



**south dakota**  
**DEPARTMENT OF EDUCATION**  
**Learning. Leadership. Service.**

**School Improvement Grant**

**School Application**

**[Oelrichs High School]**

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

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

**Due Date**

**July 1, 2015**

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

**Grant Period Ends**

**June 30, 2019**

**FY 2015**  
**School Improvement Grant (SIG)**  
**School Cover Page**

School Name: <b>Oelrichs High School</b> <b>Oelrichs School District #23-3</b>	School Mailing Address: 214 West 7 <sup>th</sup> Street P.O. Box 65 Oelrichs, SD 57763
<input type="checkbox"/> X Priority School	<input type="checkbox"/> X Focus School
School Principal: <b>LuAnn Werdel (School Improvement Director)</b>	
Grade Span: <b>9-12</b>	
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Fax: (605)535-2046	
Email Address: <a href="mailto:mstone@redstoneeducation.org">mstone@redstoneeducation.org</a> & <a href="mailto:LuAnn.Werdel@k12.sd.us">LuAnn.Werdel@k12.sd.us</a>	
<b>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.</b>	
X Mitchell Stone, Ph.D CEO Signature of the School Principal	Date: July 1, 2015

**Executive Summary**  
**Justification for Proposed Revisions and Year 4 & 5 Extension**

Due to several difficulties with the Oelrichs Administration during the majority of the 2014-15 school year, most of the goals and activities of the SIG grant were not implemented. In early February, the Superintendent was dismissed. The principal was also suspended and then terminated. On February 20, 2015, the new administration was put into place with the hiring of co-superintendents LuAnn Werdel and Dr. Mitchell Stone. By early March 2015, all components of the SIG proposal were in various stages of implementation.

Within the SIG components, the District Leadership Team was restructured and revitalized. As part of this, the District implemented the book study, PLC work from the previous academic year, Friday School, After-School Program, and the Oglala Learning lab and in-services.

**Revisions:**

Dr. Stone and Ms. Werdel are actively involved in leading the school's turnaround efforts to include leadership roles within the SIG. For example, the 2014-15 calendar was based on a 4-day week with no time built in for professional development let alone basic staff meetings. This was not conducive to student success. A new calendar has been developed for next year which expanded learning time for students and we are moving to a modified 5 day week which allows extended periods for staff interaction and development. Plans are already well-advanced for multiple and on-going Professional Development for the Fall of 2015. Equally important is the time being built into the calendar for staff to work collaboratively together. Both administrators have been given broad flexibility from the Board to ensure successful implementation and oversight of SIG activities and goals.

The two primary areas that are being revised include:

**1. Salary Revision:**

One of the revisions being requested is to reallocate certain salaries. For example, staff did not work on Fridays last year so monies had been budgeted to pay stipends for in-services on those days. However, for this next academic year, teachers will be on contract those days due to the extended school calendar. (We extended staff contracts from 155 days to 179 days).

We are consequently requesting to shift most of the staff supplemental salary line item to hire a *vocational educational teacher (7-12) and a wellness coordinator (K-12)*. Total budgets for each school will not be affected in any of the revisions being proposed. We are allocating SIG resources to different areas while maintaining the original intent of the SIG grants.

Student engagement has been a challenge at Oelrichs. We have some of the lowest scores in the State and we believe that by offering a variety of electives this will encourage students to be in school and be actively engaged in their learning. We are committed to following the South Dakota Department of Education goal of having all of our students be career and college ready.

At the end of 2014-15, a survey was conducted with the student body which showed a very high interest in the vocational area. Our new vocational teacher will offer welding, carpentry and Applied Science courses.

An additional challenge at Oelrichs is student health and wellness. About 95% of our students come from nearby Pine Ridge Indian Reservation and struggle with a myriad of socio-economic issues that negatively impact learning. Also, a plethora of research shows improved student wellness is a proven indicator to increased student academic performance. For example, according to the Center for Disease Control, "the academic achievement of America's youth is strongly linked with their health." The Oelrichs School District is committed to developing and implementing a wellness program and hiring a Wellness Program Coordinator to do the following:

1. Develop, plan and implement the policy guidelines,
2. Track the progress and measure the actual results (including academic improvement),
3. Gain buy-in and participation from staff and students and community,
4. Create a coordinated effort that minimizes staff time and maximizes outcome,
5. Identify and incorporate brain/body research and partnerships for PD and support.

## **2. Travel Revision:**

The 2014-15 SIG grant for each school contained a line item for "Conference Fees" that totaled nearly \$11,776.00 for all three schools; however, only \$360.00 per school was available for mileage, per diem, air travel, etc. We are requesting permission to shift funds within the budget that will support the professional development plans as written in the original grant. Each staff member will be encouraged to attend one national and one local conference. An Increased travel budget will enable funds to be used for the necessary travel.

## **Overall Summary:**

Thus, Oelrichs School District will continue the following components of the SIG:

- Collaborative/Study Work Groups (CWGs)
- Leadership Team
- Reading Specialist K-12 (1 FTE)
- Professional Development at n-services scheduled for every other Friday
- After School Programs
- Summer School
- External SIG Evaluator (TIE)
- On-line, blended learning

We will add three new components:

- Health/Wellness Coordinator
- Vocational Education Program/Teacher (Junior High/High School)
- Enhanced Professional Development to include more regional and national conferences

As mentioned above, the total budgets as originally approved were not affected by the proposed revisions. Thank you in advance for your support. We look forward to implementing all components of the SIG grant in each school until June 30, 2019.

Dr. Mitch Stone, Ph.D, CEO of Oelrichs School District

LuAnn Werdel, ME.d, School Improvement Director of Oelrichs School District

**School Improvement Grants  
School Level Section**

Intervention Chosen:	Transformation	Turnaround	Closure	Restart
	<b>X</b>			

**DESCRIPTIVE INFORMATION**

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

The District under new leadership combined various teams into one leadership team which is also their LEAP team. This team has been analyzing data and assisting in addressing ways to improve student achievement in the Oelrichs School District. The group is emphasizing ways to help students emotionally and socially as well as academically. Motivation and wellness will be key to improving the academic well-being of the school district. The members and positions of the committee that analyzed the data and determined the outcome from March 2015 included:

<b>Name:</b>	<b>Position:</b>
Mitchell Stone, Ph.D.	Chief Executive Officer
LuAnn Werdel, M.Ed	School Improvement Director
Dr. Susie Roth	SST
Shirley Besco	Social Worker
Kellie Katelman	Special Education
Sheri Coleman, M.Ed	Reading Specialist/RTI Coordinator
Tina Wynia	JR/HS Teacher
Jeff Bride	Title I
Tami Hughson	Elementary Teacher
Rhonda Ortloff	Parent
Janet Hensley	SIG Facilitator

*A. Data Sources*

Our original School Improvement Grant (SIG) funded last year listed the data sources used to structure the initial proposal. Through our LEAP Team, the District continued to examine the data during the first year of implementation. On June 10 and 11, 2015, at our annual Data Retreat sponsored by the South Dakota Department of Education, we further examined how we collect and share data using the four lenses to include:

*Lens 1: Student Achievement*

All students are assessed 3 times per year using Aimsweb to determine growth and instructional gaps to provide interventions and increase achievement. There will also be frequent and consistent progress monitoring through bi-monthly teacher driven formative assessments. The administration will be holding teachers accountable through this progress monitoring system to ensure consistent and adequate student growth. Our RTI system will be implemented fully this upcoming year. The District will also analyze all state-mandated assessments to include Smarter

Balanced results, attendance and graduation rates. Oelrichs will be implementing NWEA MAP testing three times a year to better track growth in the learning of standards K-12. In addition, a focus has been added for instructional coaching and modeling in reading and math. All elementary staff will be involved in SD Counts and a Foundations in Reading class. The leadership team participated this spring in the data retreat provided through the LEAP process on June 10 and 11 in Rapid City.

### *Lens 2: Family and Community*

Parents and community members are involved and kept informed about their child or school events in a variety of ways, including back-to-school nights and parent-teacher conferences. Another way we have helped to facilitate community involvement this year was to reestablish the Oglala Learning Lab. Since most of our students come from Oglala (about 15 miles away), we believe it is important for Oelrichs to establish an active presence in that community. Held at the local parish, students and parents have access to tutors and computers. Parents also have an opportunity to provide input to the school through a number of parent committees, including Title I, Title VII and Impact Aid. A monthly newsletter is also published and regular announcements are sent via School Reach. In addition, Board meeting minutes are now published in local media outlet on a regular basis as per state law. Also, beginning in March, notification of parent events and advertisement for new positions are now published in mediums such as the Lakota Country Times and Native Sun News which better reflects our student demographic.

### *Lens 3: Programs and Structure*

The District has a variety of support programs and structures to ensure academic success. Besides sports, an afterschool program was implemented in March. Students can select one of several activities ranging from welding to rodeo club. In addition, speakers and activities are scheduled on a regular basis to promote healthy choices and lifestyles. For example, the Sweetgrass program from Pine Ridge held several sessions with the students with a focus on "Signs of Suicide". A particularly helpful supplement to fostering a better student climate was this year's book study. Facilitated by Dr Susie Roth, the theme was "Engaging Students With Poverty in Mind." The book studies have helped teachers to better understand how to relate to their students and then how to alter the classroom climate. We are also putting plans in place for next year to include additional cultural components such as language. Another key part to enhancing our school structure was to increase school safety. For example, a camera system is being installed in the school and on the busses. To prepare for next year, programs and structures were analyzed by the Leadership Team at the Data Retreat in June. As a result, the elementary will focus on five focal points: student engagement; health and wellness, school climate; and family engagement.

### *Lens 4: Professional Practices*

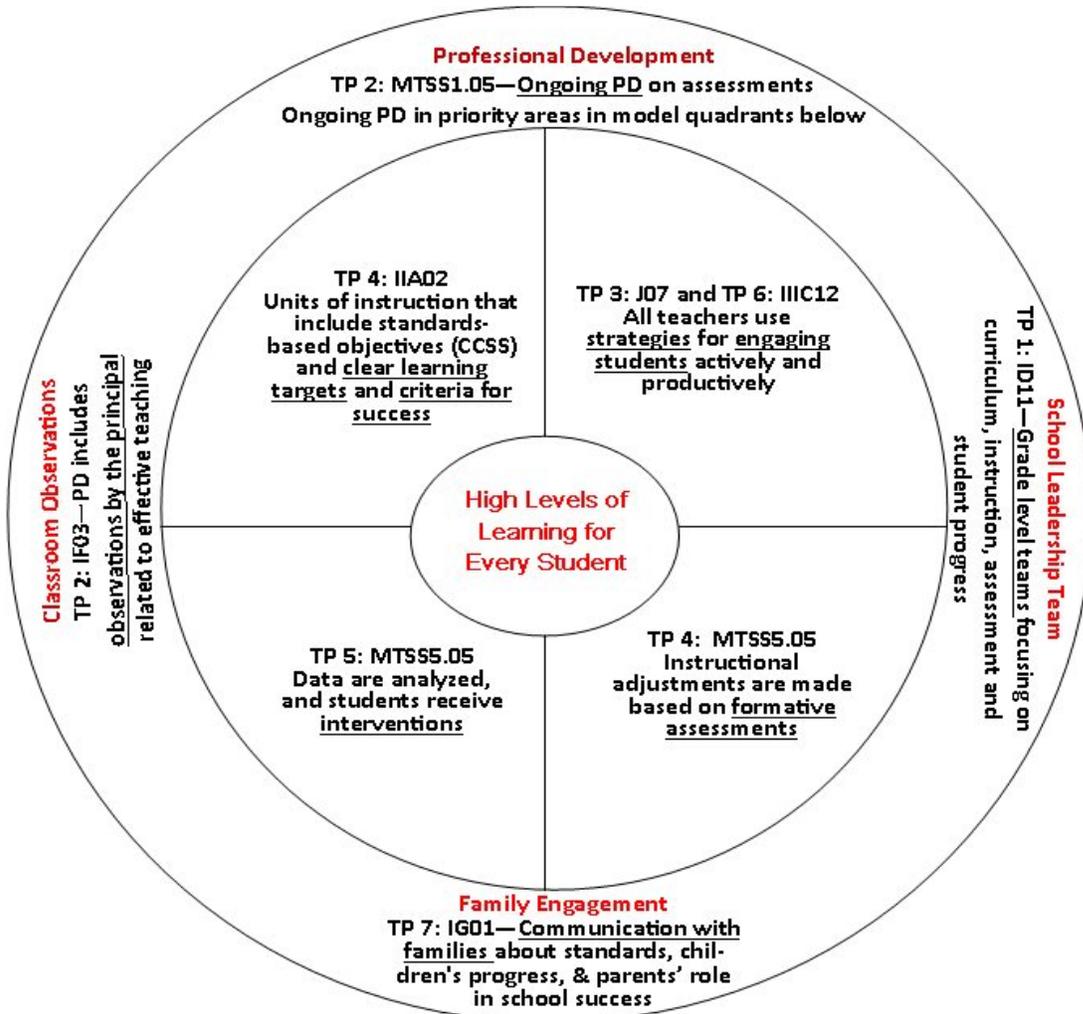
The data will drive all decision-making from the effectiveness of classroom practices and assessments to student engagement to school climate. Professional development will continue to provide our staff with the latest in best practices, including learning targets, assessments, and effective instructional strategies. We will regularly monitor data at monthly in-services held by both local administration and external consultants such as our SST Coordinator. To supplement our quantitative data, we will be focusing on qualitative information to include student, teacher and parent surveys.

B. Turnaround Plan

The Oelrichs original LEAP team analyzed data and developed a school turnaround plan in 2013-14. They determined that **curriculum, instruction, assessment and interventions should be the four main focal points**. Our current LEAP Team has continued to monitor the plan monthly based on the following five critical questions (Question 5 was added in April 2015):

1. What do we want students to learn?
2. How will we ensure high-quality instruction for students (effective classroom questions, strategies, and learning tasks)?
3. How will we know if our students are learning?
4. How will we respond when students do not learn?
5. How will we enrich and extend the learning for students who are proficient?

We then supported our findings with the Danielson model (see below):



(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.

\*\*\*\*\*

**X The Transformation Model**

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

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

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

For the 2014-15 school year, the Oelrichs School district hired a non-certified CEO as head of the district. A K-12 principal position was added. The majority of the SIG plan was not followed. A reading specialist was hired by the Oelrichs school district. There were many issues with this position. A half time reading specialist was provided through TIE. The external provider (facilitator) was in place. All other SIG components (i.e. after school, Friday school) were not implemented.

In February 2015, the CEO was released by the Oelrichs School District. LuAnn Werdel and Dr. Mitchell Stone from The Red Stone Education Group were hired as co-superintendents later that month. Shortly thereafter the K-12 principal was dismissed. Both co-superintendents have experience with low-income, high needs schools and relationships with communities of gap student. All components of the SIG as set forth in the original proposal are now in varying stages of implementation.

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

Student growth will be determined by Student Learning Objectives (SLOs). Teachers and the principal will collaborate in writing the SLOs. Administration and staff will participate in SLO training through the Department of Education (DOE). SLOs will be individualized by content and grade. The Framework for Teaching (Danielson Model) will be used as the evaluation instrument for teachers. The Oelrichs staff participated in selecting the indicators for the evaluation model to be used. Prior to this, the staff received training in the four domains of the Framework. The South Dakota Framework for Effective Principals will be utilized for administration. These instruments and the student growth rating are combined to create the summative teacher or principal effectiveness and to determine employment recommendations.

Local and state assessments will be used as other data sources to determine student growth. High School teachers will use their own classroom assessments as ways of measuring student growth and make modifications. Teacher will receive training in

writing effective assessments. Multiple walkthroughs will be conducted to assist in determining evaluation data. Walkthroughs will be focused on the Framework's four domains as well as the priorities in the Oelrichs Turnaround Model (See p. 8).

NWEA MAP tests will be administered three times per year as benchmark assessments and as a 'gating' procedure to identify students in need of intervention. The identified students will then be administered the AIMSweb assessment. AIMSweb data will be analyzed to design appropriate intervention instruction.

Progress monitoring and interim benchmark monitoring will have specific student targets. Progress on growth will be used to determine staff development needs and will be included in the end of year summative conference.

The new administrators (Dr. Stone and Ms. Werdel) will utilize the new South Dakota principal standards and the upcoming principal evaluation. As part of its Effective Principal Gap Analysis, the District has identified 8 performance components that will serve as the basis of professional practice evaluation.

In September 2015, TIE consultant (Mary Lou McGree) will conduct an in-service with all staff regarding the Framework for Teaching. This will be an overview of the Framework and set the stage for implementation during the 2015-16 academic year.

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

Clear targets will be established for student achievement. The High School will reward attendance and increases in quarterly reading and math benchmark assessments through recognition. One type of recognition will be Oelrichs 'shout outs' given at each month's staff meeting and at public School Board meetings. Oelrichs uses a 'tiger paw' recognition for specific skills such as improvement in reading, math or attendance. Specific successful strategies utilized by the teacher are emphasized. Recognition of this effective teaching will be included in their summative evaluation.

These recognitions are beginning to lead to second order change which is helping Oelrichs move from teacher centered to student centered and has built a culture of trust and collaboration.

Teacher leaders will receive a stipend for leading improvement efforts related to **Turnaround Principle 1**. Besides the recognition at staff meetings, additional acknowledgement is given during morning assemblies. Acknowledgements and awards will be shared with the individual. Morning assemblies have been established to share accomplishments and celebrations.

When the academic 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 outlined in the Turnaround Model. This will include a plan of assistance, support, mentoring and possibly non-renewal.

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

Today's innovations and initiatives represent major changes that are complex and sophisticated. Teachers and administrators must understand what the new practices are, learn how to use them, and transfer the new ways into classroom practice, and this cannot occur without ongoing professional learning. Effective professional learning is the single most powerful pathway to promote continuous improvement in teaching (Killion & Hirsh, 2011).

The learning theory constructivism is based on the principle that learning is an active, meaning-making process in which learners construct meaning from what they experience (Glatthorn & Jailall, 2009). Accordingly, teachers do not change their beliefs, knowledge, and actions because a new regulation or policy is handed down (Darling-Hammond, 1997; Elmore & Burney, 1999). Instead, the process of change requires that teachers have time and opportunities to reconstruct their practice through intensive study and experimentation. In constructivist professional development, educators collaborate with their peers to make sense of teaching and learning in their own contexts. Teachers make changes and improve their practice by reading, reflecting, sharing, implementing, and collaborating with other professionals (Richardson & Placier, 2001; McLaughlin, 1995; Sparks, 1997).

Consistent with constructivist principles, job-embedded learning is learning that occurs while educators engage in their daily work. While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another. The District will provide staff ongoing, high-quality, job-embedded professional development through a number of learning designs. Oelrichs proposes to develop Collaborative Work Groups (CWG) as the main professional development structure.

*The Main Structure for Developing New Knowledge and Skills: Collaborative Work Groups* **Turnaround Principal 2** ensures that teachers are effective and able to improve instruction. To accomplish this, work 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 CWG 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.

Oelrichs Turnaround Plan (See Turnaround graphic on p. 8) which specifies the district's comprehensive instructional program, as well as data of students' learning drive the process, and the focus of study, is directly aligned with those plans and data. At Oelrichs, a parameter supporting **Turnaround Principles 2 and 4** is that the collaborative study will focus directly on effective teaching and learning. The knowledge and skills essential for teachers to accomplish over time would be the following school wide targets: All teachers can (1) use learning targets, (2) employ effective teaching strategies that engage students actively and productively, (3) use quality formative assessments to assess what their students know and are able to do, and (4) provide interventions based on formative assessments.

Collaborative Work Groups (CWG's) provide the mechanism or structure for teachers to get better in these targeted areas over time. The collaborative groups will be based on each teacher's specific subject content and would clarify how teachers provide students with additional time and support when students are not proficient and how teachers extend and enrich the learning for students who are proficient (differentiation of instruction).

Staff will first learn what CWG groups are, their purposes, how they function, and the roles and responsibilities of those involved. Providing this orientation information up front allows for the clarification necessary for participants to begin the study in a clear, focused, and purposeful way.

While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another.

Because today's initiatives require major changes, teachers need a "bridge" to understand the initiatives and acquire new skills. In the CWG group structure, teachers meet in small groups to increase their capacity through new learning about classroom instruction that meets the needs of students. The collaborative groups design their own learning and implement what they learn in their classrooms for the benefit of their students. The group participants will facilitate study and implementation of concepts that are covered. 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.

The District Turnaround Plan as well as data of students' learning drive the process, and the CWG groups are aligned with those plans and data. Strategies, information and skills will be emphasized from the Oelrichs Turnaround plan (p. 8) and include:

- Clear learning targets and criteria for success
- Strategies for engaging students actively and productively
- Adjustments are made based on formative assessments
- Data is analyzed and students receive interventions.

CWG groups simultaneously serve many purposes, including the following:

- To collaboratively strengthen classroom practices that will strengthen student learning.
- To study the research-based instructional practices to build conceptual understanding, beliefs, skills, and behaviors of theories, principles, approaches, and strategies.
- To revise existing practices based on new learning.
- To support the implementation of curricular and instructional initiatives.
- To provide a time when teachers can examine student work together, monitoring the impact of their strategies.
- To nurture norms of collaboration, inquiry, reflection, and ongoing growth.

The last 35 years of research on school effectiveness has produced numerous lists of school level factors. At the top of this list is a Guaranteed and Viable Curriculum. (Robert J Marzano, *What Works in Schools*). Development in the following skills will lead to improved student achievement.

- Developing a guaranteed and viable curriculum (Question 1)
- Unpacking the Common Core State Standards. (Question 1)
- Creating Professional Learning Communities (Questions 2,3,4)
- Creating and implementing effective and efficient Data Cycles (Questions 2,3,4)
- Knowing how to analyze data from student work (Questions 2,3,4)

As part of supporting the creation of a guaranteed and viable curriculum, the teachers will be given opportunities to participate in other constructivist learning designs to include: training by consultants and peers, mentoring, assessment as professional development, instructional coaching, analysis of student work, and walkthroughs. Each of these learning structures is explained in more detail below.

*Training by Consultants and Peers:* Knowledge and skill development is supported by utilizing external consultants and peer staff members. A variety of external consultants will be invited to monthly in-service trainings and work with the collaborative group and goals set by the LEAP team. Peers will learn from other professionals who have a clear understanding and experience with how a new practice works enhances educators’ learning process, particularly when the new learning is not a part of the staff’s existing repertoire. During the training process, participants are actively engaged and have opportunities to see demonstrations, ask questions, and obtain feedback.

*Instructional Coaching:* All teachers will be assigned an instructional coach who provides guidance, problem solving resources, modeling, support, and feedback—a professional lifeline. Without this lifeline, new teachers may find it difficult to manage the uncertainty and steep learning curve that often occurs. Additional resources available to new staff include time to observe and meet with other teachers, materials such as books and videos on teaching and learning, and various opportunities for professional development such as a cross-school visitation.

*Assessment as Professional Development:* Ongoing assessments are a vital part of the teaching-learning cycle. Without continuous assessment, student learning is limited to

a one-shot, hit-or miss event—maybe they get it, maybe they don't. Teachers collaboratively research both classroom formative assessments, which allow teachers to know by student who needs more time and support regarding each lesson's learning targets, and formative assessments, which provide teachers with timely information regarding essential learning outcomes, in order to allow for instructional adjustments and feedback to students during a unit of study. This learning structure provides teachers with opportunities such as developing quality assessments, determining proficiency levels, and creating scoring rubrics.

*Analysis of Student Work:* Teacher teams meet to discuss implementation of the new practices and monitor the impact of the practices on student learning by looking at student work and assessment data. Analyzing student work together gives teachers opportunities to develop a common understanding of what good work is, what common misconceptions students have, and what instructional strategies work.

*Walkthroughs:* Walkthroughs are brief, regular visits to classrooms by instructional leaders that provide snapshots over time of classroom environments and learning experiences. Walkthroughs assist principals in maintaining a focus on teaching and learning, serve as a catalyst for reflective conversations, and provide an opportunity for supportive feedback. Walkthroughs are focused on the school wide targets on which the staff is working. Walkthroughs provide a key means for monitoring and ensuring that staff are successfully implementing the reform strategies.

School wide targets: All teachers can (1) use learning targets, (2) employ effective teaching strategies that engage students actively and productively, (3) use quality formative assessments to assess what their students know and are able to do, and (4) provide interventions based on formative assessments. These are the four priorities identified in the turnaround model.

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

A number of strategies will be used to recruit, place, and retain staff with the skills necessary to meet students' needs. These strategies include: attending job fairs and posting listings, constructive feedback, and opportunities for promotion and career growth. The administration will attend Job Fairs for openings within the Oelrichs School District. Job openings will be posted in the local newspaper and the state website (ASBSD).

*Instructional Coaching:* All teachers will be assigned an instructional coach who provides guidance, problem solving resources, modeling, support, and feedback—a professional lifeline. Without this lifeline, new teachers may find it difficult to manage the uncertainty and steep learning curve that often occurs. Additional resources available to new staff include time to observe and meet with other teachers, materials such as books and videos on teaching and learning, and various opportunities for professional development such as a cross-school visitation.

*Promotion and Career Growth:* The Oelrichs School District salary schedule is such that our teachers were ranked in the top 20% of pay within SD districts. The salary structure at Oelrichs provides increases for graduate courses and master's degrees on the salary schedule. The Oelrichs district also pays the tuition and travel for all approved courses. Every nine graduate credits leads to a salary increase up to sixty-three credits. The board is committed to continuing this effort to maintain quality teachers throughout our district. In addition the staff will be given an opportunity to attend local, state, or national conferences, which will directly relate to their subject area.

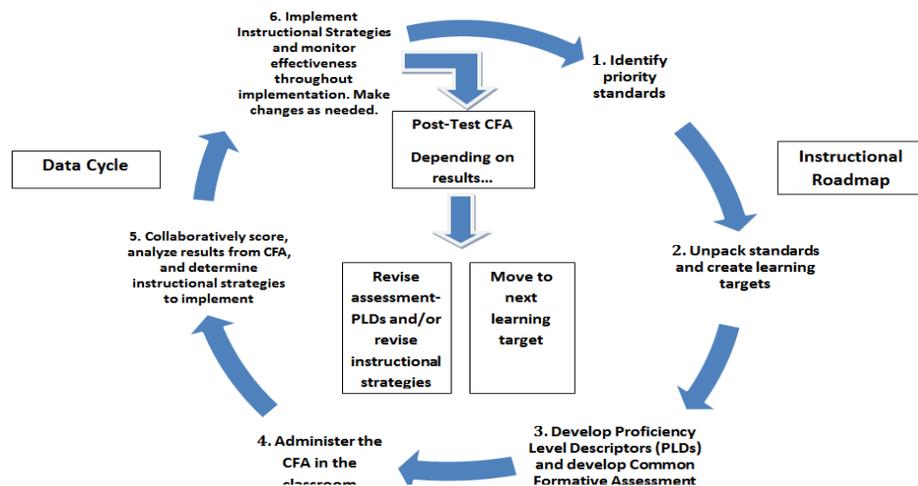
**Comprehensive instructional reform strategies**

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

**Turnaround Principles 2, 4, and 5.** Last year, the core curriculum was delivered using on-line courses through a company called Fuel Ed. However, our data showed most students did not perform well in these courses, largely because of low-reading levels. Consequently, we are now moving to primarily face-to-face instruction. We will still utilize some on-line courses with students who meet the necessary prerequisites and need particular electives. To help facilitate this, the District has hired a reading specialist and our MTSS training will focus on high school "gated" interventions. As part of this, a major activity during this Fall 2015 will be to identify a core curriculum. Tier II and Tier III interventions will also be identified. A major component of this will be to emphasize curriculum alignments, identifying gaps and creating units of study. A math professor from nearby Oglala Lakota College has agreed to help us with this piece. The following five critical questions will provide the guidance for this work:

1. What do we want students to learn?
2. How will we ensure high-quality instruction for students (effective classroom questions, strategies, and learning tasks)?
3. How will we know if our students are learning?
4. How will we respond when students do not learn?
5. How will we enrich and extend the learning for students who are proficient?

This graphic represents the process that will be followed:



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

A balanced and coherent system of assessment uses a variety of assessments arranged along a continuum from most formative to most summative. As part of the curriculum work, formative assessments will be designed. Staff will analyze the effectiveness of the assessments. Additional formative assessments will be utilized when necessary. The definition, examples, who is involved in the data review process, how often the data are reviewed, and the purpose of each of these types of assessments are summarized in the table below (Bailey & Jakicic, 2012; Erkens, 2009; Many, 2010; Redding, 2006; Reeves, 2007).

	<b>Classroom Assessments</b>	<b>Common Formative Assessments</b>	<b>Benchmark Assessments</b>	<b>External Summative Assessments</b>
<b>Formative or summative</b>	Most formative	More formative	More summative	Most summative
<b>Definition</b>	Strategies to gather immediate feedback during each lesson about whether each student understands the learning targets	Building-level assessments created for the purposes of (1) instructional and individualized planning and (2) curriculum, instruction, and/or modifications	District-level assessments given in a specified window of time 2-4 times throughout the year	State and norm referenced tests that provide an annual assessment of each student's progress and the school's progress by subject area and grade level.
<b>Examples of practice</b>	Questions, observations, monitoring, exit slips	Tasks assessed with rubrics, short quizzes, student work samples, writing pieces	Quarterly tests or performances, writing samples	Annual state-mandated assessments, ACT, SAT, AP exams
<b>Who is involved in data review</b>	Classroom teachers	Collaborative teams of teachers at the school level	Collaborative teams at the school and district levels	Collaborative teams at the school and district levels
<b>Assessment Frequency</b>	Daily	Approximately once a month	Three times a year	Annually
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To know by student who needs more time and support</li> <li>• To provide appropriate learning activities for a student or group of students</li> <li>• To give immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• To provide teachers with frequent information about each student's learning</li> <li>• To provide timely enough information to allow for instructional adjustments during a unit of study</li> <li>• To determine students eligible for support in a pyramid of interventions</li> <li>• To give feedback</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor and predict student mastery of standards that will be included on state assessments</li> <li>• To assess curriculum, instructional strategies and pacing</li> <li>• To identify students eligible for ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• To determine proficiency percentages</li> <li>• To identify areas in which groups of students may have needs</li> <li>• To determine if curriculum, instructional strategies, and pacing were appropriate</li> <li>• To make programmatic and placement decisions</li> </ul>

The concept and principles formulated above regarding a balanced and coherent system of assessment are foundational to understanding the process that Oelrichs will use to promote the continuous use of student data. NWEA MAP tests will be administered three times per year as benchmark assessments and as a ‘gating’ procedure to identify students in need of intervention. The identified students will then be administered the AIMSweb assessment. AIMSweb data will be analyzed to design appropriate intervention instruction. Progress monitoring and interim benchmark monitoring will have specific student targets which enable teachers to see how students are progressing toward mastery of skills and standards. Monitoring student performance with these assessments allows teachers to predict which students will be successful through the core curriculum and to provide differentiated instruction to those students needing additional time and support.

Teachers will administer frequent and formative assessments at the building level to effectively monitor student learning. Thus, ongoing, daily, in-the-moment classroom level assessments align directly with what teachers teach. These quick diagnostic most formative assessments are used to determine each student’s level of mastery of a lesson’s learning targets and then to differentiate instruction by prescribing appropriate learning activities for students or a group of students based on the assessment results. The more formative common assessments are used to provide teachers with frequent information about student learning. These assessments are designed to generate results that are timely enough to allow for instructional adjustments and additional time and support for students during a unit of study.

The most summative external assessments (SBAC) help schools by targeting areas in which groups of students may be underperforming and to determine strengths and needs regarding curriculum, instructional strategies, and pacing. These assessments, do not, however, provide information that is timely enough to assist teachers in making instructional decisions that help individual students learn, as receiving feedback on student progress only once a year is just not often enough.

Oelrichs currently is using the benchmark and external assessments. While some teachers use formative assessment, a systems approach is needed so that these types of assessments occur with every teacher in every classroom. This requires teachers to build their background regarding the types of assessment, how to design these assessments, and how to use the assessment results. Bringing balance and coherence to the assessment system at Oelrichs is a key element of increasing learning for all students.

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

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

Oelrichs High School staff will have additional professional development to assist with providing a robust and valid instruction that compliments both the implementation of MTSS and the Common Core State Standards. Oelrichs has redesigned the school day, week, and year to include additional time for student learning and teacher collaboration. Specifically, in regard to time for student learning, Oelrichs will provide all students and staff with the following opportunities:

- In 2014-15, the District operated on a 4-day week with no time built into the day for teacher planning time, meetings, etc. In addition, student surveys showed the longer days were just not conducive to enhanced learning and engagement. Consequently, the new administration is moving the District to a 5 day week and will be increasing the annual calendar by 15 days to extend learning time for students and permit teachers interaction on a daily basis.
- Our afterschool program will be expanded next year and will assist students in their foundational skills.
- Summer school will be provided for all High School students. With a focus on academic enrichment; this will be for five hours a day for two weeks.

In regard to time for teacher collaboration and addressing **Turnaround Principles 4 and 5**:

- Every second and fourth Friday of the month will be designated as early dismissal for students which will allow our elementary teachers to meet in collaborative teams from 1:30 to 4:15 p.m. to work on SLOs, curriculum mapping, pacing guides and units of instruction. Agendas and notes will be kept and monitored.
- As indicated above, we are moving back to a 5 day week with extended time built into the day for teacher collaboration. Students will be dismissed daily at 3:30 p.m. but the teachers' work day will run to 4:15 p.m. We plan to use this additional time to hold regularly scheduled CWGs on topics from formative assessments to tiered intervention strategies.

#### **Oelrichs High School Reading Teacher/Coach**

The LEAP committee felt strongly that the High School level was a level that must meet academic success. The Common Core State Standards for English Language Arts are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy.

In order to meet the mathematical needs indicated by the Math proficiency scores, the Oelrichs school board has shifted the staff for the High School core subject areas so that a new opening for the next school year will be a math teacher for grades 7-12. This will ensure high mathematical standards for the 9 – 12<sup>th</sup> grade math program. This emphasis on math at the high school should help us to raise student achievement in the area of mathematics. Plans are to utilize a math instructor for interventions that will lead to greater success for students.

The committee felt strongly that Oelrichs also needed a reading specialist in order to assist students to be college and career ready. The South Dakota State plans are to have all 4<sup>th</sup> grade students at proficient or advanced in their reading levels. All data indicates most of our 9 to 12<sup>th</sup> grade students are well below that level. Additionally, Oelrichs has found that in the use of a nationally credentialed online program, the reading level of the 9<sup>th</sup> grade students is well below the necessary level. It is imperative that the reading level improves at the High School level.

In South Dakota, there is a 28 point difference between how our Native American and white students perform on the National Assessment of Educational Progress - Reading at 4th grade. The gap widens to 29 points at 8th grade. Oelrichs has a 95% Native American population. In South Dakota, we know that 28 percent of students who enter our public universities need to complete some sort of remedial work prior to taking college-level courses in English and math. (South Dakota High School to College Transition Report, 2011)

Oelrichs will hire 1 full-time K-12 reading specialist. This would provide a resource for instruction of students struggling in reading. This would ensure instructional understanding of reading and writing development. Effective speaking is a weak area for the students at Oelrichs. This reading specialist would collaborate with teachers to design rubrics for speaking and listening.

This reading specialist, in collaboration with classroom teachers, would assess students' progress in acquisition of skills and relate reading instruction to the students' previous experiences and interests.

This person would be knowledgeable about a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program. All academic work would address the CCSS.

This individual prescriptive reading emphasis would help the Oelrichs High School students to be target for continuing to meet the South Dakota state's goals of all students being college and career ready.

## Oelrichs High School Reading/Literacy Coach

PURPOSE		PARTICIPANTS		IMPLEMENTATION		RESULTS
What is the intent (desired results/objectives)	How will you know the intent, etc. is being met?	Who is the program intended to serve	Who is being served?	What would it look like if the program were fully implemented?	How should implementation be measured?	What are the anticipated results?
<ul style="list-style-type: none"> <li>• Increased proficiency in reading, writing and speaking by ALL students</li> <li>• Increased proficiency in the teaching of reading</li> <li>• Collaborate efforts to problem solve</li> <li>• Professional conversations to deepen understanding of reading processes</li> <li>• Modeling of best practices</li> <li>• Brain storm solutions to problems</li> <li>• Designing a reading intervention for students reading below grade level</li> <li>• Helping students make connections from subject to subject</li> <li>• Assisting in the development of school and district reading curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in student achievement in AIMSweb assessments, SBA and formative assessments.</li> <li>• Improved reading performance of students</li> <li>• Increased confidence and understanding of teaching literacy by teachers</li> <li>• Collaborative community of teachers</li> <li>• There will be differentiation in the teaching of students</li> <li>• Students will be engaged in literacy activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students who struggle in the area of literacy</li> <li>• Teachers of reading</li> <li>• Teachers in all content areas: literacy across disciplines</li> <li>• All Oelrichs teachers building a collaborative literacy environment.</li> </ul>	<p>Being served:</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic, prescriptive and evaluative services are identified for individual students</li> <li>• Individual and small group instruction for identified students</li> <li>• Assessment information of student progress is collected and analyzed.</li> <li>• Effective teaching strategies implemented by all teachers</li> <li>• Literacy lessons will be modeled in individual classrooms</li> <li>• Constructive feedback will be given to teachers</li> <li>• Teachers will be able to tailor their instruction based on the needs of their students (differentiation)</li> <li>• Teachers will become more proficient at solving problems concerning student achievement</li> <li>• Teachers will become more proficient in the teaching of literacy</li> <li>• Reading teacher will collaborate with all stakeholders: LEAP, MTSS, parents and all participants in turnaround school processes</li> <li>• ELA standards will be met</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSweb, SBA and formative assessments</li> <li>• Increase in reading and writing proficiency according to regular assessments (SBA)</li> <li>• Increase in speaking via language rubrics</li> <li>• Artifacts</li> <li>• Surveys by teachers and students</li> <li>• Observations of student engagement</li> <li>• Lesson plans reflecting effective instructional practices as referenced in the Oelrichs identified Domains from the Framework for Effective Teaching</li> <li>• Demonstration of use and implementation of Student Learning Objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in literacy by ALL students (reading, writing and speaking)</li> <li>• literacy activities</li> <li>• Teachers are less intimidated by having someone in their classroom to observe or model</li> <li>• Teachers become collaborative</li> <li>• Teachers respond to feedback as a way of improving instruction</li> <li>• Students are engaged in their literacy activities.</li> <li>• Increase in student confidence and improved literacy rates</li> </ul>

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

**These services coordinate with Turnaround Principle 6 and 7.**

The Oelrichs School Leadership Team is committed to providing the necessary support structures and services to all of our students so they can develop the necessary academic and life skills to become successful adults. Specific examples include:

*A. Student Assistant Team and Community Partners*

The Oelrichs Student Assistance Team (SAT):

- Analyzes student data (i.e. teacher anecdotal records, teacher referrals, office discipline referrals).
- Conducts observations
- Assists with Behavioral Intervention Plans (BIP) for behaviors.
- Utilizes a behavioral specialist for assistance

The SAT is comprised of classroom teachers, Title I teacher, social worker and an administrator. The Oelrichs SAT works from the Masonic Model Student Assistance Program: The Framework of Developmental Assets steps back to look at the whole individual. It pulls many pieces together into a comprehensive vision of what a young person needs to thrive at Oelrichs. In addition to roots in scientific research on adolescent development, the Assets grow out of two types of applied research: Prevention and Resiliency (Newman & Stecher, 2012)

Method: Referrals by teachers are for social, emotional, and academic difficulties in the classroom. Teacher observations are taken for 2-4 weeks along with our SAT coordinator doing classroom observations of the student. Our SAT then meets and reviews the data. Parents and student are called and asked to meet with the team to discuss methods for student improvement. An action plan is put into place and then discussed with both the parent and student. The Action Plan places an emphasis of Positive Behavioral Intervention Supports (PBIS), whether it is external or internal satisfaction. Teachers are also present so they know what the Action Plan entails.

The county health nurse serves the district and conducts eye checks. We have dental providers, providers for social/emotional well-being and social services that assist in the focus on the health/well-being of our students. There has been a presentation for suicide prevention scheduled.

A number of community based services in partnership with the district include:

- Occupational therapy – the therapist from Hot Springs visits our school once a month to work with our students.
- County health nurse visits twice a year to provide hearing and visual screening, check for scoliosis, record height/weight and provide influenza vaccinations
- Behavioral Management Systems provides individual and family counseling services referred by the Oelrichs School District (managing behaviors, mental illness ex. Depression, Bi-Polar) and connects them to other mental health professionals or community oriented services.
- Working with the state department to receive funding for families.

- Southern Hills Alcohol and Drug Program-Provides guidance to the school and literature. Examples include posters, hand-outs, note pads, pencils and school hoodies that display. Oelrichs is a smoke free zone.
- Catholic Charities-distribute shoes and personal items to the students and at Christmas, stockings containing age/gender appropriate products.
- Girls/Boys Club-This organization assists students in the after school program on homework and provides a curriculum based program for hands on activities.
- Sweet Grass Suicide Prevention Program from the Oglala Sioux Tribe will provide meaningful information about Suicide Prevention.
- QPR training helps staff in recognizing the signs of suicide and assisting with preventative measures.

*B. Health and Wellness*

Our student population is 95% Native American with most coming from Oglala located on neighboring Pine Ridge Indian Reservation. The same percent are classified as qualifying for free and/or reduced lunch. Sadly, many of our students struggle with a variety of emotional and physical issues. Recent statistics from the Indian Health Service (IHS), US Census Bureau and South Dakota Youth Risk Behavior Survey (2013) from Pine Ridge include:

- Unemployment rates hover around 80 percent
- Suicide rate is more than twice the national average
- Teen suicide rate is 4 times the national average
- An estimated 1 in 4 infants are born with fetal alcohol syndrome effects
- Diabetes is more than 8 times the national average
- Heart disease is twice the national average
- Childhood obesity affects one out every two children
- Life expectancy is the lowest in the US and the 2<sup>nd</sup> lowest in the Western Hemisphere.
- Alcoholism has negatively impacted 8 out of every 10 families.

In keeping with the goals of the Department of Education to have students ready for college, career and life skills, Oelrichs must address the physical, social and emotional well-being of their students as they continue to strive for academic success. Consequently, Oelrichs plans to implement a Student Success through Wellness Program. This would include hiring a half time wellness coordinator. Specific objectives and plans are highlighted below:

**OSD Student Success through Wellness**

1. Objective

By May 2016, we will have implemented our Wellness Policy by identifying needs, creating specific plans to address needs, training staff/students as needed, creating measures to insure implementation, designing awards/celebrations to recognize successes.

2. Action Steps

- Deliver and explain Wellness policy and implementation plan to all staff as well as district advisory and leadership committees.
- Form District Level and Student Level Wellness Teams.
- Create meeting schedule for the school year.
- Review Wellness Policy & complete baseline assessment.
- Identify specific needs
- Design Mission Statement & Team work for the year.
- Design & Submit for approval the OSD 3-year Wellness Implementation Plan.
- Define partnership expectations and agreements.
- Review benefits of available partners; establish relationships & work plans with partners & stakeholders.
- Measure results including test scores.
- Publish results

3. Measures of success:

- SHI results (School Health Improvement)
- School Health Improvement Plans (SHIPs)
- Training materials, events completed
- Implementation steps/measures in place
- Celebrations/recognition elements in place

C. South Dakota Parent Resource Network

In addition to adding a strong health and wellness component, we plan to strengthen our relationship both with parents and community stakeholders. Oelrichs School District has now partnered with South Dakota Parent Resource Network to educate parents on the *Curriculum of the Home*. Further details include:

- Student learning occurs on many fronts, but none carries more long-term influence on learning than the habits, practices, values, attitudes and relationships of the home. The *Curriculum of the Home* provides a critical foundation for children’s academic learning and can be a more powerful predictor of academic success than family status. Throughout children’s formative years until the end of high school, parents directly or indirectly influence **87 percent of student’s waking time** outside of school, including neighborhood, peer group, and other associations. This is by far the largest portion of a student’s life, and it strongly influences the productivity of the 13% of time students spend in school.
- By understanding the significance of family patterns and practices on student learning, schools and families can come together as partners in learning and supporting the child, in whose success they both have vested interest.
- Research on the family’s influence on school learning has a substantial history, and the basic premise can be settled upon with great confidence. With reasonable certainty it can be stated that poverty may statistically predict lower school performance, yet families that provide a stimulating, language rich, and supportive environment defy the odds of socio-economic circumstance. In another words *Curriculum of the Home* –

including the family's relationships, practices and patterns of life – is a more powerful predictor of academic learning than the family's status. Schools can work with families to improve the curriculum of the home, regardless of the economic situation. This, then, is a message of great hope.

- References:
  - Parents and Learning, by Sam Redding, President of the American Development Institute. Published by the International
  - Academy of Educations/International Bureau of Education/UNESCO. Based on research by Herbert Walberg, University of Illinois at
  - Chicago. Download the entire document at: [http://searchlit.org/newmedia/pdf/parents\\_learning.pdf](http://searchlit.org/newmedia/pdf/parents_learning.pdf).

*D. Vocational Education/Training:*

Student engagement has been a challenge at Oelrichs. We have some of the lowest reading and math scores in South Dakota and we believe that by offering a variety of electives this will encourage students to be in school and be actively engaged in their learning. We are committed to following the South Dakota Department of Education goal of having all of our students be career and college ready and we will aim to ensure that students leave not only with the basics they need to earn a high school diploma in the state, but also an industry certification.

At the end of 2014-15, a survey was conducted with the student body which showed a very high interest in the vocational area. Another facet of the survey showed many of our students want to be engaged in a more practical, "hands-on" learning environment. In addition, when we had students sign up for a variety of after-school clubs in March, the most popular was welding with over 30 JR/HS students signing up out of a student body of around 65. Consequently, beginning in August, we will offer a variety of welding, carpentry and Applied Science courses.

**Providing operational flexibility and sustained support**

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

The Oelrichs Policy Manual has several sections in which operational flexibility is given to the administration to make decisions based on what is in the best interest for the Oelrichs School District and increased student achievement. In particular under section B-Board Governance and Operations, the following district policies allow for flexibility in budgeting, staffing and scheduling:

- NEPN Code: BCD Board-Superintendent Relationship
- NEPN Code: CB School Superintendent has the necessary flexibility to manage the school system according to the provisions of law and the board's policies and decisions.
- NEPN Code: CBA Qualifications and Duties of the Superintendent-#4. Recommends the number and types of positions required and assigns and defines the duties of all personnel, subject to approval by the Board. #5. Recommends policies on organizations, finance, instruction, school plant, and all other functions of the school program.

- NEPN Code: CC The Superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.
- NEPN Code: CH The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system.

These flexible decision making policies have allowed the district to bring about a number of changes in operational practice. These changes include:

- Extended school day
- Extended school year
- Friday school
- Outreach center (computer lab in Oglala)
- Staff stipends
- Professional development
- Staff placement

These policies and changes in operational practices will lead to improvement in student achievement outcomes by giving Oelrichs staff the latitude to engage in professional development in learning programs, teaching strategies, interventions, partnerships with families, and accountability (key components of Oelrichs Turnaround Model – see page 5).

**k. Describe the ongoing, intensive technical assistance and related support that will be provided to the school. [Section I.A.2(d)(4)(i)(B)]**

**Turnaround Principle 4 and 5**

The four critical questions developed by the LEAP team that will ensure High School levels of learning for every student are:

1. What do you want students to learn?
  2. How will we ensure high quality instruction for students? (Effective classroom questions; strategies; learning tasks)
  3. How will we know if our students are learning?
  4. How will we respond when students do not learn?
  5. How will we enrich the learning for students that are proficient?
- The external SIG provider will monitor grant activities as well as communicate with the High School Improvement Coordinator on a monthly basis. The consultant will monitor timelines, data analysis, student achievement, professional development and all activities associated with the SIG 1003(g) grant. This consultant will communicate on an on-going basis with additional staff working with Oelrichs SST-currently Susie Roth, technical consultant-currently Bob Rose, and MTSS coordinator.
  - Professional development will provide training in clear learning targets, formative assessments and accompanying interventions. This will lead to improved instruction and improved student achievement.
  - An administrator will facilitate the CWG group process. This includes training for the purposes, rationale and processes regarding collaborative groups.

- Professional development will be provided for planned in-service days and will be facilitated by Oelrichs administration. Professional development content will be determined by the LEAP team.

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**(3) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model.**

<b>Timeline</b>	<b>Major Events</b>	<b>Benchmarks</b>
<b>Year 1: 2014-2015</b>	<ol style="list-style-type: none"> <li>1. Build staff knowledge and background</li> <li>2. Curriculum development</li> <li>3. Formative assessment development</li> <li>4. Faculty study groups are launched</li> <li>5. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff have a shared understanding and a common vision regarding the four critical questions and the improvement process</li> <li>2. Staff are unpacking the Common Core State Standards (CCSS) and developing clarity about the CCSS; instructional roadmaps are being developed</li> <li>3. The most formative assessments are used on a regular basis; 1-2 common formative assessments (CFAs) have been developed</li> <li>4. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</li> <li>5. Communication with parents has increased</li> </ol>
<b>Year 2: 2015-2016</b>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> <li>2. Continue formative assessment development</li> <li>3. Development of effective instructional strategies that engage students</li> <li>4. Health and Wellness Plan development</li> <li>5. Vocational Program developed</li> <li>6. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin work to develop SLOs, curriculum maps and pacing guides.</li> <li>2. The most formative assessments continue to be used on a daily basis; additional (3-4) CFAs have been developed</li> <li>3. Staff are using effective instructional strategies that engage students</li> <li>4. A three-year Health and Wellness plan is developed and approved by the OSD Board</li> <li>5. A three-year vocational plan is in place with course rotations in place and initial equipment purchased and installed</li> <li>6. Communication with parents has increased; relationships with parents have improved</li> </ol>
<b>Year 3: 2016-2017</b>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed</li> </ol>

	<ol style="list-style-type: none"> <li>2. Continue formative assessment development; implement data cycles based on the assessment results</li> <li>3. Launch a system-wide approach that clarifies interventions for students who have not learned</li> <li>4. Continue development of effective instructional strategies that engage students</li> <li>5. Health and Wellness Plan implemented</li> <li>6. Vocational Program is fully implemented</li> <li>7. Parent community meetings are held</li> </ol>	<p>viable curriculum in place</p> <ol style="list-style-type: none"> <li>2. Most CFAs have been developed and are being used approximately once a month; a data analysis process is in place</li> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Students are progressing through the rotation of Vocational Education courses.</li> <li>7. Communication, relationships, and partnerships with parents have been strengthened</li> <li>8. Data show increases in student learning, achievement and health!</li> </ol>
<p><b>Year 4: 2017-18</b></p>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> <li>2. Continue formative assessment development; implement data cycles based on the assessment results</li> <li>3. Refine a system-wide approach that clarifies interventions for students who have not learned</li> <li>4. Continue development of effective instructional strategies that engage students</li> <li>5. Health and Wellness Plan implemented</li> <li>6. Vocational Plan is fully implemented</li> <li>7. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed viable curriculum in place</li> <li>2. CFAs have been developed and are being used approximately once a month; a data analysis process is in place</li> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Communication, relationships, and partnerships with parents have been strengthened</li> <li>7. Students in vocational program are working on community based projects as part of their certification</li> </ol>

		8. Data continues to show increases in student learning, achievement and health!
<b>Year 5: 2018-19</b>	<ol style="list-style-type: none"> <li>1. Sustainability activities implemented</li> <li>2. Continue curriculum development</li> <li>3. Continue formative assessment development; implement data cycles based on the assessment results</li> <li>4. Refine a system-wide approach that clarifies interventions for students who have not learned</li> <li>5. Continue development of effective instructional strategies that engage students</li> <li>6. Health and Wellness Plan implemented</li> <li>7. Vocational Plan is fully implemented.</li> <li>8. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed viable curriculum in place</li> <li>2. CFAs have been developed and are being used approximately once a month; a data analysis process is in place</li> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Students in vocational training program are seeking apprentices with local providers to gain practical experience and licensure.</li> <li>7. Communication, relationships, and partnerships with parents have been strengthened Data continues to show increases in student learning, achievement and health!</li> </ol>

**(4) List the reading and math annual goals for this priority/focus school.**

**Priority goals from 2014-15 LEAP Goals and Objectives.**

**Oelrichs High School**

**Goals and Priorities 2014-2015**

- The Oelrichs High School will decrease the number of students by 8% in Tier II and Tier III in Math by the end of year 2015. Each benchmarking period will see a 4% decrease in Tier II and Tier III in Math.
- Attendance will reach 94% by the end of the 2015 school year.
- The cohort graduation rate will increase from 75% to 85.5% in 2015.
- By the end of 2015, the Oelrichs High School will decrease the number of students by 5% in Tier II and Tier III in reading.

Smarter Balanced assessments will be analyzed after the 2014 – 15 school year. Data will be correlated with other data sources.

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

**Turnaround Principle 3 and 6**

The five critical questions developed by the LEAP team that will ensure high levels of learning for every student are:

1. What do we want students to learn?
  2. How will we ensure high-quality instruction for students (effective classroom questions, strategies, and learning tasks)?
  3. How will we know if our students are learning?
  4. How will we respond when students do not learn?
  5. How will we enrich and extend the learning for students who are proficient?
- A consultant will provide training in curriculum development, common formative assessments and accompanying interventions. This will lead to a guaranteed and viable curriculum. This consultant will meet monthly with each elementary teacher. This consultant will be available daily via technological applications. Teachers will be given a stipend for work conducted outside the school day. Strategies will be implemented for curriculum design, formative assessments and interventions based on those formative assessments. Units of study, including formative assessments and alignment to the CCSS will be developed.
  - As part of the curriculum development, teachers will begin the process of developing SLOs, curriculum mapping to include pacing guides. This process will be facilitated by administration supported by a consultant.
  - Consultants will be used throughout the year to support teachers in the classroom through modeling and mentoring. As part of this, the teachers will have a better understanding of clear learning targets and criteria for success, strategies for engaging students actively and productively, instructional adjustments made based on formative assessments and data is analyzed and students receive interventions.
  - Parent and community meetings will be held once a month in both Oelrichs and Oglala communities. During these meetings, student achievement is discussed based on the curriculum structure and strategies being used. School reach, the newsletter, and Tuesday folders as well as morning assemblies let parents know about scheduled meetings. Oelrichs staff is committed to reaching out to parents and having the parents feel part of the school community. The parent survey results indicate that parents feel welcome and comfortable communicating with all staff at Oelrichs. Oelrichs staff will be working closely with the South Dakota Parent Network to make this a reality.
  - Staff will be compensated for curriculum work and study group work outside of the normal school day. University credit will be given for work to accomplish school wide targets.
  - Unit plans will include clear learning targets, effective instructional strategies (Marzano emphasis and effectively engaging students) formative assessments and feedback procedures. Modifying instruction as a result of formative assessments will be noted.
  - Professional development provided throughout the year (2 in-service day per month) to compliment current strategies and goals as determined by the Oelrichs LEAP Team and coordinated with entities providing service to the Oelrichs school (i.e. MTSS, SST).

- Currently, in-service content includes analyzing data, implementing CCSS with an emphasis on Webb levels three and four, continued knowledge of the Framework for Teaching.
- Give the at-risk nature of most of our students, we will address health and wellness issues through our "Student Success through Wellness Program." Activities will range from encouraging healthy eating to responsible decision-making.
- To better engage our students, they will be given the opportunity to work with a licensed and certified vocational teacher in the areas of Applied Science, welding and carpentry.
- This improvement model will allow Oelrichs to provide the content (what we will do) and the processes (the leadership and structures for accomplishing the work) in order to meet the target goal of providing a high level of learning for every student. The Turnaround Model on page 3 shows these key components.

SIG information and high school data, results of student, staff and parent surveys from the spring of 2014 will be reviewed during August prior to the start of school.

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

