



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

School Improvement Grant

School Application

**Section 1003(g) of the
High School 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 High School		School Mailing Address: PO Box 880 McLaughlin, SD 57642	
<input checked="" type="checkbox"/> Priority School		<input type="checkbox"/> Focus School	
School Principal: Jeremy Hurd			
Grade Span: 9-12			
Telephone: 605-823-4484 Ext. 206			
Fax: 605-823-4481			
Email Address: Jeremy.Hurd@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: 9/14/15	

School Improvement Grants

School Level Section

Intervention Chosen:	Turnaround	Restart	Closure	Transformation	Evidence-based/Whole School Reform	Early Learning
	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, Jeremy Hurd, Kendra Sandquist, Dan Dawson
- McLaughlin Secondary Leadership Team (MSLT) Members: Jeremy Hurd, Linda Stenberg, Hank Taken Alive, Kyle Henderson, Chrissy Thompson, Christopher Albert
- Stephanie Wiedeman, SST
- Sandy Gaspar (Technical Advisor)
- All staff

WHAT data was analyzed

Data Analyzed

- **Student Data:** School and grade level data was analyzed for student proficiency from NWEA Assessments for the past five years. Attendance and behavior data by grade and classroom were also analyzed. 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.
- **Professional Practices:** It was concluded by the MSLT that considerable work was needed to be done to bring the staff up to speed on South Dakota Teacher Effectiveness Framework and Student Learning Objectives. Staff has little to no knowledge of these state requirements and have entered a year where accountability for teacher effectiveness is in full implementation.
- **Programs and Structures:** McLaughlin High School has identified a need to address behavior and attendance to positively impact student achievement. There was a high rate of referrals to the office last year (over 800) and there was little consistency throughout the building for classroom and schoolwide behavioral expectations.
- **Family and Community:** Analysis of the ways in which McLaughlin High School reaches out to parents and the communities were listed. Comments included the need for a social media outlet, the use of SchoolReach system, family nights where food is served,

encouragement to attend games at school, and better attendance at conference night. This will also benefit the social-emotional needs of our students by blending the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.

- **School Performance Index (SPI)**

The school performance was analyzed from the 2014-15 data. The SPI for McLaughlin School is 34.45. McLaughlin School is 1 of 4 schools labeled as Priority Schools in the state of South Dakota and is considered in the lowest 5% of schools in regard to performance in relationship to the index determined by the state of South Dakota.

WHEN the data was analyzed

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

Leadership Team Meeting – McLaughlin Secondary Leadership Team (MSLT) conducted a meeting in May 1, 2015. This meeting was conducted after receiving feedback from staff on how we could improve the school. The leadership team met with each grade level team to discuss intervention, instruction, behavior and support. Based on the feedback received, the team found a need to improve behavior, attendance, curriculum, rigor and relevance at every grade level.

Schoolwide Data Dig - McLaughlin High School conducted a school-wide Data Day on May 1, 2015. The day was focused on student achievement analyzing information from NWEA Measures of Academic Progress (MAPS).

District Wide Data Retreat – The district hosted a two-day data retreat open to all staff. Data analyzed included attendance data and assessment data from Measures of Academic Progress, Smarter Balance and classroom assessments. Programs and structures were also analyzed with a focus on family and community engagement. This retreat was held June 1 and 2, 2015 and was a separate meeting from the leadership team meeting, data dig, and school self-assessment.

School Self-Assessment of Turnaround Practices – On May 1, 2015, the McLaughlin Secondary Leadership Team (MSLT) met to conduct a self-assessment of turnaround practices. This self-assessment was conducted to review this year’s data and begin pre-planning for next year. During these meetings we found a need to improve attendance, decrease behavior referrals and gaps in instruction between grade levels. There is also a need to further develop family and community engagement, as well as, improve services around social and emotional health of students.

Strength and Weaknesses from Data Analysis

Strength	Weaknesses
<p>Data - All grade level teams relied heavily on data and could cite data about their students using the NWEA MAPs assessment. Teachers are required to track their assessment data and some staff members have been working to include this data in their state required SLO's. It was very clear that each teacher was aware of the progress of their students, what they have learned and what they still need to learn.</p>	<p>Attendance - All grades expressed concerns with student attendance and were concerned with a lack of attendance. In fact, many classrooms have experienced students who had missed more than 40 days of school. Attendance has often been a struggle for the school, but according to staff this year was the worst it has been in four years.</p> <p><u>High School Overall Attendance</u></p> <p>2014-15—77% 2013-14—85% 2012-13—80% 2011-12—80%</p> <p><u>2014-15 # of Students Missing “x” Days</u></p> <p>50+ Days—12 40-49 Days—12 20-29 Days—24 15-19 Days—12</p> <p>Of 158 students, 60 students were chronically absent over the course of the year, or about 38% of the entire High School population.</p>
<p>Team Unity - The leadership team felt <i>most</i> staff worked well together with a sense of unity and spirit towards educating students. Staff lacked confidence in the ability of the former school principal to conduct the necessary leadership of the building and the principal was removed in March prior to the end of the school year. As a result, the staff pulled together to carry on the leadership of the building in a collective manner that allowed the school to finish the school year on a positive note. The staff had open communication and collaboration between one another during this time and helped to build strong bonds in the remaining staff. The lack of leadership in the building brought the returning staff members together and they have been working with a sense of purpose toward improving the school with the addition of a new principal.</p>	<p>Instruction and Intervention – The school needs to address what instructional interventions need to take place when students are chronically absent. In addition, if students miss 20 or more days of school, what supports or extended school time (Fridays, Summer School) will be used to make sure those students catch up in their coursework and provide supports to help them get to High School graduation. It is recommended to look at intervention strategies or extended school day (Friday School, After-School) for students missing school or behind in coursework and to develop a system (such as ICU) to ensure students are doing their work. Blended Learning programs such as Reading Plus, Odysseyware, Math and ELA IXL could be utilized to ensure grade level proficiency and meet state graduation requirements, but implementation of these</p>

		<p>programs would need to be done in 2016-17 with training in 2015-16 school year. Ongoing discussions will need to take place to develop a vision for this process. We have added a Dean of Instruction position (who also serves as the school Athletic Director) to tackle the gaps in our curriculum and instruction and determine how we may better address these needs for the future. Another objective is to implement ACT prep into the classroom curriculum and provide training for staff and also have our juniors take the National Career Readiness Certificate (NCRC) as a means of supporting students to post-graduation careers and opportunities.</p>
		<p>Safe and Positive Environment – There was concern from the majority of staff that the social and emotional needs of students are beyond the reach of teachers in the classroom. The needs are so great by 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. Considerations in regard to moving toward a PBIS model as well as MTSS would be a way to address both the academic and behavioral needs of the students. By addressing this concern, this will also benefit the social-emotional needs of our students by supporting student morale and providing a positive environment to meet the needs of our students.</p>
		<p>Teacher Mentors-- The mentoring program was implemented this school year. We have 8 new staff out of 15 certified classroom teachers (53% turnover) We will utilize resources and programs from other schools who have had successful mentor programs and use them as a resource for making this program more successful. The principal will match mentor/mentees to ensure effectiveness. The program will cover district information and provide support for new staff to have as a resource to for help and feedback to improve their confidence, effectiveness, and provide support to help teaching staff stay in their jobs for the next</p>

		<p>school year to limit the number of teachers not returning for next year due to lack of support that has been a pattern in the past.</p>
		<p>SLO and Quality Assessments—It is important for any instructional program to have quality assessments. Staff will be trained on how to effectively write SLO’s and develop quality assessments that will lead to increased academic achievement using a data driven process. Teachers will examine exemplar SLO’s from teachers in SD from 2014-15 as well as those in the school setting and have dialogue about what a quality SLO looks like following the SMART goal process.</p>
		<p>Family Engagement – Although family support and engagement has increased and improved over the last three years more work is needed. The data indicates we need to increase parent attendance at schoolwide functions and serve a meal to encourage people to attend. Social media accounts through Facebook and Twitter as well as SchoolReach calls help to keep parents informed about happenings at the school and will be utilized this school year. This will also benefit the social-emotional needs of our students by blended the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.</p>

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

- TP1:** The school provides strong leadership by:
 - A) Reviewing the performance of the current principal;
 - B) 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
 - C) 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:
 - A) 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;
 - B) Preventing ineffective teachers from transferring to the school;
 - C) 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 Secondary Leadership Team (MSLT), working with the current school turnaround plan, determined that **attendance, instruction and intervention, safe and positive environment (with behavior), teacher mentors, SLO and quality assessments, and Family Engagement are the six main points** for school improvement at McLaughlin High School. It was the MSLT’s decision to apply for this School Improvement Grant in order to bring these school goals to life. Our grant requests support development of McLaughlin High School in these six areas.

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

McLaughlin High School has the need to improve: attendance, instruction and intervention, a safe and positive environment, provide teacher mentors, SLO and quality assessments, and Family Engagement for our students and to align with the 7 turnaround principles assigned to our school by the state. Each of these six areas has driven our need for the School Improvement Grant and are 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 and are outlined below.

School Climate (Turnaround Principle 4, Turnaround Principle 5) supports needed by McLaughlin High School include:

The school establishes a safe, disciplined environment and promotes students’ wellness needs (e.g. Positive Behavior and Supports, safe school walk-throughs, nutrition, and health programs).

- We are implementing an incentive program for attendance and behavior. We will implement an M-Cash system that will provide a student with one M-Cash for every day they attend school on time. We also have Lead By Example cards that encourage good behavior. Those incentives are connected to be used for purchase of concession stand food, gift certificates to Cenex, movie passes, and quarterly drawings. Money from the grant will be needed to help fund the incentives program, but district funds may also be used if needed. This will also benefit the social-emotional needs of our students by providing them with financial means (small amounts) to participate in activities at school and obtain rewards that also support community businesses.

The school addresses issues related to classroom management, attendance, or school climate that could be contributing to student achievement concerns.

High quality instruction will be a focus for the High School this year. The position of Dean of Instruction will be a supportive role for staff. Additionally, the principal will be encouraged to spend 50% of their time in classrooms offering teaching staff feedback and improving all areas connected to the Danielson Framework as well as support for SLO. The principal was also serves as a member of the Commission on Teaching and Learning and was part of the development of the South Dakota Framework and will provide much needed support for the implementation of teacher professional practice. Additional money from the school improvement grant will be needed for professional development to support the Student Learning Objective (SLO) process to ensure that staff are clear about how to develop an SLO correctly and have support in the process.

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

- **Extended Academic Time:** McLaughlin High School needs to have additional academic time to support both students who are falling behind and providing additional opportunities for students who may want to earn college credit or participate in clubs to allow teaching staff to be paid to attend on Fridays as needed. Another potential issue is funding for transportation to and from school on Friday. We would need to run two bus routes on Friday in the AM and PM to accomplish this. We would also need money to feed our students who attend as a means to encourage their attendance and feed them twice. Approximately 40% of our students live in households below the poverty level and providing two meals is beneficial to the health of our students and their overall welfare.
- **IXL:** IXL is a computer-based scientifically researched intervention program for math and language arts. This program would be explored for 2016-17.
- **Reading Plus:** We are exploring the use of the Reading Plus program for next school year as an intervention for reading in grades 9-12. Financial resources and staff training will be necessary. This program would be explored for 2016-17.
- **OdesseyWare or Edgenuity Licenses**—Additional licenses (About 12) would need to be purchased to run a full lab of students in credit recovery on Fridays to help students make progress towards graduation. We would pay a staff member to come and monitor the lab for students and make-up credits lost from previous semesters

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

- **Pyramid Pay:** A pyramid system of incentive pay has been created by MDLT and administration. This incentive pay will be used to recruit, reward and retain staff at McLaughlin High School.
- **Principal Professional Development:** In addition to coaching, the principal should also engage in professional development. Opportunities for professional development will be sought out as a means of improving leadership in the building.
- **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.
- **Mentoring Program:** The mentoring program was implemented this school year. We have 8 new staff out of 15 certified classroom teachers (53% turnover) We will utilize resources and programs from other schools who have had successful mentor programs and use them as a resource for making this program more successful. The principal will match mentor/mentees to ensure effectiveness. The program will cover district information and provide support for new staff to have as a resource to for help and feedback to improve their confidence, effectiveness, and provide support to help teaching staff stay in their jobs for the next school year to limit the number of teachers not returning for next year due to lack of support that has been a pattern in the past. We will need mentor stipends (8 X \$1000 per mentor, \$500 per mentee (\$12,000) to encourage current staff to serve as mentors/mentees and pay for time spent in the program.

Safe and Positive Environment (*Turnaround Principle 6*) supports needed by the McLaughlin High School include:

- **Behavior Policy--**We have not had a consistent behavior policy. Attendance has NOT been tracked and policy has not been followed. It is our hope in the upcoming school year with new administration that these policies will be consistent and there will be follow through. This has been addressed in our new handbook for 2015-16.
- **Incentives Program--**We are implementing an incentive program for attendance and behavior. We will implement an M-Cash system that will provide a student with one M-Cash for every day they attend school on time. We also have Lead By Example cards that encourage good behavior. Those incentives are connected to be used for purchase of concession stand food, gift certificates to Cenex, movie passes, and quarterly drawings. Money from the grant will be needed to help fund the incentives program, but district funds may also be used if needed.

Teacher Effectiveness and High Quality Instruction--High quality instruction will be a focus for the High School this year. The position of Dean of Instruction will be a supportive

role for staff. Additionally, the principal will be encouraged to spend 50% of their time in classrooms offering teaching staff feedback and improving all areas connected to the Danielson Framework as well as support for SLO. The principal also serves as a member of the Commission on Teaching and Learning and was part of the development of the South Dakota Framework and will provide much needed support for the implementation of teacher professional practice. Additional money from the school improvement grant will be needed for professional development to support the Student Learning Objective (SLO) process to ensure that staff are clear about how to develop an SLO correctly and have support in the process. Staff at McLaughlin High School 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. We will continue to look at opportunities that address this area.

Most of our money allocated from the SIG grant to support a safe and positive environment will be attached to incentives and professional development for staff.

Family Involvement (*Turnaround Principle 7*) supports needed by the McLaughlin High School include:

- **Back to School Night:** McLaughlin High School 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 want parents to come to the school and feel welcome when they arrive and know that they can come and visit anytime. Parents in High School often are not as active as they are in high school and we want to address this at this invitational night.
- **Awards Banquet:** At the end of every year, McLaughlin High School will host an awards banquet to honor students for academic achievement, attendance, and athletics. This event will take place in the evening and a dinner will be provided as well as cultural entertainment.
- **Family Movie Night:** In addition to the Back to School Event and Family Dinners, McLaughlin High School 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 High School students. Movies will be inspirational and cultural in nature and will provide families with another avenue to implement school at home.

Funding from the School Improvement Grant will be needed to serve meals to parents, purchase awards for the awards program, and sponsor events such as movie night for parents to attend. This will also benefit the social-emotional needs of our students by blended the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.

(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 Turnaround Model

Section I.A.2(a)

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)]

Essential Questions

- *When will the contract with the current principal end? When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
- *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase High School graduation rates?*

The former principal has been replaced for the 2015-16 school year. The process to select a new principal began immediately by notification of non-renewal in February 2015. Performance of the principal was deemed unsatisfactory by the superintendent through the evaluation process. The recommendation to non-renew was accepted by the school board in February 2015 and the job was listed for one month seeking candidates for the position. Interviews were held on Friday, March 27 and involved four candidates with a committee of individuals that included building staff, district staff, school board members, parents, and superintendent. The former principal was released from their contract effective April 2015.

- ***What criteria will be used in selecting a new principal?***

The staff and district administration were looking for someone who could address the 7 Turnaround Principles for Priority/Focus Schools, who was an instructional leader, who had knowledge of the SD Framework for Teaching, Danielson Framework, Teachscape, and SLO process. The school was also looking for someone who was a school culture builder and who could address the behavioral and attendance issues of the school. Strong and proven leadership skills were important and someone who was a team builder and encourage teacher leadership.

Mr. Jeremy Hurd has been hired as the new principal and comes to the district with 13 years of educational experience; 8 years as an Educational Technology teacher and four years as a principal. Mr. Hurd will begin one month earlier than anticipated on June 1, 2015 to aid in the leadership transition. Mr. Hurd brings to the school district instructional leadership and experience to the school and community. Mr. Hurd has served on the South Dakota commission for Teaching and Learning and is knowledgeable and experienced in regard to instructional practices and teaching foundations relevant to the Danielson Framework. Mr. Hurd has also implemented schoolwide strategies using blended learning and focus on reading and math interventions at the High School level. This experience will allow for guided leadership into best practices for the 9-12 environment. Mr. Hurd is also proficient in the SLO process and instructional outcomes and is also currently working on an Education Specialist degree as he furthers his education and experience in his new role. Mr. Hurd has also led leadership teams in his building around improving schoolwide approaches and outcomes including MTSS, PBIS, and RTI. The turnaround model serves as a

perfect model to begin the process of turnaround at the McLaughlin High School. Mr. Hurd has been hired on a one year contract to be evaluated again in 2016-17 for re-hire.

- **What is the process that will be used to select the new principal? Who will be involved in the decision making?**

Mr. Hurd was hired by a district wide committee including school staff, parents, school board, and members of the community. All candidates were interviewed under a rigorous 43 question interview that addressed all issues of concern from staff. Candidate was selected by vote of the committee.

- **How will the principal be included in staffing, calendars/time, and budgeting?**

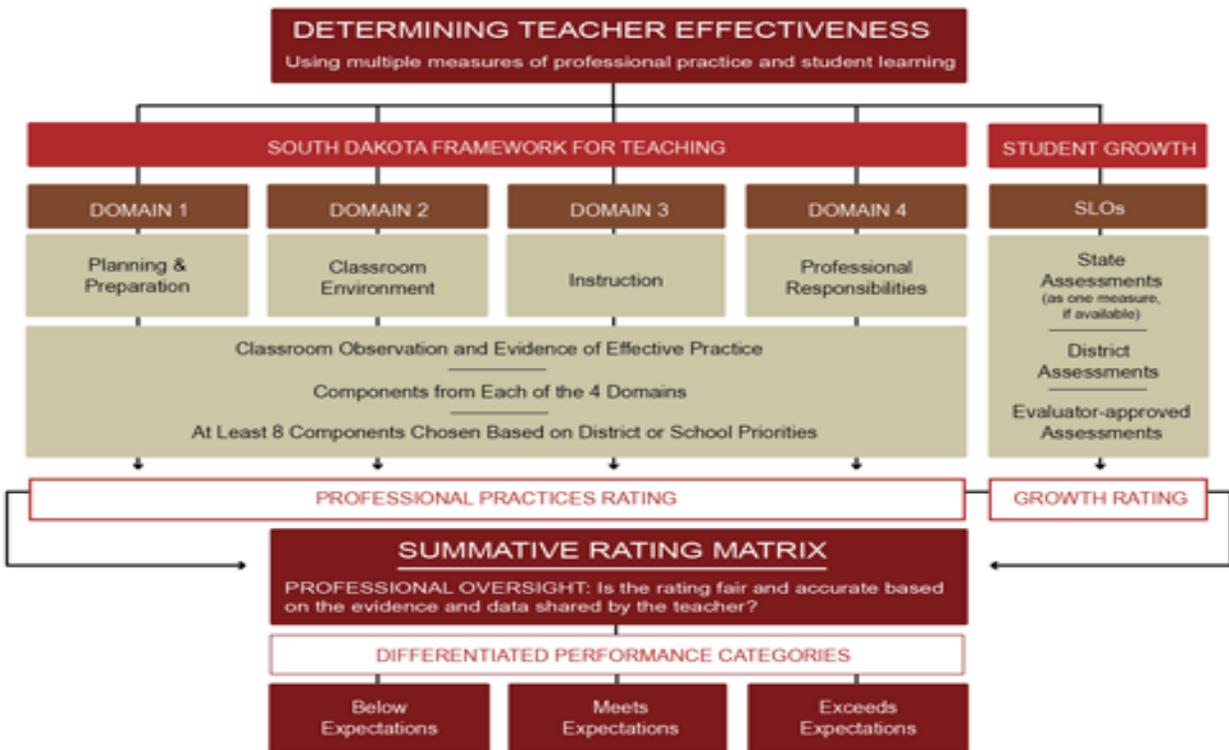
Mr. Hurd will be granted operational flexibility by working with the school staff on utilization of the budget, school schedule, and working toward incentives that will increase attendance, address behavior, and encourage students to stay in school and graduate. Mr. Hurd will work with the superintendent to provide support in this process and also work through the district leadership team and school board to bring forth recommendations for school improvement.

- b. **Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]**

Essential Questions

- **What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?**

McLaughlin High School 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 a significant portion of the teacher evaluation based on the SD Framework below from the SD Teacher Effectiveness Handbook.



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 the possibility of replacement if necessary.

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.

• *What is the district’s definition of “staff”? Does this include both teachers and paraprofessionals?*

The districts definition of staff includes “ALL” employees in the district. Each and every member is respected for their position and the job they do; from the classroom teacher, to the custodian and lunchroom personnel. Teachers hold the distinction of being “certified staff”, but the perception in our school is that everyone has a job to do and has equal importance in the school setting.

• *How will the district screen all existing staff?*

Staff are screened through the hiring process based upon the number of applicants for a position. The ideal goal would be to receive 10 or more applications for each position and screen the candidates based upon their application, resume, experience, reference checks, and criminal background screenings. Interviews are conducted by a team of staff members at the school level, and especially staff working closely with the hired candidate to ensure the hire is a good fit for the staff and school. Final recommendation is made to the superintendent and finally the school board for approval. Fingerprinting is required for all employees who begin employment. All employees are evaluated using the evaluation tool approved by the board of education, conducted by their supervisor using the chain of command alignment and procedures. Employees whose performance is unsatisfactory are made aware of deficiencies and offered an opportunity to make corrections. Any major issues or corrections not made lead to the replacement of the employee.

• *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paraprofessionals? Determine the 50% threshold of staff in each category that can be rehired.*

Over 50% of the staff from the McLaughlin High School either retired or chose not to return for the 2015-16 school year. There will be 7 out of 14 staff members who will be new to the High School and their position. In addition, there is also a new Principal, Admin Assistant, and the creation of a Dean of Instruction position. No staff members were fired in this process, but left for personal reasons. However, a turnover of this caliber will present challenges for the staff and leadership of the school.

• *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*

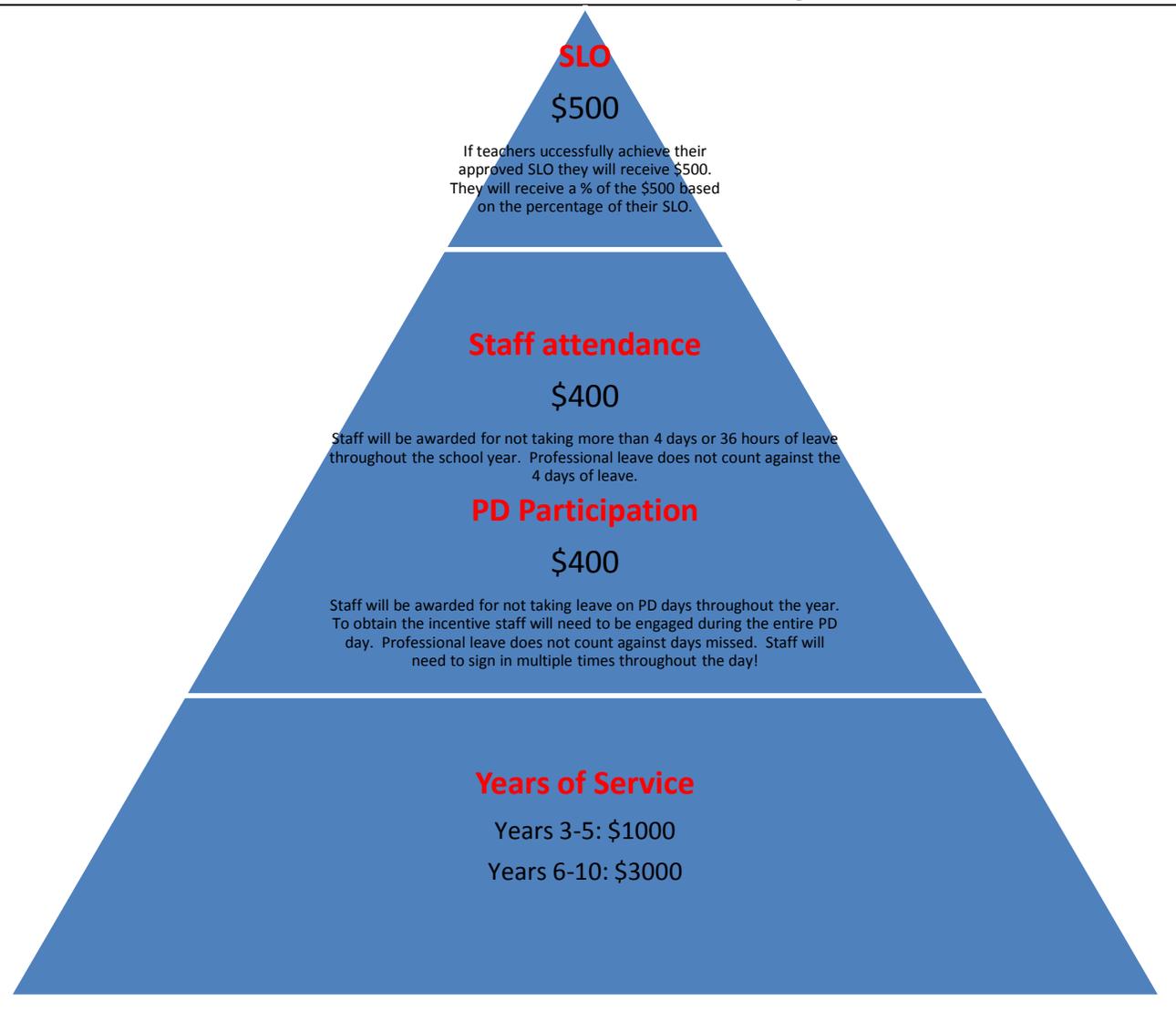
Staff are screened through the hiring process based upon the number of applicants for a position. The ideal goal would be to receive 10 or more applications for each position and screen the candidates based upon their application, resume, experience, reference checks, and criminal background screenings. Interviews are conducted by a team of staff members at the school level, and especially staff working closely with the hired candidate to ensure the hire is a good fit for the staff and school. Final recommendation is made to the superintendent and finally the school board for approval. Fingerprinting is required for all employees who begin employment. The state is dealing with a documented teacher shortage and applicant pools were small. Many teachers in the school are hired through alternative certification programs through the state as well as Courage to Teach, Project Select, and Teach for America. All resources are utilized to place the most highly qualified individual in each teaching position. Principal leadership will also be important in helping

the new staff members hired grow in their instruction and curriculum development as an instructional leader.

c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)]
(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)

McLaughlin High School's leadership team has created incentive pyramids that will be used to reward school teachers who have increased student achievement. Rewards for teachers will be based on the incentive pyramid below. The district has a pyramid structure for classified staff and administration that would like to be implemented as well, but an additional grant or other sources of funds would need to be looked at to fund these programs. Because of the 50% turnover of teaching staff in the high school between the 2014-15 and 1015-16 school year, it is a priority to ensure incentives for teaching staff are in place to continue the educational program for students by retaining and rewarding teaching staff. The 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. The pyramids were devised utilizing our experience with SDI+, 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 INCENTIVE PYRAMID (Teachers ONLY for High School)



***Pertains to McLaughlin School District contracted staff only.

d. How will the district provide staff ongoing, high-quality, job-embedded professional development?

Essential Questions

- **List resources available to new staff.**

All new staff for the 2015-16 school year and beyond will be assigned a Teacher Mentor and mentors will receive a stipend for their leadership of new staff. Staff will also be provided quality professional development on Teacher Effectiveness and SLO's and will receive frequent visits from the principal in regard to their instructional practices in Domains II and III of the Danielson Framework through classroom observation. Staff will all have access to Teachscape and will have the opportunity to view videos aligned with Domains II and III that show competency at each level to increase levels of performance in professional practice and improve instructional outcomes for students.

- **Will there be a mentoring program or literacy and/or math coaches available?**

A mentoring program will be implemented for new teachers and they will be assigned a teacher/administrative mentor based upon their content area or grade level of instruction based on availability. The mentoring process will follow a very detailed, structured, and calendar based process to ensure ongoing engagement about school related information and items and provide a means of support for new staff entering the building. Due to budget constraints, literacy and math coaches are not available through the district, however, ongoing support for instruction is offered through state assigned mentors through the WaLakota Project, ESA 5, and professional development opportunities through the state. We also have a Dean of Instruction to help with building wide curriculum needs.

- **How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?**

Based on results from the school's Data Days, the MSLT designed an ongoing PD plan. The cross-section of data that was analyzed throughout the year revealed key patterns and themes. The McLaughlin Secondary Leadership Team (MSLT), working with the current school turnaround plan, determined that **attendance, instruction and intervention, safe and positive environment (with behavior), teacher mentors, SLO and quality assessments, and Family Engagement are the six main points** for school improvement at McLaughlin High School.

- **How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?**

Staff Input and Needs Assessment

Staff will be engaged through a the MSLT and MDLT processes and professional development for each school year will be assessed and addressed through a collaborative process with staff and administration to deliver the greatest needs of the staff in their respective buildings utilizing the skills and expertise of the administration as well as the support of the SDDOE and local ESA. These resources will be used as a means of support throughout the school year when issues arise. We will also attempt to provide ongoing support through collaborative meetings and teaming processes.

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 High School will implement Book Studies during 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.

Common Planning Time/Collaboration:

McLaughlin High School classroom teachers have been assigned a common planning time with another staff member in their respective content/grade level for the purposes of collaboration.

Graduate Credit/Certificate Renewal

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.

e. Describe the new governance structure that will be adopted for this school.

- ***The structure may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district, hire a “turnaround leader” who reports directly to the Superintendent.***

The Principal will be assigned as the “turnaround leader” in the building who will directly report to the Superintendent. The Principal will engage the MSLT and gather feedback from the group to make decisions utilizing teacher and staff leadership. The Superintendent will be invited to MSLT meetings on an as needed basis to monitor progress of the team and will also attend staff meetings as necessary.

- ***What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?***

The principal will have the ultimate authority over all building expenditures and will operate the budget using the allocated funds to better the instructional outcomes for students in the building. The principal will engage in administrative meetings with the business manager to best align the budget to meet the needs of the school. Staffing recommendation will come from the MSLT through the principal and onto the Superintendent who will make a recommendation to the school board based upon need and financial resources available. Scheduling will be done with staff input and will also take advantage of the skills of the staff.

- ***What changes in operational practices will be made?***

The Dean of Instruction will be a key component in the process to move forward curriculum and instruction in the school setting. Ongoing conversations with staff and meetings of the MSLT will allow for greater transparency to meet schoolwide goals, the 7 turnaround principals, and the needs of the staff and students. Improved building leadership will help sustain the needed change and set a clear vision and mission for the school to achieve. Input will also be gathered from other stakeholders including students and parents on what they feel could be changed at the school.

f. Describe how an instructional program will be determined and designed.

- *What data will be used to identify the instructional program to be used? How will it be used?*

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

NWEA MAPS Scores

RIT Norms 2015 (50th Percentile)

Fall	Winter	Spring
Reading 9 th —220.2 10 th -- 220.4 11 th —222.6 12 th - 222.4 Math 9 th —230.3 10 th -- 230.1 11 th —233.3 12 th - 235.5	Reading 9 th —221.3 10 th -- 221.0 11 th —222.7 12 th - 222.8 Math 9 th —232.2 10 th -- 231.5 11 th —234.4 12 th - 236.0	Reading 9 th —221.9 10 th -- 221.2 11 th —222.3 12 th - 222.9 Math 9 th —233.4 10 th -- 232.4 11 th —235.0 12 th - 237.0

Goals for 2015-16 (Based on Previous Cohort Scores)

Fall	Winter	Spring
Reading 9 th —215 10 th -- 220 11 th —221 12 th - 222 Math 9 th —226 10 th -- 230 11 th —233 12 th - 235	Reading 9 th —217 10 th -- 221 11 th —222 12 th - 222.5 Math 9 th —228 10 th -- 232 11 th —234 12 th - 236	Reading 9 th —219 10 th -- 222 11 th —222.5 12 th - 222.7 Math 9 th —230 10 th -- 233 11 th —235 12 th - 237

Previous Years Data

9th Grade	10th Grade	11th Grade	12th Grade
2014-15 Reading Fall—204 Winter—204 Spring –213	2014-15 Reading Fall—217 Winter—220 Spring –221	2014-15 Reading Fall—215 Winter—218 Spring –221	2014-15 Reading Fall—225 Winter—221 Spring –Not tested
2013-14 Reading Fall—207 Winter—210 Spring –217	2013-14 Reading Fall--216 Winter—217 Spring –224	2013-14 Reading Fall--218 Winter—221 Spring –221	2013-14 Reading Fall--213 Winter—215 Spring –222
2014-15 Math Fall—211 Winter—216 Spring –218	2014-15 Math Fall—223 Winter—228 Spring –222	2014-15 Math Fall—223 Winter—226 Spring –230	2014-15 Math Fall—230 Winter—234 Spring –Not tested
2013-14 Math Fall—216 Winter—219 Spring –223	2013-14 Math Fall--221 Winter—224 Spring –227	2013-14 Math Fall--224 Winter—229 Spring –231	2013-14 Math Fall--223 Winter—228 Spring –229

• How will the school ensure that the instructional program is research-based?

A primary resource to evaluate the effectiveness of instructional programs is the What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/> . Resources such as this will be used to evaluate the effectiveness of curriculum and instruction and determine best practices for guidance. Guidance will also be sought by visiting with other school districts of like size and demographics and determine effectiveness as well as contacting the state ESA and SDDOE. Resources for successful intervention practices include RTI4Success <http://www.rti4success.org/> and PBIS.org <https://www.pbis.org/> for behavioral strategies.

• How will vertical alignment from one grade to the next be determined and ensured?

Collaborative discussions between grade level content teachers will be held with the building principal and led by the Dean of Instruction to ensure that a focus is placed on the alignment of the curriculum 9-12. Ongoing discussions at the district level will also include High School staff as needed and be aligned to state adopted standards. Focus at this level will ensure that the content the students are receiving is vertically aligned and driven toward High School graduation for student success in all content areas.

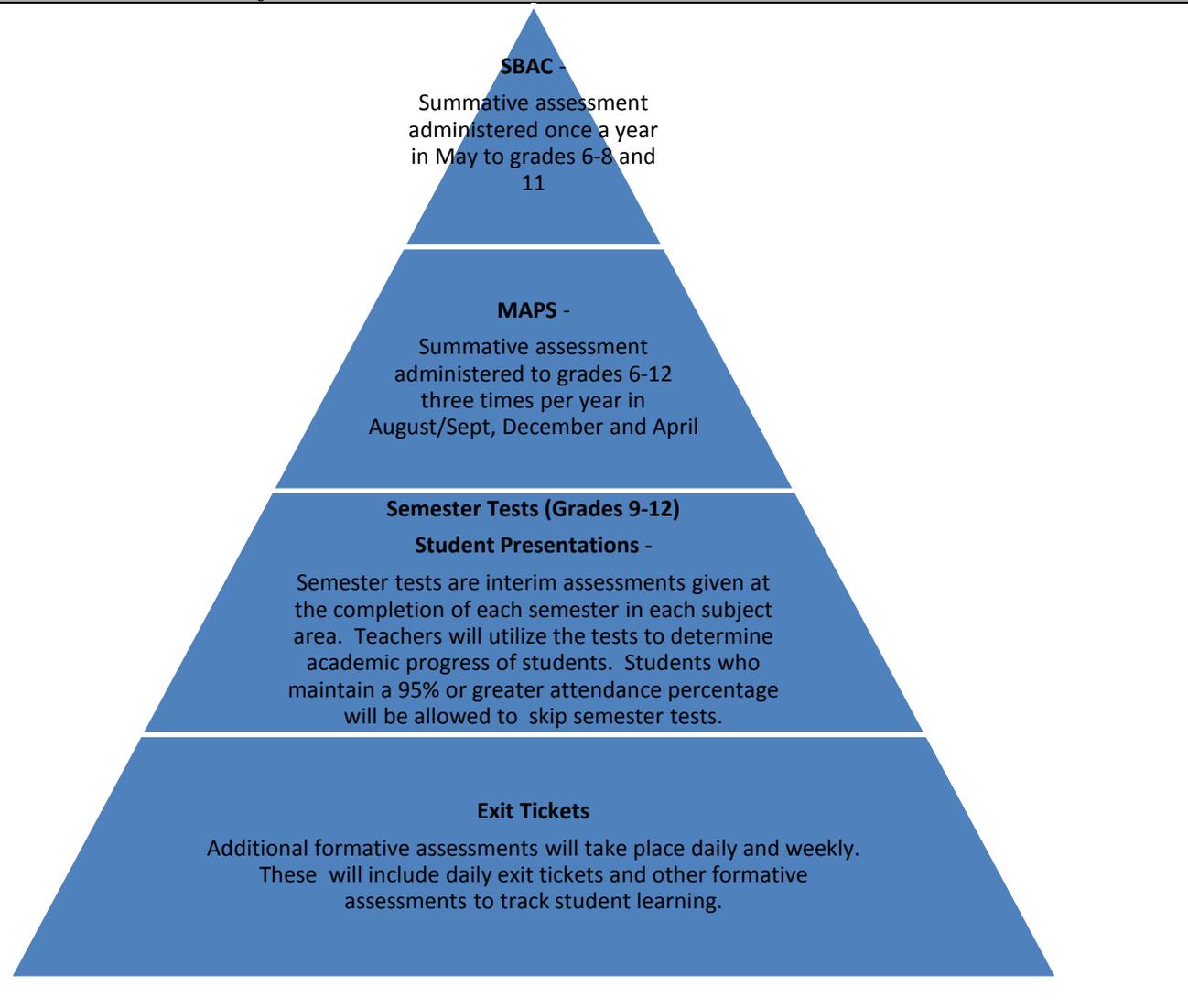
• How will the school ensure alignment with academic standards?

We will ensure our alignment through collaborative processes between content area teachers and through the work done on an ongoing basis through these discussions to ensure the curriculum is

aligned to state adopted standards. Our goal will be to ensure that all students are college, career, and life ready by High School graduation.

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

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



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 will be used to assess content readiness in Math, Reading, and Language Arts and used to evaluate curriculum schoolwide. 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, special education department, the leadership team and administration.

h. Describe how the school will increase learning time.

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

The 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 High School will continue to fall short of providing the opportunities and resources that its students need. The SIG Grant would allow McLaughlin High School to create a diverse array of enrichment and intervention opportunities throughout the year as it attempts to overcome its Priority 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. We intend to implement increased learning time for the High School with the award of the SIG grant and carry forth this program for the duration of the time we would operate under a four day school week. Fridays provide us with the greatest opportunity to achieve this goal for our students. Without the SIG grant, this opportunity will not be possible.

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

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

Family Nights

School will host family nights for all parents and students at least twice per year. The goal of these events will be to bring the students and community together to engage parents in being involved in the lives of their students. We may also integrate an educational component.

Culturally responsive discipline protocol

McLaughlin High School has a need to create a successful attendance policy. We would also like to address our discipline policy. Currently, the school employs a Dean of Students and ISS Supervisor. ISS is strictly used as a logical consequence 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.

School Norms/PBIS

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 High School'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
Restraint training for security and staff	Lepke	May 2015	PD Budget/REAP	Sign in sheet
School wide opening and closing meetings	Leadership Team Denver Crew	May 2015	NA	Sign in sheet
Develop an Attendance policy	Hurd and MSLT	July 2015	NA	Attendance Policy
Develop a behavioral plan similar to the school's attendance policy	Hurd and MSLT	July 2015	NA	Behavioral Plan

(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 High School’s Leadership Team (MSLT) 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 also be planned by the school’s Parent Advisory Committee in support of SIG grant funding for parent involvement.

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
Host school-wide educational family nights	Grade level teams	Aug 2015	SIG	Parent Sign in Sheet
Host back to school night 4-6 on one evening school-wide	Grade level teams	Aug 2015	SIG	Parent Sign in Sheet
Awards program	Hurd MSLT	Aug 2015	SIG	Brochure, Photos, Survey
Parent contact logs	Hurd	Aug 2015	NA	Classroom Teacher/Admin Record
Restructure parent-teacher conferences	Lepke	May 2015	NA	Meeting Agenda and minutes

(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
<p>Year 1: 2015-2016 Planning/ Implementation</p>	<ol style="list-style-type: none"> 1. Build staff knowledge and background on SIG grant funding and implementation 2. Implementation of Friday School Program 3. Mentor/Mentee Stipends 4. Staff Professional Development 5. Parent involvement focuses on educating parents and students in the home. 6. Student Social-Emotional Workshops 	<ol style="list-style-type: none"> 1. Staff has a shared understanding and a common vision regarding the six critical areas for improvement. 2. Staff will begin the first year of implementation. Implementation will begin by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation. 3. Stipends will be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year. 4. A plan is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development 5. Communication with parents will continue to increase 6. Decreased # of discipline referrals. Increased student well-being at school.

	7. Incentives Program Support	7. Funds will be used to support new M-Cash system for on time attendance to first period, nominal prizes, and schoolwide educational opportunities
<p>Year 2: 2016-2017 Implementation</p>	<p>1. Ongoing staff knowledge and background on SIG grant funding and implementation</p> <p>2. Ongoing Support of Friday School Program</p> <p>3. Ongoing Mentor/Mentee Stipends</p> <p>4. Ongoing Staff Professional Development</p>	<p>1. Staff has a shared understanding and a common vision regarding the six critical areas for improvement.</p> <p>2. Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>3. Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>4. A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p>

	<ul style="list-style-type: none"> 5. Ongoing Parent involvement focuses on educating parents and students in the home. 6. Ongoing Student Social-Emotional Workshops 7. Ongoing Incentives Program Support 	<ul style="list-style-type: none"> 5. Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement 6. Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school. 7. Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and schoolwide educational opportunities
<p>Year 3: 2017-2018 Implementation</p>	<ul style="list-style-type: none"> 1. Ongoing staff knowledge and background on SIG grant funding and implementation 2. Ongoing Support of Friday School Program 3. Ongoing Mentor/Mentee Stipends 4. Ongoing Staff Professional Development 	<ul style="list-style-type: none"> 1. Staff has a shared understanding and a common vision regarding the six critical areas for improvement. 2. Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation. 3. Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year. 4. A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus;

	<ul style="list-style-type: none"> 5. Ongoing Parent involvement focuses on educating parents and students in the home. 6. Ongoing Student Social-Emotional Workshops 7. Ongoing Incentives Program Support 	<p>staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <ul style="list-style-type: none"> 5. Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement 6. Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school. 7. Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and schoolwide educational opportunities
<p>Year 4: 2018-2019 Sustainability</p>	<ul style="list-style-type: none"> 1. Ongoing staff knowledge and background on SIG grant funding and implementation 2. Ongoing Support of Friday School Program 	<ul style="list-style-type: none"> 1. Staff has a shared understanding and a common vision regarding the six critical areas for improvement. 2. Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.

	<ul style="list-style-type: none"> 3. Ongoing Mentor/Mentee Stipends 4. Ongoing Staff Professional Development 5. Ongoing Parent involvement focuses on educating parents and students in the home. 6. Ongoing Student Social-Emotional Workshops 7. Ongoing Incentives Program Support 	<ul style="list-style-type: none"> 3. Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year. 4. A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development 5. Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement 6. Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school. 7. Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and schoolwide educational opportunities
<p>Year 5: 2019-2020 Sustainability</p>	<ul style="list-style-type: none"> 1. Ongoing staff knowledge and background on SIG grant funding and implementation 2. Ongoing Support of Friday School Program 	<ul style="list-style-type: none"> 1. Staff has a shared understanding and a common vision regarding the six critical areas for improvement. 2. Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students,

	<p>3. Ongoing Mentor/Mentee Stipends</p> <p>4. Ongoing Staff Professional Development</p> <p>5. Ongoing Parent involvement focuses on educating parents and students in the home.</p> <p>6. Ongoing Student Social-Emotional Workshops</p> <p>7. Ongoing Incentives Program Support</p>	<p>an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>3. Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>4. A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>5. Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement</p> <p>6. Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school.</p> <p>7. Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and schoolwide educational opportunities</p>
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(5) List the reading and math annual goals for this priority/focus school.

SMART Goal for Math	100% of students will increase math proficiency by 1.5 grade levels on the MAPS assessment.	
Targeted grade levels	9 th Grade, 10 th Grade, 11 th Grade, 12 th Grade	
Name of the assessment or measurement tool	MAPS	
Major strategies to be used to accomplish this goal	Student Growth and Proficiency Grade Level Proficiency	
SMART Goal for Reading	100% of students will increase reading proficiency by 1.5 grade levels on the MAPS assessment.	
Targeted grade levels	9 th Grade, 10 th Grade, 11 th Grade, 12 th Grade	
Name of the assessment or measurement tool	MAPS	
Major strategies to be used to accomplish this goal	Student Growth and Proficiency Grade Level Proficiency	

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

School Climate (*Turnaround Principle 4, Turnaround Principle 5*) supports needed by McLaughlin High School include:

The school establishes a safe, disciplined environment and promotes students' wellness needs (e.g. Positive Behavior and Supports, safe school walk-throughs, nutrition, and health programs).

- We are implementing an incentive program for attendance and behavior. We will implement an M-Cash system that will provide a student with one M-Cash for every day they attend school on time. We also have Lead By Example cards that encourage good behavior. Those incentives are connected to be used for purchase of concession stand food, gift certificates to Cenex, movie passes, and quarterly drawings. Money from the grant will be needed to help fund the incentives program, but district funds may also be used if needed. This will also benefit the social-emotional needs of our students by providing them with financial means (small amounts) to participate in activities at school and obtain rewards that also support community businesses.

The school addresses issues related to classroom management, attendance, or school climate that could be contributing to student achievement concerns.

High quality instruction will be a focus for the High School this year. The position of Dean of Instruction will be a supportive role for staff. Additionally, the principal will be

encouraged to spend 50% of their time in classrooms offering teaching staff feedback and improving all areas connected to the Danielson Framework as well as support for SLO. The principal was also serves as a member of the Commission on Teaching and Learning and was part of the development of the South Dakota Framework and will provide much needed support for the implementation of teacher professional practice. Additional money from the school improvement grant will be needed for professional development to support the Student Learning Objective (SLO) process to ensure that staff are clear about how to develop an SLO correctly and have support in the process.

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

- **Extended Academic Time:** McLaughlin High School needs to have additional academic time to support both students who are falling behind and providing additional opportunities for students who may want to earn college credit or participate in clubs to allow teaching staff to be paid to attend on Fridays as needed. Another potential issue is funding for transportation to and from school on Friday. We would need to run two bus routes on Friday in the AM and PM to accomplish this. We would also need money to feed our students who attend as a means to encourage their attendance and feed them twice. Approximately 40% of our students live in households below the poverty level and providing two meals is beneficial to the health of our students and their overall welfare.
- **IXL:** IXL is a computer-based scientifically researched intervention program for math and language arts. This program would be explored for 2016-17.
- **Reading Plus:** We are exploring the use of the Reading Plus program for next school year as an intervention for reading in grades 9-12. Financial resources and staff training will be necessary. This program would be explored for 2016-17.
- **OdesseyWare or Edgenuity Licenses**—Additional licenses (About 12) would need to be purchased to run a full lab of students in credit recovery on Fridays to help students make progress towards graduation. We would pay a staff member to come and monitor the lab for students and make-up credits lost from previous semesters

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

- **Pyramid Pay:** A pyramid system of incentive pay has been created by MDLT and administration. This incentive pay will be used to recruit, reward and retain staff at McLaughlin High School.
- **Principal Professional Development:** In addition to coaching, the principal should also engage in professional development. Opportunities for professional development will be sought out as a means of improving leadership in the building.
- **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.

- **Mentoring Program:** The mentoring program was implemented this school year. We have 8 new staff out of 15 certified classroom teachers (53% turnover) We will utilize resources and programs from other schools who have had successful mentor programs and use them as a resource for making this program more successful. The principal will match mentor/mentees to ensure effectiveness. The program will cover district information and provide support for new staff to have as a resource to for help and feedback to improve their confidence, effectiveness, and provide support to help teaching staff stay in their jobs for the next school year to limit the number of teachers not returning for next year due to lack of support that has been a pattern in the past. We will need mentor stipends (8 X \$1000 per mentor, \$500 per mentee (\$12,000) to encourage current staff to serve as mentors/mentees and pay for time spent in the program.

Safe and Positive Environment (*Turnaround Principle 6*) supports needed by the McLaughlin High School include:

- **Behavior Policy--**We have not had a consistent behavior policy. Attendance has NOT been tracked and policy has not been followed. It is our hope in the upcoming school year with new administration that these policies will be consistent and there will be follow through. This has been addressed in our new handbook for 2015-16.
- **Incentives Program--**We are implementing an incentive program for attendance and behavior. We will implement an M-Cash system that will provide a student with one M-Cash for every day they attend school on time. We also have Lead By Example cards that encourage good behavior. Those incentives are connected to be used for purchase of concession stand food, gift certificates to Cenex, movie passes, and quarterly drawings. Money from the grant will be needed to help fund the incentives program, but district funds may also be used if needed.

Teacher Effectiveness and High Quality Instruction--High quality instruction will be a focus for the High School this year. The position of Dean of Instruction will be a supportive role for staff. Additionally, the principal will be encouraged to spend 50% of their time in classrooms offering teaching staff feedback and improving all areas connected to the Danielson Framework as well as support for SLO. The principal was also serves as a member of the Commission on Teaching and Learning and was part of the development of the South Dakota Framework and will provide much needed support for the implementation of teacher professional practice. Additional money from the school improvement grant will be needed for professional development to support the Student Learning Objective (SLO) process to ensure that staff are clear about how to develop an SLO correctly and have support in the process. Staff at McLaughlin High School 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. We will continue to look at opportunities that address this area.

Most of our money allocated from the SIG grant to support a safe and positive environment will be attached to incentives and professional development for staff.

Family Involvement (Turnaround Principle 7) supports needed by the McLaughlin High School include:

- **Back to School Night:** McLaughlin High School 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 want parents to come to the school and feel welcome when they arrive and know that they can come and visit anytime. Parents in High School often are not as active as they are in high school and we want to address this at this invitational night.
- **Awards Banquet:** At the end of every year, McLaughlin High School will host an awards banquet to honor students for academic achievement, attendance, and athletics. This event will take place in the evening and a dinner will be provided as well as cultural entertainment.
- **Family Movie Night:** In addition to the Back to School Event and Family Dinners, McLaughlin High School 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 High School students. Movies will be inspirational and cultural in nature and will provide families with another avenue to implement school at home.

Funding from the School Improvement Grant will be needed to serve meals to parents, purchase awards for the awards program, and sponsor events such as movie night for parents to attend. This will also benefit the social-emotional needs of our students by blended the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.

- (7) 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 Narrative

Personnel Expenses

The budget for Personnel Expenses is based upon the following:

- Mentor Stipends
 - Stipends of \$1000/mentor and \$500/mentee to participate in the program each year. It is expected that we will have a high number of mentors and mentees in our first year, but will need less money as time goes on through our interventions and strategies to retain staff through incentives programs and promotion of a collaborative, positive school culture.
- After School Tutoring and Academic Supports
 - Monies will be paid out per the negotiated agreement for “X” amount of teachers per week to help students with academic supports
- Club Mentor Opportunities
 - Monies for teachers to run approved clubs such as Drama, Chess, etc. that will enhance a student’s educational experience.

Calculation – Year 1

- Monies for eight (8) mentors (\$8,000) and eight (8) mentees (\$4,000) for a total of \$12,000.
- After School tutoring stipends will be paid out to teachers participating in the program at a rate of \$30/hour per the negotiated agreement. This will allow 6-7 teachers per week, over the course of 24 weeks to cover the stipends for teachers to come in for academic supports for a total of \$20,000
- Stipends will also be paid to Club Mentors at a rate of \$30/hour per the negotiated agreement. This will allow 1-2 people the opportunity to run Friday school clubs and be paid for an annual total of \$5,000.

Personnel, Salaries and Benefits – Year 1	
Type	Cost
Mentor Stipends	\$12,000
After School Tutor Stipends	\$20,000
Club Mentor Stipends	\$5,000
Totals	\$37,000

Calculation – Year 2

- Monies for four (4) mentors (\$8,000) and four (4) mentees (\$4,000) for a total of \$6,000.
- After School tutoring stipends will be paid out to teachers participating in the program at a rate of \$30/hour per the negotiated agreement. This will allow 6-7 teachers per week, over the course of 24 weeks to cover the stipends for teachers to come in for academic supports for a total of \$20,000
- Stipends will also be paid to Club Mentors at a rate of \$30/hour per the negotiated agreement. This will allow 1-2 people the opportunity to run Friday school clubs and be paid for an annual total of \$5,000.

Personnel, Salaries and Benefits – Year 2	
Type	Cost
Mentor Stipends	\$6,000
After School Tutor Stipends	\$20,000
Club Mentor Stipends	\$5,000
Totals	\$31,000

Calculation – Year 3

- Monies for four (4) mentors (\$4,000) and four (4) mentees (\$2,000) for a total of \$6,000.
- After School tutoring stipends will be paid out to teachers participating in the program at a rate of \$30/hour per the negotiated agreement. This will allow 6-7 teachers per week, over the course of 24 weeks to cover the stipends for teachers to come in for academic supports for a total of \$20,000
- Stipends will also be paid to Club Mentors at a rate of \$30/hour per the negotiated agreement. This will allow 1-2 people the opportunity to run Friday school clubs and be paid for an annual total of \$5,000.

Personnel, Salaries and Benefits – Year 3	
Type	Cost
Mentor Stipends	\$6,000
After School Tutor Stipends	\$20,000
Club Mentor Stipends	\$5,000
Totals	\$31,000

Calculation – Year 4

- Monies for two (2) mentors (\$2,000) and two (2) mentees (\$1,000) for a total of \$3,000.
- After School tutoring stipends will be paid out to teachers participating in the program at a rate of \$30/hour per the negotiated agreement. This will allow 6-7 teachers per week, over the course of 24 weeks to cover the stipends for teachers to come in for academic supports for a total of \$20,000
- Stipends will also be paid to Club Mentors at a rate of \$30/hour per the negotiated agreement. This will allow 1-2 people the opportunity to run Friday school clubs and be paid for an annual total of \$5,000.

Personnel, Salaries and Benefits – Year 4	
Type	Cost
Mentor Stipends	\$3,000
After School Tutor Stipends	\$20,000
Club Mentor Stipends	\$5,000
Totals	\$28,000

Calculation – Year 5 (Sustainability)

- Monies for one (1) mentor (\$1,000) and one (1) mentee (\$500) for a total of \$1,500.
- After School tutoring stipends will be paid out to teachers participating in the program at a rate of \$30/hour per the negotiated agreement. This will allow 1 teachers per week, once per month to cover the stipends for teachers to come in for academic supports for a total of \$1,000
- Stipends will also be paid to Club Mentors at a rate of \$30/hour per the negotiated agreement. This will allow 1 person the opportunity to run Friday school clubs and be paid for an annual total of \$2,500.

Personnel, Salaries and Benefits – Year 5	
Type	Cost
Mentor Stipends	\$1,500
After School Tutor Stipends	\$1,000
Club Mentor Stipends	\$2,500
Totals	\$5,000

Justification

Mentor Stipends will ensure that teachers have the proper support throughout the school year, build camaraderie, teamwork, and a sense of belonging. After school tutor stipends will help to create incentives for teachers to come in on Fridays to support students in Friday school and honor their time. This is also a great way for kids to receive the extra support that they need. Club Mentor stipends will ensure the academic supports that teachers would like to run, such as a club, will be supported and the academic and social-emotional well being of students on off school days can be promoted

Budget Narrative

Employee Benefits

The budget for Employee Benefits is based upon the following:

- Pyramid Pay (Certified Staff Only)
 - McLaughlin High School’s leadership team has created incentive pyramids that will be used to reward school teachers who have increased student achievement. Rewards for teachers will be based on the incentive pyramid below. The district has a pyramid structure for classified staff and administration that would like to be implemented as well, but an additional grant or other sources of funds would need to be looked at to fund these programs. Because of the 50% turnover of teaching staff in the high school between the 2014-15 and 1015-16 school year, it is a priority to ensure incentives for teaching staff are in place to continue the educational program for students by retaining and rewarding teaching staff. The 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. The pyramids were devised utilizing our experience with SDI+, 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.

Calculations – Year 1

- *Pyramid Pay Expenses (15 certified Teachers—All Eligible)*
 - *SLO Achievement--\$500/teacher (\$7,500 Max)*
 - *Staff Attendance--\$400/teacher (\$6,000 Max)*
 - *PD Participation--\$400/teacher (\$6,000 Max)*
 - *Years of Service--\$1000/teacher (1 Eligible 2014-15)*

Employee Benefits—Year 1	
Type	Cost
Pyramid Pay Incentives	\$20,000
Totals	\$20,000

Calculations – Year 2

- *Pyramid Pay Expenses (15 certified Teachers—All Eligible)*
 - *SLO Achievement--\$500/teacher (\$7,500 Max)*
 - *Staff Attendance--\$400/teacher (\$6,000 Max)*
 - *PD Participation--\$400/teacher (\$6,000 Max)*
 - *Years of Service--\$1000/teacher (6 Potentially Eligible 2015-16)*

Employee Benefits —Year 2	
Type	Cost
Pyramid Pay Incentives	\$30,000
Totals	\$30,000

Calculations – Year 3

- *Pyramid Pay Expenses (15 certified Teachers—All Eligible)*
 - *SLO Achievement--\$500/teacher (\$7,500 Max)*
 - *Staff Attendance--\$400/teacher (\$6,000 Max)*
 - *PD Participation--\$400/teacher (\$6,000 Max)*
 - *Years of Service--\$1000/teacher (6 Potentially Eligible 2016-17)*

Employee Benefits —Year 3	
Type	Cost
Pyramid Pay Incentives	\$30,000
Totals	\$30,000

Calculations – Year 4

- *Pyramid Pay Expenses (15 certified Teachers—All Eligible)*
 - *SLO Achievement--\$500/teacher (\$7,500 Max)*
 - *Staff Attendance--\$400/teacher (\$6,000 Max)*
 - *PD Participation--\$400/teacher (\$6,000 Max)*
 - *Years of Service--\$1000/teacher (10 Potentially Eligible 2017-18)*

Employee Benefits —Year 4	
Type	Cost
Pyramid Pay Incentives	\$20,000
Totals	\$20,000

Calculations – Year 5 (Sustainability)

- *Pyramid Pay Expenses (15 certified Teachers—All Eligible)*
 - *SLO Achievement--\$500/teacher (\$7,500 Max)—Extra covered by district*
 - *Staff Attendance--\$400/teacher (\$6,000 Max) —Extra covered by district*
 - *PD Participation--\$400/teacher (\$6,000 Max) —Extra covered by district*
 - *Years of Service--\$1000/teacher (10 Potentially Eligible 2017-18) —Extra covered by district*

Employee Benefits —Year 5	
Type	Cost
Pyramid Pay Incentives	\$10,000
Totals	\$10,000

Justification

This system will ensure that teachers have the opportunity to pursue incentives tied to SLO achievement, staff attendance, PD participation, and Years of Service. There are many ways for teachers to achieve incentives and this plan will help to ensure that teachers are retained in our district through multiple incentive avenues.

Budget Narrative

Travel

The budget for Travel is based upon the following:

- **Bussing for Friday School**
 - According to the school district budget, running two busses one day a week over the course of a school year costs the school district \$35,000. This expense includes all depreciation, driver pay, and fuel costs. These costs have been combined into travel due to the nature of the expenses coming from a central fund for accounting purposes. The budget for travel includes this expense as a way to make sure the cost will be covered for two bus routes: One to Little Eagle and Bullhead and the other bus to Kenel on Fridays.

Calculations – Year 1

- **Bussing for Friday School**
 - 2 busses each day
 - 2 bus drivers
 - Fuel Costs
 - Bus Deprecation

Travel—Year 1	
Type	Cost
Bussing for Friday School	\$35,000
Totals	\$35,000

Calculations – Year 2

- Bussing for Friday School
 - 2 busses each day
 - 2 bus drivers
 - Fuel Costs
 - Bus Deprecation

Travel—Year 2	
Type	Cost
Bussing for Friday School	\$35,000
Totals	\$35,000

Calculations – Year 3

- Bussing for Friday School
 - 2 busses each day
 - 2 bus drivers
 - Fuel Costs
 - Bus Deprecation

Travel—Year 3	
Type	Cost
Bussing for Friday School	\$35,000
Totals	\$35,000

Calculations – Year 4

- Bussing for Friday School
 - 2 busses each day
 - 2 bus drivers
 - Fuel Costs
 - Bus Deprecation

Travel—Year 4	
Type	Cost
Bussing for Friday School	\$35,000
Totals	\$35,000

Calculations – Year 5 (Sustainability)

- Bussing for Friday School
 - 1 busses each day (1 Bus covered by District)
 - 1 bus drivers (1 Driver Covered by District)
 - Fuel Costs (1 Fuel Cost Covered by District)
 - Bus Deprecation

Travel—Year 4	
Type	Cost
Bussing for Friday School	\$17,500
Totals	\$17,500

Justification

In the rural setting of McLaughlin and due the high level of poverty, when the busses are not running, it is difficult to get kids to school. By offering the bus to students on Fridays, they are able to come and get the academic support they need on Friday without worrying about how they will get to the school. It also supports parents and allows them to make sure students are using the bus and keeping up with school work. This helps the burden the parents may feel in bringing students to school for four hours on these days.

Budget Narrative

Supplies

The budget for Supplies is based upon the following:

- OdysseyWare or Edgenuity Licenses
 - These licenses allow our school and students to access 93 different courses tailored to credit recovery and advanced placement
- Attendance Incentives and Awards Program
 - M-Cash and Lead By Example tickets for attendance and behavior will be distributed. Money can be used at school concession stand (benefits Junior Class) and or exchanged for nominal awards such as \$5.00 gift certificates to the local Cenex and Movie Tickets at the local movies theatre
- Parent Involvement Activities
 - Money will be needed to serve meals to parents, purchase awards for the awards program, and sponsor events such as movie night for parents to attend. This will also benefit the social-emotional needs of our students by blended the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.

- OdysseyWare Licenses—20 Licenses at \$1,000 per license
- Attendance Incentives and Rewards Program--\$10,000 (Supplement for \$4.00 per student X 250)
- Parent Involvement Activities—Meals, Awards, Supplies--\$10,000

Supplies – Year 1	
Type	Cost
OdysseyWare/Edgenuity License	\$20,000
Attendance	\$10,000
Parent Involvement	\$10,000
Totals	\$40,000

Calculation – Year 2

- OdysseyWare Licenses—20 Licenses at \$1,000 per license
- Attendance Incentives and Rewards Program--\$10,000 (Supplement for \$4.00 per student X 250)
- Parent Involvement Activities—Meals, Awards, Supplies--\$10,000

Supplies – Year 2	
Type	Cost
OdysseyWare/Edgenuity License	\$20,000
Attendance	\$10,000
Parent Involvement	\$10,000
Totals	\$40,000

Calculation – Year 3

- OdysseyWare Licenses—20 Licenses at \$1,000 per license
- Attendance Incentives and Rewards Program--\$10,000 (Supplement for \$4.00 per student X 250)
- Parent Involvement Activities—Meals, Awards, Supplies--\$10,000

Supplies – Year 3	
Type	Cost
OdysseyWare/Edgenuity License	\$20,000
Attendance	\$10,000
Parent Involvement	\$10,000
Totals	\$40,000

Calculation – Year 4

- OdysseyWare Licenses—10 Licenses at \$1,000 per license (10 licenses covered by district)
- Attendance Incentives and Rewards Program--\$5,000 (Supplement for \$2.00 per student X 250)
- Parent Involvement Activities—Meals, Awards, Supplies--\$10,000

Supplies – Year 4	
Type	Cost
OdysseyWare/Edgenuity License	\$10,000
Attendance	\$5,000
Parent Involvement	\$10,000
Totals	\$25,000

Calculation – Year 5 (Sustainability)

- OdysseyWare Licenses—5 Licenses at \$1,000 per license (15 licenses covered by district)
- Attendance Incentives and Rewards Program--\$5,000 (Supplement for \$2.00 per student X 250)
- Parent Involvement Activities—Meals, Awards, Supplies--\$5,000

Supplies – Year 5	
Type	Cost
OdysseyWare/Edgenuity License	\$5,000
Attendance	\$5,000
Parent Involvement	\$5,000
Totals	\$15,000

Justification

The software license through Odysseyware/Edgenuity allows us to prescribe content for students to meet graduation requirements and keep more students in school. This could provide an opportunity for an alternative education setting as well for students with those needs. Incentives money will help continue our attendance system of M-Cash and also support PBIS concepts implemented in the school. Parent Involvement money will allow us the chance to organize activities to encourage parent involvement in our school, provide meals, and offer awards for students.

Contractual

The budget for Contractual is based upon the following:

- ESA or TIE Contract for Teaching Coaching/Supports
 - This training will be used for SLO Supports in Year 1 and will continue with implementation of the High School toward a Mass Customized Learning (MCL) environment
- SIG Grant Advisor Stipend
 - This stipend is a contract between the McLaughlin School District and a state sponsored contractor to aid in the process, development, and support of the grant and was required by the SDDOE for approval of grant funds.

Calculation – Year 1

- ESA or TIE Contract--\$7500 for first year max allocation (when funds are exhausted, no more services)
- SIG Grant Advisor Stipend—Max of \$12,000/year for related support and services

Contractual – Year 1	
Type	Cost
ESA or TIE Contract	\$7,500
SIG Grant Advisor Stipend	\$12,000
Totals	\$19,500

Calculation – Year 2

- ESA or TIE Contract--\$20,000/year for two year contract (when funds are exhausted, no more services)
- SIG Grant Advisor Stipend—Max of \$12,000/year for related support and services

Contractual – Year 2	
Type	Cost
ESA or TIE Contract	\$20,000
SIG Grant Advisor Stipend	\$12,000
Totals	\$32,000

Calculation – Year 3

- ESA or TIE Contract--\$20,000/year for two year contract (when funds are exhausted, no more services)
- SIG Grant Advisor Stipend—Max of \$12,000/year for related support and services

Contractual – Year 3	
Type	Cost
ESA or TIE Contract	\$20,000
SIG Grant Advisor Stipend	\$12,000
Totals	\$32,000

Calculation – Year 4

- ESA or TIE Contract--\$10,000/year for one year contract (when funds are exhausted, no more services)
- SIG Grant Advisor Stipend—Max of \$12,000/year for related support and services

Contractual – Year 4	
Type	Cost
ESA or TIE Contract	\$10,000
SIG Grant Advisor Stipend	\$12,000
Totals	\$22,000

Calculation – Year 5 (Sustainability)

- ESA or TIE Contract—(Support as needed provided through district funds)
- SIG Grant Advisor Stipend—Max of \$12,000/year for related support and services

Contractual – Year 5	
Type	Cost
SIG Grant Advisor Stipend	\$12,000
Totals	\$12,000

Justification

As we move through year 1, we will need support for SLO Development. This can be provided by ESA or TIE depending on availability. TIE is currently working on training for Mass Customized Learning and many staff have reflected a need to move our high school education in that direction. This training would help us prepare a “systems change” as well as the support to make this transition possible. The SIG Grant advisor stipend is a requirement and we will contract with an advisor to monitor our grant and receive our funds each year.

Budget Narrative

Professional Development

The budget for Professional Development is based upon the following:

- The following topics will be explored each year for Professional Development. A menu will be provided to staff and one or more areas will be explored for training for each school year based on fund amount each year.
 - Various Book Studies
 - Classroom Management
 - Project Based Learning
 - Differentiated Learning
 - Assessment
 - Mass Customized Learning
 - Parent Involvement
 - Behavior
 - Cognitive Development

Calculation – Year 1

- Professional Development Topics--\$7500

Professional Development – Year 1	
Type	Cost
Professional Development	\$7,500
Totals	\$7,500

Calculation – Year 2

- Professional Development Topics--\$7500

Professional Development – Year 2	
Type	Cost
Professional Development	\$7,500
Totals	\$7,500

Calculation – Year 3

- Professional Development Topics--\$7500

Professional Development – Year 3	
Type	Cost
Professional Development	\$7,500
Totals	\$7,500

Calculation – Year 4

- Professional Development Topics--\$7500

Professional Development – Year 4	
Type	Cost
Professional Development	\$7,500
Totals	\$7,500

Calculation – Year 5 (Sustainability)

- Professional Development Topics--\$7500

Professional Development – Year 5	
Type	Cost
Professional Development	\$7,500
Totals	\$7,500

Justification

Staff at McLaughlin High School have shown they do not have the necessary skills in the topics listed above. A menu will allow staff as professionals to select the topics that they feel are most important depending on the year and needs of the staff. A stable amount of money is needed each year to provide additional professional development on these topics to pay for professional development services from outside agencies.

5-year proposed project

Year 1: Implementation

Data analyzed throughout the year by McLaughlin High School staff, leadership team and administration revealed key patterns and themes. The McLaughlin Secondary Leadership Team (MSLT), working with the current school turnaround plan, determined that **attendance, instruction and intervention, safe and positive environment (with behavior), teacher mentors, SLO and quality assessments, and Family Engagement are the six main points** for school improvement at McLaughlin High School. It was the MSLT'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 High School in these six areas. These areas support our pursuit of the district's goal of raising achievement for each student by 1.5 grade levels. McLaughlin High School has significant needs and is hoping to have sustainable leadership and teachers for the future. It is also clear, that gains will not be possible if we do not collaborate and build relationships with the students' families.

Years 2-4: Implementation

McLaughlin High School will continue the work emphasized in Year 1 throughout Years 2-4. 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 all areas from year one will look to achieve sustainability.

Year 5: Sustainability

McLaughlin High School will support and sustain the efforts put into place throughout years 1-4. Continued implementation of the intervention programs and social/emotional supports that will lead to greater accomplishment towards our school goals.

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