more than 4 days or 36 hours of leave throughout the school year.

Professional leave does not count against the 4 days of leave.

Describe how the district will provide staff ongoing, high-quality, job-embedded professional development. [Section I.A.2(d)(1)(i)(D)]

Professional Practices-Turnaround Principle 1, 2, 4

The leadership at McLaughlin Elementary firmly believes that improvement in teaching is as important as improvement in learning. Many factors contribute to a student's academic performance, including individual characteristics and family and community experiences. But research suggests, that among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two or three times the impact of any other school factor, including services, facilities and leadership. Improvement in teaching cannot happen without high-quality, job-embedded professional development. Today's innovations and initiatives represent major changes that are complex and sophisticated. Teachers and administrators must understand what the new practices are, learn how to use them, and transfer the new ways into classroom practice, and this cannot occur without ongoing professional learning.

Effective professional learning is the single most powerful pathway to promote continuous improvement in teaching (Killion & Hirsh, 2011). The learning theory constructivism is based on the principle that learning is an active, meaning-making process in which learners construct meaning from what they experience (Glatthorn&Jailall, 2009). Accordingly, teachers do not change their beliefs, knowledge, and actions because a new regulation or policy is handed down (Darling-Hammond, 1997; Elmore & Burney, 1999). Instead, the process of change requires that teachers have time and opportunities to reconstruct their practice through intensive study and experimentation. In constructivist professional development, educators collaborate with their

peers to make sense of teaching and learning in their own contexts. Teachers make changes and improve their practice by reading, reflecting, sharing, implementing, and collaborating with other professionals (Richardson & Placier, 2001; McLaughlin, 1995; Sparks, 1997).

Consistent with constructivist principles, job-embedded learning is learning that occurs while educators engage in their daily work. While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another. The school will provide staff ongoing, high-quality, job-embedded professional development through a number of learning designs.

Currently, McLaughlin School District provides professional development to staff by designating the first Friday of every month as “PD Day”. The past school year (2014-15) marked the first time a continuous professional development plan was implemented in the elementary school. This is the main structure teachers in the school utilize to access professional development. Additional structures supporting instruction in the classrooms include state-supported math and reading coaches, reading professional development, mentoring and collaboration time. Teachers, paraprofessionals and administration also have the opportunity to ask the Board of Education to consider an education plan. If approved the district will assist individuals in pursuing high education. Currently, eight staff members are utilizing this opportunity.

Job-embedded professional development has been lacking for the principal. There is a need for a larger focus on the emotional and behavioral needs of McLaughlin’s students. Future Friday PD’s will focus on these priorities. Book studies will be used as a mechanism or structure for teachers to improve instruction. Over the next five years, book studies will evolve into targeted study groups. Collaboration time will include instructional rounds at each grade level with an initial focus on math. Each of these learning structures is explained below. Professional development delivered through external providers will be evaluated semi-annually utilizing an evaluation from created by the McLaughlin Elementary leadership team.

The Main Structure for Developing New Knowledge and Skills: Friday Professional Development

Based on results from the school’s Data Days, the MELT designed an ongoing PD plan for the upcoming school year. This plan provides a different focus for each semester. Semester One will focus on student behavioral and emotional supports. For this focus, the school will contract with YouthChange to deliver and coach teachers in the emotional needs of their students. YouthChange will be evaluated for effectiveness after each professional development day. Semester Two will include school-wide Book Studies, also focused on the needs of the students.

2015-16 Professional Development Plan

Date	Who attends?	Who is in charge?	Agenda	Outcomes
Aug 17	New Staff	Angie	Meet your kids	New staff looks at student data.
Aug 18	New Staff	Cari Raquel and Brooke Angie Raquel and Brooke	Infinite Campus PlanBook TeachScape Promethean Board	Familiarize oneself with technology/ tools.
Aug 19	All Staff	Angie/ Lepke Denver Crew	Expectations School Culture	Establish high professional

				standards and unified school culture.
Aug 20	All Staff	Angie	SpEd Referrals IXL	Revamp and review TAT process. For IXL, have time in the computer lab to input roster and familiarize selves with IXL.
Sept 11	All Staff	Ruth Wells	YouthChange	Address emotional disturbance issues in the classroom. Coaching and teacher training specific to student needs at our school.
Oct 2	All Staff	Ruth Wells	YouthChange	Address emotional disturbance issues in the classroom. Coaching and teacher training specific to student needs at our school.
Nov 6	All Staff	Community Resources (Sitting Bull College), TFA, Parent resource network (Connie Herman), Designate a team	Family PD Day – to the communities (TFA support) hosted at blue gyms	Educate families on ways to support students. Provide resources related to health, study skills, curriculum of the home, etc.
Dec 4	All Staff	Ruth Wells	YouthChange	Address emotional disturbance issues in the classroom. Coaching and teacher training specific to student needs at our school.
Jan 8	All Staff	Angie	Data	Review MAPS data/ Dibels/ Peli
Feb 5	All Staff	Leadership Team	Book Study	Can find a person to develop and teach book studies.
March 4	All Staff	Leadership Team	Book Study	Can find a person to develop and teach book studies.
April 8	All Staff	Leadership	Inspirational Book Study	Can find a person to develop and teach book studies.

May 6	All Staff	Angie	Data	Review MAPS data/ Dibels/ Peli; Set class lists for next academic year.
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Principal Professional Development:

The transformational model requires the school to release the principal. McLaughlin Elementary does not want to do that. Mrs. Angie Thunker has been the principal at McLaughlin for 3 years. During this time reading scores have increased by 19% and math scores by 5%. Additionally, teacher retention has increased from replacing 9 teachers in 2013-14 to 4 teachers in 2015-16. Attendance and parent involvement has also increased. Because McLaughlin Elementary is eligible for REAP funding the school is eligible to waive one requirement of the transformational model. Turnaround principle one also requires schools to focus on their leadership development through professional development and evaluation of the principal. It is the principal’s responsibility to create the conditions under which student achievement can occur. Strong leadership is second only to classroom instruction among school-related factors that affect student learning in schools. As referenced in Table 2, significant progress and growth has been made in the past three years. However, we can do better. Therefore, the principal will be involved in job-embedded professional development provided by Jackson Consulting. This professional development will consist of five 2-day monthly visits. This also includes a 1-hour video-conference check-in between visits. Below is an outline of what the professional development will consist of:

1. Start with a master scheduling/planning/coaching session in person
 - a. Setting a push goal – the one thing that could be done that would make all other things in instructional leadership do-able and powerful
 - b. Brain dumping everything that needs to be done to support turnaround principle 1
 - c. Prioritizing the things that need to be done, creating master plan
 - d. Organizing the tasks for the master plan by week and by month
 - e. Organizing weekly schedule to meet the tasks of the turnaround principles

2. Monthly visit to do several things:
 - a. Checking in on progress since last in-person meeting
 - b. Model anything on the master plan as needed
 - c. Intensive coaching and shadowing as master plan is carried out
 - d. Data crunching for the plan and for student data
 - e. Setting goals and adjusting the plan

3. Two weeks after in-person visit, have a 30-45 minute check-in video-conference (this can be scheduled at any time – even in evening or weekend if that’s easier)

4. Optional: videotape the tasks on the master plan and virtual coaching

Book Studies evolving into Study Groups:

Study groups (Murphy & Lick, 2001; 2005) are about a simple but powerful idea—people working in small groups to improve their professional performance. Study groups are a structure to “work on the work” of teaching and learning. Because today’s initiatives require major changes, teachers need a “bridge” to understand the initiatives and acquire new skills. In the study group structure, teachers meet in small groups to increase their capacity through new learning about classroom instruction that meets

the needs of students. The study groups design their own learning and implement what they learn in their classrooms for the benefit of their students. Teachers learn about, try out, and reflect on new practices, learning with and from one another over time. In a supportive group, change occurs as teachers learn to describe, discuss, and adjust their practices according to a collectively held standard of teaching quality.

McLaughlin Elementary will implement Book Studies during the second half of the 2015-16 school year. All staff will engage in the same book study in preparation for study groups that will occur over the next several years of professional development.

Book Titles include:

The Connected Child (All Staff book study conducted during staff meetings)

The Teachers’ Guide to Student Mental Health Issues

Engaging Teachers in Classroom Walkthroughs (Book Study for instructional rounds)

20,000 Days and Counting (Semester 2)

What Great Teachers Do Differently (Semester 2)

Paraprofessionals in the Classroom (Paraprofessional Book Study for collaboration time)

Collaboration Time/Instructional Rounds:

McLaughlin Elementary classroom teachers have been provided with a weekly collaboration time. For the 2015-16 school year, collaboration time will also be implemented for paraprofessionals, special education staff and specials teachers. This will ensure the McLaughlin School provides collaboration time for ALL staff members. A collaboration schedule was determined by the MELT based on Data Days and the Leadership Team Audit. Instructional rounds will be part of weekly collaboration time and take place three times throughout the school year. Instructional rounds are one of the most valuable tools that a school can use to enhance teaching and learning to develop a culture of collaboration. The goal of instructional rounds is to observe teachers and compare instructional practices with those of the teachers being observed. The benefit of this practice resides in the discussion that takes place among observing teachers at the end of the observation and in self-reflection. Collaboration time and instructional rounds are built into the current schedule and have no cost to the school.

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
Week 1	Protocol Norms Roles Tiered Instruction	Scope and Sequence - Reading	Scope and Sequence - Reading	Scope and Sequence - Reading
Week 2	Testing MAPS All kids on IXL	Scope and Sequence – Math	Scope and Sequence – Math	Scope and Sequence – Math
Week 3	Data - Intensive Intervention Folder Making Paras Attend	Data - Intensive Intervention Folder Making Paras Attend	Data - Intensive Intervention Folder Making Paras Attend	Data - Intensive Intervention Folder Making
Week 4	Data - Strategic Intervention Folder Making Paras Attend			
Week 5	Intervention Log Review	Intervention Log Review	Intervention Log Review	Intervention Log Review

	Scheduling Check Paras Attend	Scheduling Check Paras Attend	Scheduling Check Paras Attend	Scheduling Check Paras Attend
Week 6	Intervention Log Review Scheduling Check	Intervention Log Review Scheduling Check	Intervention Log Review Scheduling Check	Intervention Log Review Scheduling Check
Week 7	Intervention Log Review Scheduling Check	Instructional Rounds Observe Grade Below	Instructional Rounds Observe Grade Above	Instructional Rounds Observe Teacher Pick
Week 8	Intervention Log Review Scheduling Check	Instructional Rounds Debrief Grade Below	Instructional Rounds Debrief Grade Above	Instructional Rounds Debrief Teacher Pick
Week 9	Leadership Team Audit	Leadership Team Audit	Leadership Team Audit	Leadership Team Audit

Staff members will be able to earn graduate credit for all professional development opportunities. An adjunct instructor will design the course, the syllabus, and the workshop outline and orient the staff to the course requirements, provide feedback on the reading reflections, and monitor course expectations. It is the belief of the McLaughlin Elementary leadership team that the structure of our professional development plan will move us closer to achieving the district's goal of 1.5 years of growth for every student.

McLaughlin Elementary's Turnaround plan includes elements related to building improving instruction and professional development. The plan is included below.

TP2 – Improved instruction

Outcome/Strategy: Develop and implement a year-long professional development plan.

Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Distribute staff PD survey	Thunker	March 2015	NA	Survey results	DONE
Develop PD plan	Leadership Team	May 2015	NA	PD Plan	DONE
Integrate behavior management into PD plan	Leadership Team	May 2015	NA	PD plan	DONE
Include PD in collaboration – instructional rounds for math (3-5 reading will “rounds” with each other)	Leadership Team	Aug 2015	NA	Collaboration Schedule	DONE
Continue to work on scope and sequence	Grade level teams	Aug 2015	NA	Scope and Sequence	

Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school? [Section I.A.2(d)(1)(i)(E)]

McLaughlin School District will provide incentives to retain staff as outlined in the incentive pyramids above. Sign-on bonuses are provided for recruiting new staff in hard to fill positions. We also provide a mentoring program for new staff. New teachers are paired with a mentor who provides guidance, problem solving resources, modeling, support and feedback – a professional lifeline. Without this lifeline, new teachers may find it difficult to manage the uncertainty and steep learning curve that often occurs. Mentoring also makes mentors more conscious of their own practices.

McLaughlin School District’s pay scale allows staff to make lane changes with every 12 credits up to a Masters’ degree plus 36 credits. Education plans are available to staff. When an education plan is approved, the school district will reimburse the staff member pursuing a degree their amount of tuition and credits.

Comprehensive instructional reform strategies

Describe how an instructional program will be determined and designed. [Section I.A.2(d)(2)(i)(A)]

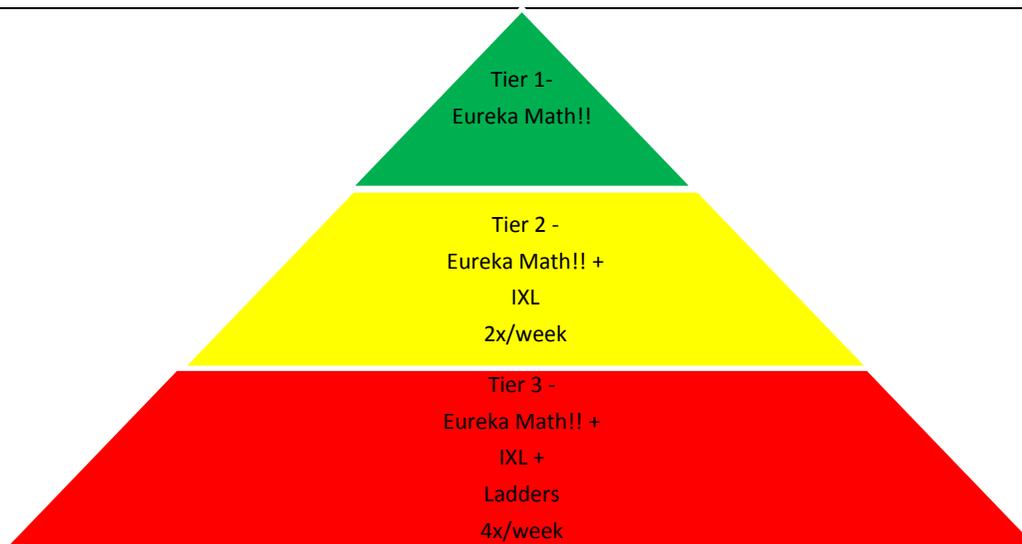
Math Instructional Program

In 2013-14, McLaughlin Elementary piloted Eureka! Math in grades 3-5. This pilot showed gains in math achievement and ensured teachers were teaching math practices based on the common core state standards. Due to the success of this pilot all grades adopted Eureka! Math in 2014-15. Although the overall increase in math over three years is 5%, the leadership team, administration and staff believe the curriculum is helping our students develop a better understanding of math related concepts. Our students test low in the areas of number operations and applications. This will be addressed by an increased effort in delivery and concentration in the classroom.

Vertical alignment for the math curriculum began during the second semester of 2014-15. During these meetings staff created lists of strengths and weaknesses at each grade level. This gap analysis allowed teachers to better prepare for the following year and prepare their students more fully. An identified gap was in the area of number operations.

Lesson plans are created in Planbook and monitored by the principal. Teachers log the standards being addressed within the curriculum and reports based on standards taught can be created by the principal.

Math interventions will follow a three-tiered approach and will be logged daily. These logs will be monitored quarterly by the leadership team and principal. It is important for interventions to be research-based and aligned to the individual needs of students. Prior to the 2015-16 school year, interventions were designed at the discretion of the teacher. Beginning in 2015-16, all staff will be required to follow the three-tiers set for math instruction as shown below.



Tier One instruction will be for students at or above grade level. These students will receive at least 70 minutes of math instruction daily from Eureka! Math.

Tier Two instruction will be for students 1 grade level behind. These students will receive at least 70 minutes of math instruction daily from Eureka! Math plus at least 15 minutes of intervention time using IXL two times a week.

Tier Three instruction will be for students more than one grade level behind. These students will receive at least 70 minutes of math instruction daily from Eureka! Math, at least 15 minutes of intervention time using IXL two times a week plus ladders based instruction four times a week for at least 15 minutes each daily. The NWEA MAPS assessment provides a skills-based guide following ladder-like instruction aligned to the individual needs of the students.

Eureka! Math, IXL and Ladders are described below:

Eureka! Math: *Eureka Math* connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year. The team of teachers and mathematicians who wrote *Eureka Math* took great care to present mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, *Eureka Math* will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math. *Eureka Math* serves teachers, administrators, parents, and students with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials for everyone involved.

IXL: IXL's math skills are aligned to the Common Core State Standards and the South Dakota Early Learning Guidelines, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice problems specifically tailored to each required standard. Even better, IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow you to quickly evaluate student aptitude and identify trouble spots.

NWEA MAPS ladders: Our MAP Learning Continuum helps teachers pinpoint where individual students are ready to advance—and where they need help. We’re able to use student scores to create a data-informed continuum of learning that’s based on difficulty, not scope and sequence. Easy-to-understand learning statements provide an instructional starting point for teachers by describing the skills and concepts that need to be introduced, developed, or reinforced.

Reading Instructional Program

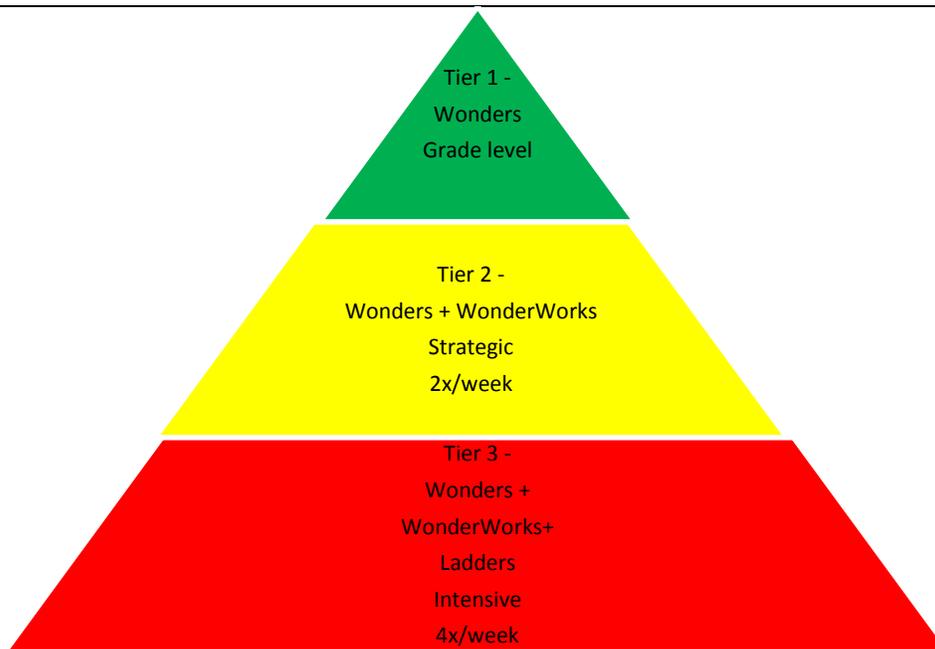
Since the release of the common core state standards in 2009, McLaughlin Elementary’s reading curriculum has been driven by teacher-created units of study. These units have been moderately successful, with more success and growth seen with teachers that have remained in the district more than one year. During the 2014-15 school year, kindergarten and first grade teachers expressed concern regarding their teacher-created phonics lessons. Although school-wide data shows an increase in reading proficiency by 20% over three years, this same data showed that students were lacking a systematic build up of knowledge and had significant skill gaps. This led the kindergarten and first grade staff to begin looking for a research-based phonics program. Not finding a phonics program that would lend itself to our teacher-created units, the principal asked teachers how they would feel about adopting an entire reading series. The staff met this question with excitement and enthusiasm. Three reading programs were selected for a sample review – Journeys, Treasures and Reading Wonders. The staff created a list of “must-haves” for the perfect curriculum. This list as well as a rubric was used in the selection of a new program. Webinars were held on each of the three possible series. Staff in grades K-5 unanimously selected Reading Wonders for adoption. To move the school closer to South Dakota’s aspiration of all students entering 4th grade proficient in reading, the district has purchased Reading Wonders for Grades K-3. Training on the new curriculum took place on May 22, with an additional training scheduled for November. These trainings will include certified staff, as well as paraprofessionals.

Vertical alignment of the current teacher-created reading curriculum began during the second semester of 2014-15. During these meetings staff created lists of strengths and weaknesses at each grade level. This gap analysis allowed teachers to better prepare for the following year and prepare their students more fully. Identified gaps further the need for adoption of a complete reading series at all levels.

Lesson plans are created in Planbook and monitored by the principal. Teachers log the standards being addressed within the curriculum and reports based on standards taught can be created by the principal.

Reading interventions will follow a three-tiered approach and will be logged daily. These logs will be monitored quarterly by the leadership team and principal. It is important for interventions to be research-based and aligned to the individual needs of students. Prior to the 2015-16 school year, interventions were designed at the discretion of the teacher. Beginning in 2015-16, all staff will be required to follow the three-tiers set for reading instruction as shown below.

Tiered Instruction in Reading – Grades K-3
HONORS – Wonders + Beyond Level



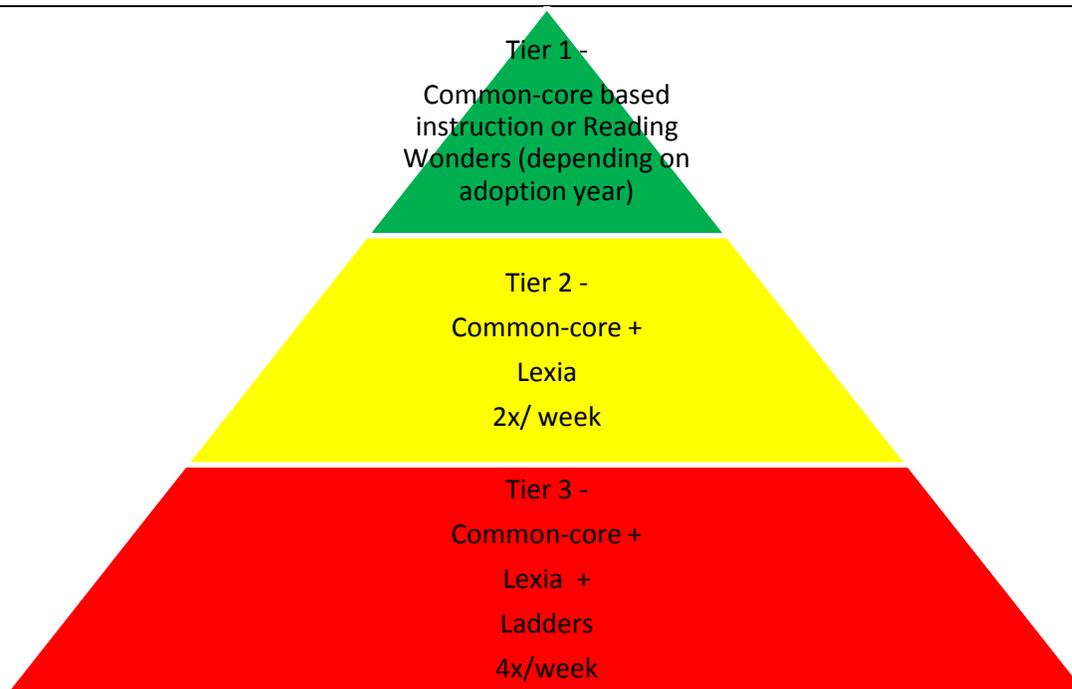
Tier One instruction will be for students at or above grade level. These students will receive at least 70 minutes of reading instruction daily from Reading Wonders.

Tier Two instruction will be for students 1 grade level behind. These students will receive at least 70 minutes of reading instruction daily from reading Wonders plus at least 15 minutes of intervention time using the accompanying intervention program to Reading Wonders two times a week. This program is called WonderWorks.

Tier Three instruction will be for students more than one grade level behind. These students will receive at least 70 minutes of reading instruction daily from Reading Wonders, at least 15 minutes of intervention time using WonderWorks two times a week plus ladders based instruction four times a week for at least 15 minutes each daily. The NWEA MAPS assessment provides a skills-based guide following ladder-like instruction aligned to the individual needs of the students.

Tiered Instruction in Reading – Grades 4-5

Honors – Book Study



Tier One instruction will be for students at or above grade level. These students will receive at least 70 minutes of math instruction daily from teacher-created units or Reading Wonders depending on adoption year. If funds from the SIG grant are received Reading Wonders implementation will take place in 2015-16. If not, implementation will begin the following year.

Tier Two instruction will be for students 1 grade level behind. These students will receive at least 70 minutes of math instruction daily from the reading curriculum plus at least 15 minutes of intervention time using Lexia two times a week.

Tier Three instruction will for students more than one grade level behind. These students will receive at least 70 minutes of math instruction daily from the reading curriculum, at least 15 minutes of intervention time using Lexia two times a week plus ladders based instruction four times a week for at least 15 minutes each daily. The NWEA MAPS assessment provides a skills-based guide following ladder-like instruction aligned to the individual needs of the students.

Reading Wonders, Lexia and ladders based instruction are described below:

Reading Wonders: The McGraw-Hill Reading Wonders program will guide children across the literacy threshold to mastery of the Common Core State Standards to become successful in college and in the workforce – because Reading Wonders is anchored in salient and consequential research about what works. We know that learning to read and teaching reading is work that requires the most effective materials because reading is foundational for all other learnings. In fact, The National Institute for Literacy’s Partnership for Reading (2000) states that “Success in school starts with reading.” Increasingly, federal, state, and local requirements in every area focus on the need for research-verified instructional strategies, methods, and approaches, and research is now available that suggests how to give each child a good start toward achieving success in reading. McGrawHill has stepped up to the challenge by incorporating highly-regarded research related to effective reading instruction during the development of the McGraw-Hill Reading Wonders program.

Lexia: Lexia Reading Core5 provides personalized learning on fundamental skills for students in grades PreK-5 and delivers real-time performance data without testing. Training on Lexia Core5 will take place in August for certified teachers and paraprofessionals.

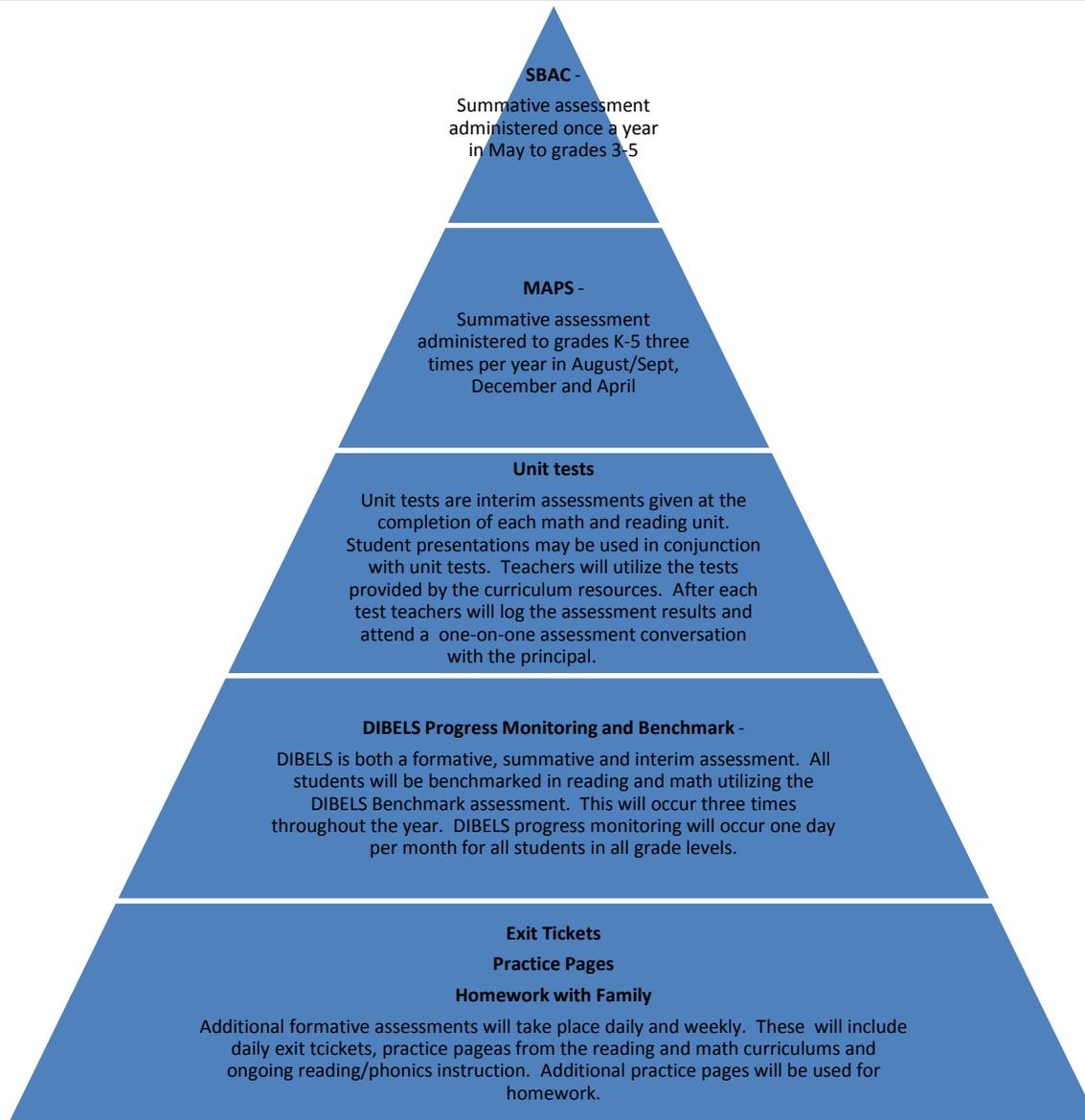
NWEA MAPS ladders: Our MAP Learning Continuum helps teachers pinpoint where individual students are ready to advance—and where they need help. Since we calibrate the difficulty of all research-based MAP test items to our RIT scale, we’re able to use student RIT scores to create a data-informed continuum of learning that’s based on difficulty, not scope and sequence. Easy-to-understand learning statements provide an instructional starting point for teachers by describing the skills and concepts that need to be introduced, developed, or reinforced

McLaughlin Elementary’s Turnaround plan includes elements related to strengthening instructional programs. The plan is included below.

TP4 – Research based instructional programs					
Outcome/Strategy: Improve quality and frequency of interventions.					
Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Assign responsibility of interventions to the classroom teacher. The teacher can delegate to the para but it is the responsibility of the teacher.	Thinker	Aug 2015	NA	Intervention Logs	DONE
Assess students	Grade level teams	Aug 2015	NA	Participation Rates	DONE
Identify gaps	Grade level teams	Aug 2015	NA	Intervention Groups	DONE
Align interventions to MAPS ladder	Grade level teams	Sept 2015	NA	Intervention Groups	DONE
Create intervention folders during collaboration time that include ladders and an intervention log	Grade level teams	Sept 2015	SIG	Folders completed	DONE
Document interventions with logs	Teachers/Paras	Sept 2015	NA	Intervention logs	
Bring logs to 1 st quarter leadership team audit	Teachers	Oct 2015	NA	Audit notes	
Assess students	Grade level teams	Dec 2015	NA	Participation Rates	
Identify gaps	Grade level teams	Dec 2015	NA	Intervention Groups	
Align interventions to MAPS ladder	Grade level teams	Dec 2015	NA	Intervention Groups	

Describe the process the school will use to promote the continuous use of student data. [Section I.A.2(d)(2)(i)(B)]

McLaughlin Elementary utilizes the following assessments:



Data from the above assessments will be used to inform and differentiate instruction in order to meet the needs of all students. Data from MAPS and DIBELS will be used to place students into the appropriate tiered instruction based on the instructional pyramids. Teachers will review all data sources during weekly collaboration meetings, monthly SLO meetings with the principal and data conversations after unit assessments with the principal. Data will be reviewed by the classroom teacher, grade level teams, content area teams, paraprofessionals, special education department, the leadership team and administration.

McLaughlin Elementary's Turnaround plan includes elements related to assessment and data driven instruction. The plan is included below.

TP5 – Data review process					
Outcome/Strategy: Implement information from data retreat					
Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Invite all returning staff to attend onsite data retreat	Thunker	June 2015	Title I	Participation in data retreat	DONE
Dibels and Pickles day	Thunker	Monthly	GF	Schedule	DONE
Unit test post conference with principal and students	Thunker Classroom Teachers	Monthly	NA	Completion on window chart	
TAT process revised	Thunker Dorner MELT	August	NA	Completed process document	DONE

Increasing learning time and creating community-oriented schools

Describe how the school will increase learning time. [Section I.A.2(d)(3)(i)(A)]

In 2014-15, McLaughlin Board of Education lengthened the school day by 30 minutes. This additional time was used in the elementary school to incorporate a weekly collaboration time for each grade level lasting 1 hour. The McLaughlin School District SIG application includes a structure to incorporate Friday School and after school clubs for all students.

A collaboration schedule for the 2015-16 school year was developed by the leadership team based on data analysis and staff need.

The students of McLaughlin lack access to quality enrichment and intervention opportunities outside of the regular school day. While many districts have 5-day school weeks that allow time for engaging and time intensive projects that build school culture and parental engagement, McLaughlin struggles to cover all of the basic content and skills that students need during its 4-day school week, leaving no time for project-based activities. While many districts offer an array of after-school programs that allow students to explore and cultivate many different interests, McLaughlin offers very few enrichment programs and lacks after-school transportation that limits the number of students who are able to participate. As a Priority status school district, McLaughlin needs to work towards expanding opportunities for its students. Without after-school enrichment and a quality Friday program for both students who crave an additional challenge and students who need help reaching their potential, McLaughlin will continue to fall short of providing the opportunities and resources that its students need. The SIG Grant would allow McLaughlin Elementary to create a diverse array of enrichment and intervention opportunities throughout the year as it attempts to overcome its Focus School status and address the current lack of collaboration between the district and those it serves.

McLaughlin School District has a 4-day school week that includes 9678 hours per school year. With the addition of after school clubs and Friday school that time would increase by 198 hours each year. This time would be utilized to enhance daily instruction after school and to provide more intense intervention services on Fridays. These programs would be available to all students providing adequate staffing is available.

McLaughlin Elementary’s Turnaround plan includes elements related to vertical alignment and

collaboration meetings. The plan is included below.

TP3 – Extended learning time

Outcome/Strategy: Schedule and engage in weekly collaboration time for all grade levels.

Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Adopt a meeting protocol for collaboration time	Thunker Leadership Team	Aug 2015	NA	Protocols	DONE
Document agendas and notes on the school's server	1 representative per grade level	Aug 2015	NA	Agendas and minutes	
Implement instructional rounds once per quarter	Thunker	Aug 2015	SIG	IR protocols	
Leadership Team Audits at the end of 1 st and 3 rd quarter	Leadership Team	Aug 2015	NA	Audit document	
Scope and Sequence/Curriculum focus	Thunker Leadership Team	Aug 2015	NA	Scope and Sequence Document	

Describe how the school will provide appropriate social-emotional and community-oriented services and supports for students? [Section I.A.2(d)(3)(i)(B)]

Turnaround Principle 7 is troubling for the district due to the current disconnect between the schools and the community that they serve. While some attempts have been made to bridge this gap, parent attendance data from parent-teacher conferences during the 2014-2015 school year reveal that only about 68% of elementary age students' families. The opportunities for parent engagement events associated with family nights, social-emotional workshops and community events will help the school build a culture of learning and exploration that doesn't stop with the student, but extends to the parents and community as well.

Statistics

The data surrounding the McLaughlin School District with regard to poverty, truancy, and transfers are among the top concerns of the educational institutions in the area. Quantitative evidence supports McLaughlin's students' need for additional services from the local educational institutions. In 2013, 91% of students in the district qualified for free or reduced-price lunch. This out-of-school factor indicates that most of McLaughlin's students face socioeconomic circumstances that could affect their ability to be successful in school. Additionally, this indicates that many of them may not have access to appropriate nutrition at home. While reliable statistics related to truancy, juvenile delinquency, and unmet childcare needs are not currently available, anecdotal evidence supports the claim that these are areas of concern for the McLaughlin School District as well. Teachers in the district report high absenteeism despite a strict attendance policy and communications with parents regarding the consequences of not sending their children to school. Juvenile delinquency also proves to be a challenge, as some students report being on house arrest for a variety of offenses and need to miss school for court dates. Finally, secondary age students are often responsible for taking care of younger siblings or extended family members due to the unmet childcare needs of parents who work or are otherwise unable to supervise their children. Additionally, high transfer rates due to custody changes, family relocation, or dissatisfaction with schools leads to a lack of

continuity for students. Reliable statistics are not currently available regarding this challenge, however, teachers have reported that new students enter their classrooms halfway through the semester or school year and have difficulty catching up. For those who transfer out of the McLaughlin School District, the challenge may be representative of school environmental factors that need to be met by the district. These statistics have proven to place the students of McLaughlin at risk of failing to achieve success in school. According to NEAP Data from 2013, the 4th grade reading (32%) and math (40%) proficiency rates were lower than they have been in at least a decade and 8th grade reading (36%) and math (37%) were also low. Many factors affect these statistics, but these figures make it clear that the district faces many challenges when working towards educating these students. While many of these challenges are associated with out-of-school factors, this data reveals that the McLaughlin School District is charged with the responsibility of helping its students achieve academic success in the face of extreme poverty.

Based on this in-depth look at our students, the communities they live in and their achievement data, staff and the leadership team determined the following goal to improve family and community support with focus on social-emotional well being.

GOAL: We will create a welcoming and inviting culture to build confident collaborators where interactions are linked to learning.

Activities necessary to improve the social-emotional needs of our students in order to reach our goal

Activities	Description
Family Nights	Each month the school will host family nights for all parents and students. Each month will have a different focus on instruction and improving student mental health.
Social-Emotional Workshops	Students in grades 4 and 5 will attend monthly social-emotional workshops provided by the staff and other tribal and state resources. Topics will be determined by students. Possible topics include: bullying, alcoholism, drug use, personal hygiene, cultural identity, Girls on the Run, conflict resolution and any other issue students may be struggling with.
Weekly Wopila	McLaughlin elementary will begin Monday mornings with an all-school ceremony including the Lakota flag song, Pledge of Allegiance, birthday shout-outs and smudging. The week will conclude on Thursday afternoons with a wopila. A wopila is a traditional ceremony that welcomes people to your place of being. This wopila will end the week on a positive note and will include student recognition with t-shirts, homework raffles, a physical activity and traditional Lakota music. We want to send our students home on positive note, excited to come b back Monday morning.
Social-Emotional in-depth job-	McLaughlin Elementary has contracted with

embedded professional development	YouthChange to provide staff professional development in the areas of social-emotional behaviors in the classroom. The procurement of SIG funds this professional development can be extended to incorporate coaching from the contracted trainer each week before she comes for in-service.
Culturally responsive discipline protocol	McLaughlin elementary has a successful attendance policy. We would like to plan to address our discipline policy in the same we did our attendance policy. Currently, the school employs a Dean of Students and ISS paraprofessional. ISS is strictly used as a punishment and a place for students to complete their assigned work. In the future we would like ISS to become a care center where students receive reflection and support for their behaviors in a culturally responsive way. Year one would be used as a planning year for this change to take effect.
School Norms	Currently the school does not have school-wide norms for behavior. With so many new staff in the last few years and an upcoming year of stability with few new staff members school norms and protocols will enhance our environment. Norms will be reviewed for behavior and expectations with all staff and students in August.

McLaughlin Elementary's Turnaround plan includes elements related to building a safe and secure environment for our students and increasing family engagement. The plan is included below.

TP6 – School culture (safety and discipline/non-academic factors)					
Outcome/Strategy: Improve school culture and community by embracing student culture.					
Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Restraint training for security and staff	Lepke	May 2015	SPED REAP	Sign in sheet	DONE
ED/CD training	Thunker	May 2015	GF SIG	Sign in sheet PD Plan	
School wide opening and closing meetings	Leadership Team Denver Crew	May 2015	SIG	Behavior referrals	DONE
Monthly social/emotional workshops for 3 rd / 4 th /5 th grade	4 th and 5 th grade teachers	Aug 2015	SIG	Monthly Agendas	
Identify behavioral gaps between classrooms	Leadership Team Thunker	Aug 2015	SIG	Identify gaps	DONE
Create a set of protocols	Leadership	Aug 2015	NA	Protocols	DONE

for upper grade management	Team				
Develop a behavioral plan similar to the school's attendance policy	Thunker Leadership Team	Aug 2015	NA	Behavioral Plan	DONE
Recreate student referral form utilizing the behavioral plan and protocols	Thunker Leadership Team	Aug 2015	NA	Referral Form	DONE

TP7 – Family and Community Engagement

Outcome/Strategy: Increase family activities at each grade level

Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Host school-wide educational family nights	Grade level teams	Aug 2015	SIG	Parent participation	
Host back to school night 4-6 on one evening school-wide	Grade level teams	Aug 2015	SIG	Parent Participation	DONE
Host a Christmas Program	Thunker	Aug 2015	General Fund	Parent Participation	
PreK and 5 th grade graduation	Thunker PreK and 5 th grade	Aug 2015	General Fund	Parent Participation	
Awards program	Thunker	Aug 2015	General Fund SIG	Parent Participation	
Home visits	Thunker	Aug 2015	General Fund	Teacher Log	
Parent contact logs	Thunker	Aug 2015	NA	Teacher log	
Restructure parent-teacher conferences	Lepke	May 2015	NA	Parent Participation	
Create more information newsletter or text messaging based websites for parents and classrooms	Teachers	Sept 2015	NA	Newsletters turned in	

Providing operational flexibility and sustained support

Describe the operational flexibility that will be given to this school. [Section I.A.2(d)(4)(i)(A)]

McLaughlin Elementary has full operational flexibility supported by district administration and the school board. This flexibility has contributed to the 3 year data that has been achieved. Operational flexibility includes budget resources, Title I allocations, scheduling flexibility, room assignments and hiring of staff. This flexibility will continue.

Describe the ongoing, intensive technical assistance and related support that will be provided to the

school. [Section I.A.2(d)(4)(i)(B)]

The school receives ongoing, intensive technical assistance prescribed by the DOE. The district has a Technical Advisor provided by the state – Sandy Gaspar. The district has a School Support Team Member provided by the state – Stephanie Wiedeman. Sandy attends monthly board meetings, offers a report with recommendations to the school board and administration, conducts classroom observations and collaborates with administration. Stephanie attends leadership team meetings, offering feedback and guidance as needed. She monitors the school’s turnaround plan and assists in implementation. In addition if the SIG grant is awarded the principal will receive ongoing, job-embedded support from Jackson Consulting. External providers will be evaluated on a semi-annual basis for effectiveness. If they do not meet with criteria for effectiveness they will be dismissed.

(3) Describe the strategies used or will be used to increase the involvement and contributions of parents and community partners in supporting classroom instruction and increase student achievement. [Section I.A.4(a)(8)]

McLaughlin Elementary’s leadership team created a turnaround plan to increase the involvement and contributions of parents and community partners in supporting classroom instruction. The plan outline below will be implemented during Year One of the SIG grant and includes mechanisms for family supports. Community engagement activities will be planned by the school’s Parent Advisory Committee and implemented in Years 2-5.

TP7 – Family and Community Engagement					
Outcome/Strategy: Increase family activities at each grade level					
Actions 2015-16	Individuals overseeing the action	Timeline	Funding Source	Evidence	Progress towards outcome
Host school-wide educational family nights	Grade level teams	Aug 2015	SIG	Parent participation	DONE
Host back to school night 4-6 on one evening school-wide	Grade level teams	Aug 2015	SIG	Parent Participation	
Host a Christmas Program	Thunker	Aug 2015	General Fund	Parent Participation	
PreK and 5 th grade graduation	Thunker PreK and 5 th grade	Aug 2015	General Fund	Parent Participation	
Awards program	Thunker	Aug 2015	General Fund SIG	Parent Participation	
Home visits	Thunker	Aug 2015	General Fund	Teacher Log	
Parent contact logs	Thunker	Aug 2015	NA	Teacher log	
Restructure parent-teacher conferences	Lepke	May 2015	NA	Parent Participation	
Create more information newsletter	Teachers	Sept 2015	NA	Newsletters turned in	

or text messaging based websites for parents and classrooms					
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(4) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model. Indicate major events, benchmarks, and budget for this school over the grant award period.

Timeline	Major Events	Benchmarks
Year 1: 2015-2016 Planning/ Implementation	<ol style="list-style-type: none"> 1. Build staff knowledge and background 2. Implementation of Reading Program 3. Three-Tier Intervention System 4. Faculty study groups are launched 5. Parent involvement focuses on educating parents and students in the home. 6. Instructional Rounds focused on math instruction. 7. Hire a Behavioral Interventionist 8. Student Social-Emotional Workshops 9. Principal Coaching and PD 	<ol style="list-style-type: none"> 1. Staff has a shared understanding and a common vision regarding the four critical areas for improvement. 2. Staff will begin the first year of implementation. Vertical alignment meetings will be held at the end of each semester to detail the outline of the CCSS. 3. Students who have not met essential learning outcomes receive additional time and support 4. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation 5. Communication with parents will continue to increase 6. Improved math instruction and teacher collaboration across grade levels. 7. Decreased # of discipline referrals 8. Decreased # of discipline referrals. Increased student well-being at school. <p>Increased teacher feedback to staff resulting in improved performance</p>
Year 2: 2016-2017 Implementation	<ol style="list-style-type: none"> 1. Continue implementation of reading and math programs for basic instruction and intervention 2. Development of effective instructional strategies that engage students 	<ol style="list-style-type: none"> 1. Vertical alignment is completed for reading and math. 2. Staff are using effective instructional strategies that engage students

	<ol style="list-style-type: none"> 3. Faculty study groups are implemented 4. Parent community meetings are held. Parent representation will improve on various committees and as volunteers. 5. Begin training to become a trauma sensitive school 6. Principal coaching and PD 	<ol style="list-style-type: none"> 3. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation 4. Communication with parents has increased; relationships with parents will continue to improve 5. Staff will have an improved understanding of historical trauma and the trauma students incur outside of school 6. Increased teacher feedback to staff resulting in improved performance
<p>Year 3: 2017-2018 Implementation</p>	<ol style="list-style-type: none"> 1. Continue curriculum development and Three Tier intervention System 2. Assessment system is fully developed; implement data cycles based on the assessment results 3. Continue development of effective instructional strategies that engage students 4. Faculty study groups are implemented 5. Parent community meetings are held. Parent representation will improve on various committees and as volunteers. 6. Become a trauma sensitive school. 	<ol style="list-style-type: none"> 1. Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place 2. Most assessments have been developed and are being used approximately once a month; a data analysis process is in place 3. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process 4. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation 5. Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and volunteer in classrooms and for activities. 6. All staff have clear understanding of how to teach children of trauma

	7. Principal coaching and PD	7. Increased teacher feedback to staff resulting in improved performance
<p>Year 4: 2018-2019 Sustainability</p>	<ol style="list-style-type: none"> 1. Continue curriculum development 2. Evaluate reading and math curriculum for strengths and weaknesses 3. Evaluate Three Tier Intervention System 4. Evaluate assessments for quality of data reports, usage and information given to staff 5. Launch a system-wide approach that clarifies interventions for students who have not learned 6. Continue development of effective instructional strategies that engage students 7. Faculty study groups are implemented 8. Parent community meetings are held. Parent representation will improve on various committees and as volunteers. 	<ol style="list-style-type: none"> 1. Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place 2. Awareness of skills gaps and strengths to enhance teaching of the reading and math curriculum 3. Students who have not met essential learning outcomes receive additional time and support during the unit of study 4. Keep or replace data systems 5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation 6. Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and volunteer in classrooms and for activities. 7. Data shows increases in student learning and achievement!

<p>Year 5: 2019-2020 Sustainability</p>	<ol style="list-style-type: none"> 1. Continue curriculum development 2. Evaluate reading and math curriculum for strengths and weaknesses 3. Evaluate Three Tier Intervention System 4. Evaluate assessments for quality of data reports, usage and information given to staff 5. Launch a system-wide approach that clarifies interventions for students who have not learned 6. Continue development of effective instructional strategies that engage students 7. Faculty study groups are implemented 8. Parent community meetings are held. Parent representation will improve on various committees and as volunteers. 	<ol style="list-style-type: none"> 1. Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place 2. Awareness of skills gaps and strengths to enhance teaching of the reading and math curriculum 3. Students who have not met essential learning outcomes receive additional time and support during the unit of study 4. Keep or replace data systems 5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation 6. Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and volunteer in classrooms and for activities. 7. Data shows increases in student learning and achievement!
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List the reading and math annual goals for this priority/focus school.

<p>SMART Goal for Math</p>	<p>100% of students will increase math proficiency by 1.5 grade levels on the MAPS assessment.</p>	
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Targeted grade levels	Kindergarten, First, Second, Third, Fourth, Fifth
Name of the assessment or measurement tool	MAPS
Major strategies to be used to accomplish this goal	Student assessment Ladders intervention
SMART Goal for Reading	100% of students will increase reading proficiency by 1.5 grade levels on the MAPS assessment.
Targeted grade levels	Kindergarten, First, Second, Third, Fourth, Fifth
Name of the assessment or measurement tool	MAPS
Major strategies to be used to accomplish this goal	Student assessment Ladders intervention

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(5) Give an overview of the interventions/strategies the school will be implementing with the SIG funds?

Budget Narrative

Intervention

Equipment/Supplies

Calculations – Year 1

- Classroom technology for interventions includes 50 laptops and 30 ipads:
Year 1 = \$53,615.
- Reading/Math interventions software purchase:
 - Lexia = \$10,050

Equipment/Supplies	
Type	Cost
Classroom Technology	53,615
Reading/Math intervention software	10,050
Totals	63,665

Calculations – Year 2 and 3

- Classroom technology for interventions repair/replace/upkeep:
Year 2 = \$25,000
- Reading/Math interventions software purchase:
 - Lexia = \$10,050

Equipment/Supplies – Year 2	
Type	Cost
Classroom Technology	25,000
Reading/Math intervention software	10,050
Totals	35,050

Calculations – Year 4

- Classroom technology for interventions upgrades:
Year 4 = \$50,000
- Reading/Math interventions software purchase:

Equipment/Supplies – Year 4	
Type	Cost
Classroom Technology	50,000
Reading/Math intervention software	10,050

- Lexia = \$10,050

Totals 60,050

Calculations – Year 5

- Classroom technology for interventions repair/replace/upkeep:
Year 5 = \$25,000
- Reading/Math interventions software
purchase: Lexia = \$10,050

Equipment/Supplies – Year 5	
Type	Cost
Classroom Technology	25,000
Reading/Math intervention software	10,050
Totals	
35,050	

Justification

A Three-Tiered System of intervention is needed to ensure that all students reach grade level and make growth. This system will increase accountability and allow the McLaughlin Elementary Leadership Team to monitor the fidelity of student interventions. Classroom technology is needed to provide all classrooms with the necessary equipment to allow for small-group instruction. Lexia, IXL and DIBELS will need to be purchased as they are part of our Three-Tiered System.

Budget Narrative

Instruction

Supplies

Calculations – Years 1

- Reading Curriculum for Grades 4 and 5 Year 1 = \$20,000

Supplies – Year 1	
Type	Cost
Reading Curriculum	20,000
Totals	20,000

Calculations – Years 2-5

- Reading Curriculum for Grades 4 and 5 Year 1 = \$10,000

Supplies – Year 2-5	
Type	Cost
Reading Curriculum	10,000
Totals	10,000

Justification

Reading Wonders will be purchased for grades 4-5 to guarantee a viable, consistent curriculum throughout the elementary. Student workshops will be conducted monthly for grades 4 and 5. Social/Emotional screening will be used to pinpoint student social/emotional needs.

Professional Development

Calculation – Year 1

- Principal Coaching: Job-embedded coaching for the principal will be provided by Jackson Consulting: \$50,000
- Book Studies: Books and credits will be purchased by the school to engage teachers in collaborative learning = \$15,000

Professional Development – Year 1	
Type	Cost
Principal Coaching	50,000
Book Studies	15,000
Totals	65,000

Calculation – Year 2 and 3

- Principal Coaching: Job-embedded coaching for the principal will be provided by Jackson Consulting: \$50,000

Professional Development – Year 2	
Type	Cost

- Book Studies: Books and credits will be purchased by the school to engage teachers in collaborative learning = \$20,000

Principal Coaching	50,000
Book Studies	20,000
Totals	70,000

Calculation - Year 4

- Book Studies: Books and credits will be purchased by the school to engage teachers in collaborative learning. = \$15,000

Professional Development – Year 4	
Type	Cost
Book Studies	15,000
Totals	15,000

Calculation – Year 5

- Book Studies: Books and credits will be purchased by the school to engage teachers in collaborative learning = \$10,000

Professional Development – Year 5	
Type	Cost
Book Studies	10,000
Totals	10,000

Justification

Principal coaching is needed to ensure accountability for student growth and to promote staff retention. Collaborative study groups would be utilized for professional development beginning in the second semester of Year 1. This model will be followed for professional development for the following years of the grant. Additionally, instructional rounds will be used to promote staff collaboration across grade levels and content areas.

Budget Narrative

Social-Emotional Support

Supplies

Calculations

- Weekly Wopila: Year 1-5 (t-shirts, raffles and games) = \$5,000/year
- Student Workshops: Year 1-5 = (guest speakers and materials) \$5,000/year
- Social/Emotional Screening = Year 1-5 = \$1,000/year

Supplies – Year 1-5	
Type	Cost
Weekly Wopila	5,000
Student Workshops	5,000
Social/Emotional Screening	1,000
Totals	11,000

Justification

In order to celebrate our students and the great work they do despite their difficulties, McLaughlin Elementary will host a Weekly Wopila. A traditional Lakota wopila is a celebration held to offer thanks for each moment and the blessings each moment brings. Every Thursday all students will report to an assembly to thank them for homework being turned in, attendance at school and good behavior. Students will be entered into a raffle drawing and students nominated for being “Mighty” will receive a school t-shirt to be worn on Thursdays. Students in Grades 4 and 5 seem to be the most affected by social and emotional needs. These students tend to be more vocal about their needs and are more at risk of acting out due to these needs. Once a month teachers and administration in grades 4 and 5 will host breakout sessions on topics chosen by the students. These breakout sessions will be conversation based, focused on the Lakota culture and traditions and will provide the necessary skills students need to cope with their individual life situations. McLaughlin Elementary will also partner with a local business that has expertise in using horse therapy to help students with stress disorders. Guest speakers will be invited as appropriate. A social emotional screening is available that allows teachers to target the specific area of need for individual students. Areas of need may include self-management, self-preservation, goal driven behavior, optimistic thinking and peer relationships. This screening will be administered to each student by the guidance counselor and will be used to drive her instruction. Additionally results will help teachers to plan for the Social Emotional Workshops held in grades 4 and 5.

Professional Development

Calculation – Year 1

- YouthChange = \$30,000

Professional Development – Year 1	
Type	Cost
YouthChange	30,000
Totals	30,000

Calculation – Year 2

- Trauma Sensitive Schools = \$20,000

Professional Development – Year 2	
Type	Cost
Trauma Sensitive Schools	20,000
Totals	20,000

Calculation – Year 3

- Trauma Sensitive Schools = \$20,000

Professional Development – Year 3	
Type	Cost
Trauma Sensitive Schools	20,000
Totals	20,000

Calculation – Year 4

- Trauma Sensitive Schools = \$10,000

Professional Development – Year 4	
Type	Cost
Trauma Sensitive Schools	10,000
Totals	10,000

Calculation – Year 5

- Trauma Sensitive Schools = \$10,000

Professional Development – Year 5	
Type	Cost
Trauma Sensitive Schools	10,000
Totals	10,000

Justification

Staff at McLaughlin Elementary have shown they do not have the necessary skills to cope with the extreme social-emotional needs of our students. Very little past professional development has focused on this topic. Year One of the grant will provide job-embedded coaching and professional development for staff from YouthChange. This company specializes in allowing teachers to move forward with students that have characteristics of conduct disorder, autism, trauma, PTSD and other social-emotional issues. Years Two and Three of the SIG grant will focus on McLaughlin Elementary become a Trauma Sensitive School with training from the Trauma and Learning Policy Initiative.

Budget Narrative

Family Engagement

Supplies

Calculations – Years 1-5

- Family Nights = \$3,000/year
- Awards Banquet = \$4,000/year
- Attendance Incentives = \$2,000/year
- Movie Night = \$3,000/year

Supplies – Year 1-5	
Type	Cost
Family Night	3000
Awards Banquet	4000
Attendance Incentives	2000
Movie Night	3000
Totals	12,000

Justification

McLaughlin Elementary believes it is important to involve parents in the school and teach them how to provide a rich learning environment at home. Many of our parents had poor experiences in school. However, over the last three years the number of parents attending school events and visiting the school on a regular basis has improved. We would like to use this improvement in numbers to begin to teach our parents how to be a teacher at home. This new approach to parent involvement will begin with Back to School Nights where parents will learn about expectations of school, mingle with teachers and receive supplies to create a school corner at home for their students. Each month parents will be invited to the school for a dinner and interaction with teachers. Family Nights will be similar to the back to school night with information on how to bring school into the home. Parents who attend will continue to receive supplies for their school corner at home. At the end of every year, McLaughlin Elementary will host an awards banquet to honor students that have made their 1.5 years growth, had great attendance and whose parents have attended all of the back to school nights and family nights. This event will take place in the evening and a dinner will be provided as well as cultural entertainment. Parents that ensure their students attend school 94% of the time will be rewarded with an incentive presented at the Awards banquet. We cannot educate students who are not present at school. Our students cannot get to school without the support of a parent or guardian. In addition to the Back to School Event and Family Dinners, McLaughlin Elementary will host quarterly Family Movie Nights. These events will be hosted by the local community theater and will be open to staff, students and parents of McLaughlin Elementary students. Movies will be inspirational and cultural in nature and will provide families with another avenue to implement school at home.

Indirect Costs

Calculations

Indirect Costs	
	Total Direct Costs
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Total Indirect Costs	

- Multiply Direct Costs by 2.

Budget Description

5-year proposed project

Year 1: Implementation

Data analyzed throughout the year by McLaughlin Elementary staff, leadership team and administration revealed key patterns and themes. The McLaughlin Elementary Leadership Team (MELT), working with the current school turnaround plan, determined that **intervention, instruction, student social and emotional need and family engagement are the four main points** for school improvement at McLaughlin Elementary. It was the MELT's decision to apply for the School Improvement Grant in order to bring these school goals to life. Our grant requests support the development of McLaughlin Elementary in these four areas. These four areas support our pursuit of the district's goal of raising achievement for each student by 1.5 grade levels. Additionally, the Leadership Team has set a goal of **creating a welcoming and inviting culture to build confident collaborators where interactions are linked to learning**. McLaughlin Elementary has made significant gains over the last three years. However, more gains are needed and will not be possible if we do not collaborate and build relationships with the students' families. In Year 1, McLaughlin Elementary will focus efforts on strengthening the intervention programs, providing students with outlets and support for their social/emotional needs and strengthening the work of the principal. Additionally, staff will be involved in job-embedded professional development focused on meeting the social-emotional needs of their students. Instructional rounds will be utilized to focus our work on instruction and improving interactions in the classrooms.

Years 2-3: Implementation

McLaughlin Elementary will continue the work emphasized in Year 1 throughout Years 2 and 3. We will begin to focus on building a trauma sensitive school. Staff and administration will be able to utilize the skills learned throughout Year 1 and beyond to push students closer to achieving the board's goal of improving student achievement by 1.5 grade levels. Interventions will continue, as well as, continued implementation of the reading curriculum.

Years 4-5: Sustainability

McLaughlin Elementary will support and sustain the efforts put into place throughout years 1-3. Continued implementation of the reading program, intervention and social/emotional supports will lead to greater accomplishment towards our school goals.

Focus area	Category	Strategy	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Intervention	Equip. Supplies	Computers/Ipads	53615	25000	25000	50000	25000	178615
	Equip. Supplies	Lexia *includes PD	10050	10050	10050	10050	10050	50250
	Total		63665	35050	35050	60050	35050	228865
Instruction	Supplies	Reading Curriculum	20000	10000	5000	2500	1000	38500
	Professional Development	Principal Coaching	50000	50000	50000	0	0	150000
	Professional Development	Book Studies offered for credit	15000	20000	20000	15000	10000	80000
	Pyramid Pay	Reward for Staff	63000	63000	63000	63000	63000	315000
	Total		148000	143000	148000	80500	71500	583500
Social/Emotional Supports	Professional Development	Professional development	30000	20000	20000	10000	10000	90000
	Supplies	Weekly Wopila	5000	5000	3000	1000	1000	15000
	Supplies	Student Workshops	5000	5000	4000	4000	2000	20000
	Supplies	Social/Emotional Screening	1000	1000	1000	500	0	3500
	Total		46000	36000	28000	20000	13000	128500
Family Engagement	Supplies	Back to School and Family Nights	3000	3000	2000	1000	500	9500
	Supplies	Awards Banquet	4000	4000	4000	2000	1000	15000
	Supplies	Attendance Incentives	2000	2000	2000	2000	2000	10000
	Supplies	Movie Night	3000	3000	3000	3000	3000	15000
	Total		12000	12000	11000	9000	6500	49500
SIG Consultant			12000	12000	12000	12000	12000	60000
Total			281665	238050	238050	181550	137050	1050365

- (6) x The school assures to report to the SEA the school-level data required under section III of the final requirements (Achievement Indicators and Leading Indicators such as school year minutes, increased learning time, advanced coursework, dual enrollment coursework, teacher attendance, etc.)

BUDGET: Complete the budget for this particular priority/focus school.

Below is a description of the 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).

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).

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

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.

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

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.

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

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. The school can only apply indirect costs to the first \$25,000 of a contract.

Include a budget description for each year of the proposed grant years in the charts below. An example chart is below.

Grant Periods:

Pre-implementation, Year 1:	Aug 1, 2015 – June 30, 2016
Implementation, Year 2:	July 1, 2016 – June 30, 2017
Implementation, Year 3:	July 1, 2017 – June 30, 2018
Implementation, Year 4:	July 1, 2018 – June 30, 2019
Sustainability, Year 5:	July 1, 2019 – June 30, 2020

EXAMPLE: Grant Year 1

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	.5 FTE Teacher to provide interventions in reading for grades K-2	\$20,000
	1 FTE Paraprofessional to assist math intervention teacher for grades K-5	\$15,000
	Staff incentives for making progress based on Student Learning Objectives for each teacher (20 teachers X \$500 possible)	\$10,000
Employee Benefits:	Benefits for .5 FTE teacher \$20,000 X 7.65% (Social Security-Medicare)	\$1,530
	Benefits for 1 FTE paraprofessional \$15,000 X 7.65% (Social Security-Medicare)	\$1,148
Travel:	Advancing Improvement in Education Conference in Austin Texas Sept 23-25, 2014 Meals, Lodging, Airfare, Miscellaneous for 3 staff	\$3,500
Equipment:	3 Desktop Computers (3 X \$1200) to be used in intervention room for reading strategies	\$3,600
	10 Laptop Computers (10 X 1000) for intervention room for math interventions	\$10,000
Supplies:	Books for Reading Intervention	\$900
	Software for Math Intervention Program for laptops	\$500
	Math Intervention manipulative to be used in Intervention Room	\$500
Contractual:	Contract with TIE to provide training for staff Student Learning Objectives (5 days throughout year)	\$7,500
Professional Development:	Book Study <u>Beyond the Bake Sale</u> –Lori Laughlin will facilitate book study with staff on early release days	\$2,500
	Registration for 3 staff for AIE Conference in Austin Texas	\$1500
Total Direct Costs:		\$78,178
Indirect Costs*:	District Rate of 2.95%	\$2,306
Total:		\$80,484

* The school can only apply indirect costs to the first \$25,000 of a contract.

