

## LEA APPLICATION REQUIREMENTS

### A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Watertown High School				X				

### B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

Specific information for each Tier I, II, and III school that the district applies to serve will be addressed in each school level section. Please answer these questions **from a district perspective**, taking into consideration each of the district’s Tier I, II, and III schools.

**(1) (Tier I, II, & III)** The LEA has analyzed the needs of each school and selected an intervention for each school. **(Must be at the district level)**

a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the district committee and the position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents.*

- Darrell Stacey-Assistant Superintendent
- Mike Butts-HS Principal
- Troy Terronez-HS Assistant Principal
- Dr. Al Kosters-State Support Team Member
- Kris O’Brien-Language Arts Teacher
- Susan Fairchild-Math Teacher
- Sharon Thyen-Health/PE Teacher

- Rhonda Kruger-Spanish Teacher
- Shelley Gauer-Counselor
- Jackie Stacey-Fine Arts Teacher
- Aimee Zachrison-Alt. Ed Coordinator
- Rosemary Hirtz-Social Studies Teacher
- Barb Dell-Parent
- Pam Dunbar-Parent
- Stacey Dunbar-Student

b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data Retreat<sup>SM</sup> process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSO, the results must be included in the data analysis.*

STUDENT:

- DSTEP Math results for Economically Disadvantaged group
- DSTEP Reading results for Economically Disadvantaged group
- DSTEP Math results for Special Education group
- DSTEP Reading results for Special Education group
- Test results from our 9-10 Grade Local Criterion Referenced Formative Assessment of Reading and Mathematical Skills
- Economically Disadvantaged Subgroup
- Current Off Grade-level student numbers (Students who are behind in math or Language Arts required credits)
- Drop-Out numbers for 2008-2011 School Year
- Out of School Suspension numbers for 2010-2011 School Year
- Alternative Placement Numbers for 2010-2011 School Year

PROFESSIONAL PRACTICES:

- Inclusion Classes
- School Discipline Practices
- Identifying Students for Individualized Supports
- Teacher Collaboration
- Professional Development Practices

## PROGRAMS AND STRUCTURES:

- After School Programs
- Special Education Inclusion Classes
- Alternative Education Programs

## FAMILY AND COMMUNITY DATA

- Attendance numbers for school/parent activities
- Parent/Teacher Conference Information

Survey results from Transition to High School Survey of Parents and Students

- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between application availability and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

WHEN: The School Improvement Governance Committee has met quarterly this academic year to ensure good discussion and outcome in regard to school improvement. The Comprehensive Needs Assessment was completed on April 28, 2011 at Watertown High School.

## WHO:

- Darrell Stacey-Assistant Superintendent
- Mike Butts-HS Principal
- Troy Terronez-HS Assistant Principal
- Dr. Al Kosters-State Support Team Member
- Kris O'Brien-Language Arts Teacher
- Susan Fairchild-Math Teacher
- Sharon Thyen-Health/PE Teacher
- Rhonda Kruger-Spanish Teacher
- Shelley Gauer-Counselor
- Jackie Stacey-Fine Arts Teacher
- Aimee Zachrison-Alt. Ed Coordinator
- Rosemary Hirtz-Social Studies Teacher
- Barb Dell-Parent
- Kim Dunbar-Parent
- Stacey Dunbar-Student

## HOW:

- Broadly describe the results of that review. *Summarize the results of the CNA for the District.*

The School Improvement Governance Committee has met 3 times this year to review data and contemplate our next steps for school improvement at WHS. In September and December during the first two meetings, the committee looked at DSTEP information from 2005-2010 school years and cross-referenced results with programming at the high school, researching specific measurable outcomes for math and reading with our economically disadvantaged and special education students as target populations.

At the latest meeting April 28, 2011, we completed the multi-step comprehensive needs assessment. The committee discussed the elements of high school improvement with regard to strategies we felt were working for Watertown High School. As an example, we feel that the inclusion classes for Special Education are meeting the needs of the special education target population at this time based on preliminary scores on the 9-10 Grade Local Criterion Referenced Formative Assessment of Reading and Mathematical Skills. We are very encouraged and excited to see further data on student progress in Reading and Mathematics for the Special Education population.

In further discussion, it was discovered that the school is lacking in the areas of Teacher Professional Development in regard to Economically Disadvantaged students; Economically Disadvantaged student programming; and Student and Family Involvement. The three areas were then discussed from the point of view of students, teachers, and family.

The committee found that while some programs are making progress, according to the formative assessment tools in the 9<sup>th</sup> and 10 grades, the school can do more in programming availability in core classes for economically disadvantaged students who are off grade level and at risk of dropout. Second, the professional development of teachers in the district has been such that it does not assist teachers in development of programming and outreach to students and families, especially those economically disadvantaged. In addition, the school does not have a comprehensive program for family and community outreach in place. This was discussed at length, with many possibilities for further discussion and study. The parent and student input with this discussion point was particularly valuable, as was the survey of parents and students in transition from the middle school to the high school.

- d. List the strengths and weaknesses for each school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Results of our CNA showed that Watertown High School is strong in providing rigorous curriculum and instruction in the high school. We have programs in place that are meeting the needs of the general population of students as a whole. Through our new organization (School Improvement Governance Committee) and teacher supervision models, we have made it a priority to provide timely and useable feedback for all of the teachers at Watertown High School. The 9-10 Grade Local Criterion Referenced Formative Assessment of Reading and Mathematical Skills, our district-generated test for math and reading skills, provides our teachers, students, and parents an accurate and helpful snapshot of student

progress throughout the school year. Teachers are able to use these results when planning and tailoring instruction for not only the upcoming classes, but the following years as well.

Watertown High School prioritized list of needs (1-7):

#### Increased Student Engagement

1) Performance Based Learning Community-classroom for economically disadvantaged, at-risk students with low teacher-student ratio. This classroom will meet all of the needs of the at-risk student, providing academic, social and counseling support.

2) Continuation and expansion of extended day programs-Night School, After School Study hall, and 5<sup>th</sup> block math and reading. Night School has assisted approximately 20 students (off grade level, non-grads, or dropouts) to complete graduation requirements and receive a diploma. After School Study Hall assisted hundreds of students by providing extra time for math and reading support. 5<sup>th</sup> block math and reading is a new opportunity for students to earn elective credits and increase their math and reading skills.

#### Establish a formal Parent and Community Outreach

3) Improve family involvement-parents/families participating and connecting with the school. Including: creating friendly physical environment, welcome new students night, open house,

4) School programs creating a bridge to the community-Open House Night, New student/family night, parent workshops, Go To School with your student Day (GTSD),

5) Creating Parent leadership-Advisory group, training for parent advocacy. Adopt a Partnership Policy for parents/families to have a voice.

#### Professional Staff Development

6) Training for staff: Home visits, check and connect mentoring, literacy, technology.

7) Collaboration (grade-alike groups) in goal setting, review of student progress, and observations of other teachers (optimize effective teaching strategies).

It is worth mention here that some of the programs currently doing very well are the extended day programs we have put in place to give added practice and instruction to students. Because of unforeseen South Dakota state budget cuts, these programs are cut at the end of this school year. It is our hope to offer these programs through this new grant for the next three years. Until our budget is righted and the school district can once again fund the programs through its general budget.

Further results of our comprehensive needs assessment showed that the school has a weakness in its programs to meet the needs of economically disadvantaged students. We propose to meet the

increased needs of our economically disadvantaged students through two distinct new programs at Watertown High School: Teacher Professional Growth and Increased Student Engagement.

Last, we determined that a major weakness is in our Family and Community outreach. We discussed the fact that we do not have good participation in our offerings to parents, and upon further analysis, we discovered that we do not have a comprehensive program for family involvement, but a disjointed grouping of small activities without good continuity. Therefore, the whole school and community will benefit from a comprehensive Family and Community Outreach program.

- e. Provide the rationale the district used to determine which schools to serve with SIG funds and which schools not to serve. *Must address each Tier I and II school first, and then address each of the district's Tier III schools, if applicable.*

Watertown High School is the only school in the Watertown School District that is eligible to receive School Improvement Grant monies.

**(2)** (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

- a. Describe the LEA's capacity to adequately serve the schools identified in the application. *What capacity does the district have to execute and support a turnaround or transformational model? Will the district contract with any person or organization to assist with the implementation of the turnaround or transformational model? What resources does the district have in terms of staffing, funding, support, partnerships, etc. that will assist the district in successfully implementing the chosen interventions? Differentiate what has already taken place and detailed plans for the future.*

N/A Watertown High School is a Tier III school.

Describe district administrative oversight. Your answer must include who from the district will provide oversight of the SIG and how that will be accomplished.

N/A Watertown High School is a Tier III School.

**(3)** (Tier I) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. *The LEA must indicate the barriers or reasons why it lacks the capacity to serve all Tier I schools. Examples might be funding, minimum staffing for oversight, inability to close schools, geography or rural nature of district, lack of charter schools in the state, lack of qualified principals applying over the past years, district improvement, school improvement, multiple requirements to address.*

N/A Watertown High School is a Tier III School.

**(4)** (Tier I, II & III) The LEA must describe actions it has taken, or will take.

- a. Design and implement interventions consistent with the final requirements. *Districts must describe what has been done to this point to design the interventions described in the school level sections. Plans for future action must be indicated. Broadly address all of the schools the district has committed to serve. School level sections will contain specific actions and timelines the district will meet in implementing the interventions for each school.*

The School Improvement Governance Committee has met 3 times this year to review data and contemplate our next steps for school improvement at WHS. In September and December during the first two meetings, the committee looked at DSTEP information from 2005-2010 school years and cross-referenced results with programming at the high school, researching specific measurable outcomes for math and reading with our economically disadvantaged and special education students as target populations.

At the latest meeting April 28, 2011, we completed the multi-step comprehensive needs assessment. The committee discussed the elements of high school improvement with regard to strategies we felt were working for Watertown High School. As an example, we feel that the inclusion classes for Special Education are meeting the needs of the special education target population at this time based on preliminary scores on the 9-10 Grade Local Criterion Referenced Formative Assessment of Reading and Mathematical Skills. We are very encouraged and excited to see further data on student progress in Reading and Mathematics for the Special Education population.

## Tier III- Watertown High School

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

#### 1. Parent Involvement

June/July 2011 – New Hires

August 2011– Discipline Training for new hires

August/September 2011 – Professional Development. Training in the Parent Teacher Home Visit Project. Staff involvement.

September 2011 – Other program Visits if needed

September – December 2011 – Home visits by staff.

December 2011 – Reflection/Data/Discussion/Program Revision

January/February 2012 – Professional Development. Training in capacity building and sharing information by the staff trainers.

May 2012 – Reflection/Data/Discussion/Program Revision

June 2012 – Plan for Year 2

## 2. Increasing Student Engagement

June/July 2011 – New Hires

August 2011– Discipline Training for new hires

August/September 2011 – Professional Development/Program Implementation

September 2011 – Other program Visits if needed

September-October 2011 – Data collection and review

October 2011 – Identification of Students/Student Invitation to Program

Jan 2012 – Students begin Performance Based Learning Community

May 2012- Reflection/Data/Discussion/Program Revision

June 2012- Plan for Year 2

## 3. Professional Development Programming

June/July 2011—Development of School Parent Outreach Plan

August 2011 – 2-Day Professional Development Kick-off to NEW Parent/Community Outreach Plan

March 2012-National Youth At-Risk Conference

Summer 2012- Understanding Poverty workshop Options

June 2011 – Evaluation of Year 1/ Plan for Year 2

### **Project Year 2: July 1, 2012 – June 30, 2013**

#### 1. Parent Involvement

June/July 2012 – New Hires (If Needed)

August 2012– Refresher Discipline Training (If Needed)

August/September 2012 – Professional Development. Training in the Parent Teacher Home Visit Project. Staff involvement.

September 2012 – Other program Visits if needed

September – December 2012 – Home visits by staff.

December 2012 – Reflection/Data/Discussion/Program Revision

January/February 2013 – Professional Development. Training in capacity building and sharing information by the staff trainers.

May 2013 – Reflection/Data/Discussion/Program Revision

June 2013 – Plan for Year 3

## 2. Increasing Student Engagement

June/July 2012 – New Hires (If Needed)

August 2012– Discipline Training for new hires/Refresh Discipline Training (If Needed)

August 2012 – Identification of Students/Student Invitation to Program

August/September 2012 – Professional Development/Program Implementation

September-October 2012 – Data collection and review

April 2013 – Other program Visits if needed

May 2013- Reflection/Data/Discussion/Program Revision

June 2013- Plan for Year 3

## 3. Professional Development Programming

June/July 2012—Review of School Parent Outreach Plan

August 2012 – 2-Day Professional Development on Parent/Community Outreach Plan

October 2012-National Dropout Prevention Conference

Summer 2013- Understanding Poverty workshop Options

June 2013 – Evaluation of Year 2/ Plan for Year 3

### **Project Year 3: July 1, 2013 – June 30, 2014**

#### **1. Parent Involvement**

June/July 2013 – New Hires (If Needed)

August 2013– Refresher Discipline Training (If Needed)

August/September 2013 – Professional Development. Training in the Parent Teacher Home Visit Project. Staff involvement.

September 2013 – Other program Visits if needed

September – December 2013 – Home visits by staff.

December 2013 – Reflection/Data/Discussion/Program Revision

January/February 2014 – Professional Development. Training in capacity building and sharing information by the staff trainers.

May 2014 – Reflection/Data/Discussion/Program Revision

June 2014 – Plan for Year 4 Including Funding Areas

#### **2. Increasing Student Engagement**

June/July 2013 – New Hires (If Needed)

August 2013– Discipline Training for new hires/Refresh Discipline Training (If Needed)

August 2013 – Identification of Students/Student Invitation to Program

August/September 2013 – Professional Development/Program Implementation

September-October 2013 – Data collection and review

April 2014 – Other program Visits if needed

May 2014- Reflection/Data/Discussion/Program Revision

June 2014- Plan for Year 4 Including Funding Areas

#### **3. Professional Development Programming**

June/July 2013—Review of School Parent Outreach Plan

August 2013 – 2-Day Professional Development on Parent/Community Outreach Plan

March 2014 – National Youth At-risk Conference

Summer 2013- Understanding Poverty workshop Options

June 2013 – Evaluation of Year 3/ Plan for Year 4 Including Funding Areas

- b. Recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

N/A Watertown High School will not use external providers for their plans.

- c. Align other resources with the interventions. *Describe other resources available to the district that will be leveraged to assist with interventions under SIG. Include participation in SDI+, RtI, Math Counts, Reading Up, etc. Address resources in terms of funding, staffing, partnerships, and support.*

Watertown school district strongly supports the efforts in literacy and math. The district has a literacy support program with literacy coaches at all school levels. Math Counts programming has been implemented in the elementary and middle school levels in 2009-10 and began at the high school level in 2010-11. The district provides programming for Migrant, Title I, SPED and general education supported by funds to the eligible schools.

- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. *Describe policies and practices that will need to be changed in order to fully implement the selected interventions. What barriers exist? Indicate the willingness of the district to modify procedures along the way if needed.*

The interventions included in this grant application may be offered at times outside the normal school day, thus requiring the flexibility of the district in regards to the employees contract day. A modification may be made in the attendance policy for students in order to accommodate student participants in some of the interventions outlined in this grant.

- e. Sustain the reforms after the funding period ends. *Describe how the district will continue the reform efforts once the SIG funds no longer exist. Address funding, staffing, and other resources that will be needed to sustain the reforms.*

Watertown School District 14-4 will continue the reform efforts after the SIG funds no longer exist. The salaries, benefits, professional development, travel, supplies and purchased services will be covered under Title I, SPED and general funds.

- (5)** (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Highlight major events and benchmarks for all schools over the first year pre-*

*implementation and the remaining three year implementation time period. The timeline should be from the district perspective.*

N/A Watertown High School is a Tier III School

- (6)** (Tier I & II) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

N/A Watertown High School is a Tier III School

- (7)** (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Briefly describe the activities for all Tier III schools served. Specifics of the activities will be provided in each school section.*

Watertown High School, in accordance with the Comprehensive Needs Assessment completed on April 28, 2011, has identified three areas of urgent need. We will identify each area and further explain the changes to be made in each below.

## **1. Parent Involvement (Family and Community Outreach)**

“The strongest and most consistent predictor of parent involvement at school and at home are the specific school programs and teachers’ practices that encourage and guide parent involvement. Regardless of parent education, family size, student ability, or school level...parents are more likely to become partners in their children’s education if they perceive that the schools have strong practices to involve parents at school.” (Epstein & Dunbar p. 53, 1993)

### **Parent Involvement in the School**

- 1) Welcoming, honoring and connecting with families  
Need: Create a welcoming school physically and socially.

A) Start with a “family-friendly walk-through” to identify physical attributes/pitfalls to a friendly environment.

Create a friendly, warm physical environment.

Use Parent Advisory Group to identify the hidden rules of the school

- B) Establish practices that welcome the whole family

“Enroll” the whole family when enrolling a HS student.

Welcome night for new students

Assign upper class buddies for new students and their families

Staff are accessible during and after the school day. Classrooms and offices are open and accessible.

Make parent-teacher conferences family-friendly

Staff preparation for conversations with parents/families about education

C) Adopt a Partnership Philosophy

Establish parent/family groups for representation and a voice.

Staff learns how to listen to parents and show they care about their children.

D) Home Visits

Meet with parents off school premises-at homes or neutral site.

Check and Connect with parents/families on regular basis.

2) Parent/Family involvement activities

Need: Programs and activities to involve parents/families at the high school.

A) Go to School with Your Student Day (GTSD)-parents of new ninth graders attend classes with their student for half or whole day.

B) Open House Night in the Fall-Parents will be invited to see the classrooms and meet the teachers.

C) Spring new student/family night- meal provided and question/answer session

D) Parent Leadership Training

E) Workshops and sessions to prepare parents to ask about academics

F) Parent Advisory Group

1) Training to promote advocacy for families

2) Understanding how the school works

Dauber, S. and Epstein, J. 1993. "Parents' Attitudes and Practices of Involvement in Innercity Elementary and Middle Schools," in Nancy Chavkin, ed., *Families and Schools in a Pluralistic Society* (Albany: State University of New York Press, 1993, 53-71.

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: Essential guide to family-school partnerships*. New York, NY: The New Press.

## 2. Increased Student Engagement

Our school is increasingly diverse, and we have a responsibility to meet students where they are. More than 24% of our student population is eligible for free or reduced-priced lunch, a standard proxy for estimating the percentage of students who come from low-income families. Some of the factors related to poverty that may place a child at risk for academic failure are poor attendance, leading to truancy; low adult literacy rates; substance abuse; a lack of books and technology at home; physical and mental health problems; and unemployment or underemployment. Helping students overcome these and other barriers to learning is a critical role—one served by supporting students holistically.

### Increased Student Learning Time

#### 1. After School Study Hall

Rationale: An after school study hall will provide an academic setting for students to receive additional help from certified teachers or instructional coaches. The after school study hall will provide remediation and enrichment in math and reading. This program will continually strive to use new and unique ways to enrich the students practice in math and reading. The after school study hall will work to be complementary to the math/CTE courses already in place at WHS. The use of I-pods to deliver reading strategies and reading passages will be attractive to student. The students will have the opportunity to use laptops to access online curriculum and content in math and reading to supplement the instruction received in the classroom. Funds requested will be used for supplemental teacher salaries, equipment, and supplies.

#### 2. Night School

Rationale: Night school will be offered in two-hour sessions twice each week. Night school will offer full courses for high school credit for students who are off grade level or for students who have dropped out and wish to return to school. The nigh school will provide online access to a wide array of courses

through APEX Online Learning. Students will work independently with the assistance of an instructional coach or certified teacher. The APEX courses will be supplemented with hands-on activities and small group instruction to maximize the opportunities to master content standards. Students enrolled in night school will complete pre and post tests to show levels of mastery for the course content standards. Funds requested will be used for teacher/instructional coach salaries, equipment, and supplies.

### **3. 5<sup>th</sup> Block Math or Reading Elective**

Rationale: The 5<sup>th</sup> Block Elective will be offered two nights per week (Math on Monday and Wednesday; Reading on Tuesday and Thursday) and focus on either math or reading. Students who are economically disadvantaged and have a deficiency in math or reading will be invited to enroll in the classes for the school year. These classes will be intensive catch-up courses designed to strengthen a student's skills in reading or mathematics. This course is designed to prepare students for advances in literacy and numeracy, in order to better prepare students for future courses in language arts and math. Hands-on math activities that address everyday applications will be used. Students will also explore the more complex uses of math in everyday life. Reading and literacy strategies that support the activities in the Language Arts classrooms will be provided in the 5<sup>th</sup> Block Reading Elective. The use of I-pods to deliver reading strategies and reading passages will be attractive to student. The students will have the opportunity to use laptops to access online curriculum and content in math and reading to supplement the instruction received in the classroom. Funds requested will be used for supplemental teacher salaries, equipment, and supplies.

### **4. Performance Based Learning Community**

Rationale: The Performance Based Learning Community (PBLC) at Watertown High School will be implemented with economically disadvantaged student population at WHS. The students must be between the ages of 15 and 17 years of age; students must be behind in academic credits; students must qualify for free or reduced-price lunches; and students must apply to the program and be accepted before they can start. The school day will consist of the four core subjects delivered by APEX online learning, project-based learning, small-group learning, and one-to-one teacher to student learning, in an effort to reach all students where they are. The students in the PBLC will take elective courses in a chosen career path through WHS and Lake Area Multi-District CTE courses as well as possibly dual credit courses with Lake Area Technical Institute. This program will teach skills to build resiliency with respect to risk factors and to moderate and early signs of student disengagement. The PBLC will provide students flexibility to possibly shorten the time needed to meet graduation requirements and take advantage of extra learning opportunities such as internships with community partnerships. Students will also be held accountable for learning with multiple assessments so teachers can look to multiple measures to ensure what students actually know and can do. This program will also ensure the school's responsiveness to individual student need in that students will be able to demonstrate proficiency in content areas. In preparation for graduation from Watertown High School and the PBLC program, students will have prepared a portfolio of work that will showcase their achievement throughout their time in the program. This will also be a body of work students will be able to use for entry into post-

secondary schools or the world of work. Funds requested will be used for teacher salaries, equipment, supplies, and professional development.

### **3. Professional Development Programming**

A deliberate and consistent professional development plan is necessary to the success of any good school. In an effort to keep the staff development at Watertown High School as rigorous and pertinent as possible, the following staff development changes will be made:

1. All Professional Development activities will be ongoing and differentiated according to experience and expertise.
  - A) Literacy Strategies will be presented at least 2 times per year for all teachers of the district.
  - B) Technology In-Services will be provided at least 2 times per year.
  - C) Check and Connect In-Service will be presented at least once per year.
  - D) Home-Visit Professional Development will be provided to those in the program initially and as a whole faculty by year 3.
  - E) According to the Professional Development Conference Attendance Rotation, all PBLC and Alternative Education teachers will attend one conference off site in the three-year rotation. The attendees will bring back pertinent information to the large group and present a one-hour workshop on important happenings in the field.
2. WHS will provide adequate time for collaboration and active learning between teachers in each discipline.
  - A) At the beginning of each year during pre-service activities, the teachers from each discipline will gather to discuss data in “grade-alike groups” and as a department vertically in order to set goals for the coming year.

B) At the end of each year in the summer, the teachers from each discipline will gather to discuss data in “grade-alike groups” and as a department vertically in order to review the year’s student progress.

C) Teachers will be given time to collaboratively work through observations of fellow teachers in order to optimize effective teaching strategies.

**(8)** (Tier III) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier III schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

- In 2011, the Economically Disadvantaged subgroup of students will meet AYP as measured by the South Dakota STEP in the subject of reading. The goal will be met when 71% (AMO) or 66% (Safe Harbor) is met.
- In 2011, the Economically Disadvantaged subgroup of students will meet AYP as measured by the South Dakota STEP in the area of math. The goal will be met when 72% (AMO) or 40% (Safe Harbor) or 58% (Confidence Interval) is reached.
- In 2011, a minimum of 51% of the Economically Disadvantaged students will meet Proficient or Advanced on the 9-10 Grade Local Criterion Referenced Formative Assessment of Reading and Mathematical Skills

**(9)** (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

*Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.*

N/A Watertown High School is a Tier III School.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

	<p>Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.</p> <p>An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.</p>	
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**School Budget categories for consideration in required budget narrative.**

**YEAR 1 SY 2011-2012**

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000

Paraprofessional: \$15,000 @ 1 FTE = \$15,000

**WHS NEEDS:**

1 Coordinator/teacher @ 1 FTE = \$44,000

(Coordinates and maintains student records, online curriculum accounts for PBLC, After School Study Hall, Night School, and Alternative programs. The Coordinator oversees the PBLC, Grad coaches, and several other current Alt Ed programs. The coordinator facilitates the planning and delivery of staff development/training for the Home Visit and Check & Connect staff development. Also functions as an alternative program teacher)

1 Graduation Coach @1 FTE = \$ 40,000

(Graduation coach (formerly called SAP) is a caseload manager for at-risk, off grade-level students. The Grad Coach works individual and in small groups with these students to guide and direct them to get them back on grade-level and graduate on time. The Grad Coach coordinates and facilitates an academic setting for students to be supported in completing school work. The Grad Coach carries a caseload of 30-40 students and meets with them regularly to track progress.)

2 Teachers @2 FTE = \$ 78,000

(The 2 teachers will facilitate a Performance Based Learning Community. They will essentially run a one-room school-house type of classroom filling all the needs for students to master the content in all core subject areas through project-based and online activities. The teachers will work with at-risk, economically disadvantaged students to provide academic, social, and counseling support.

2 Staff @ Extended School Day @ 2 FTE = 340hr x \$26.64 = \$9060

(The 2 staff will work with students that have struggled with reading and/or math to enhance their skills. The staff will be working hours after school and outside their teaching contract.)

2 Staff @ Night School Staff @2 FTE = 480hr X \$26.64 =\$12,790

(The 2 staff will work two evenings each week for 2 hours with students that have fallen short of the graduation requirements and desire to earn a diploma. The evening hours are outside the teacher's contract.)

TOTAL: \$183,850

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).

Examples:  $\$20,000 \times 7.65\%$  (Social Security-Medicare) = \$1,530  
 $\$15,000 \times 7.65\%$  (Social Security-Medicare) = \$3,000

WHS NEEDS:

1 Coordinator/teacher	$\$44,000 \times 7.65\%$ (Social Security-Medicare) = \$3,366
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2 Teachers	$\$78,000 \times 7.65\%$ (Social Security-Medicare) = \$5,967

TOTAL: \$12,393

Retirement @ 6%	\$10,971
Worker's Comp @ .3%	\$550
Insurance @ \$6300 ea	\$25,200
	TOTAL \$49,114

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

Examples:  $3 \text{ trips} \times 400 \text{ miles} \times .37 = \$4,440$   
Bus -  $5 \text{ days per week} \times \$20 \text{ per day} \times 20 \text{ weeks} = \$2,000$

WHS NEEDS: Parent Teacher Home Visit Project Strategic Planning in Washington DC

2 Staff	Airfare \$2000
	Registration \$600
	Meals \$300
	Lodging \$700
	Misc. \$200
	Total Year 1: \$3800

National Youth at Risk Conference:

4 staff                      Airfare \$3400  
    Registration \$1800  
    Meals \$480  
    Lodging \$1575  
    Misc. \$200  
    Total Year 1: \$7455  
  
    GRAND TOTAL YEAR 1 TRAVEL: \$11,255

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.

Examples: Desktop computers - 3 @ \$1200 = \$3600  
    Laptop computer -1 @ \$900 = \$900

WHS NEEDS:                      Desktop Computers—8 @\$900 = \$7200  
    Printer—1 @ \$1000 = \$1000

GRAND TOTAL YEAR 1: \$8,200

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

Examples: Reading books - \$300  
    Software for Math assistance program - \$175

WHS NEEDS:                      Consumable Teaching Materials = \$11,543 (printer cartridges, software, curriculum materials, reading books, project materials, lab supplies and general classroom supplies for a brand new project based classroom)  
    Student Incentives = \$3000

GRAND TOTAL YEAR 1 = \$14,543

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.

Example: Company A – Provide professional development workshop - \$1,200

WHS NEEDS: None at this time.

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

WHS NEEDS: Training for all teaching staff at WHS to become proficient in the Check & Connect process of student mentoring and Home Visitations to create open lines of communication with students and parents as well as define the role of teachers as caring, dedicated professionals.

Teacher Team Training (Check & Connect, Home Visit training)

80 staff x 7 hr/day = 560 hours x \$19.56/hr = \$10,954/day

2 days of training outside the school calendar for 80 staff = \$21,908

Benefits and Social Security = \$1676

GRAND TOTAL YEAR 1: \$23,584

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

WHS has an indirect cost of 1.60% at this time. \$280,345(excludes equip) X 1.60% =\$4,518

## YEAR 2 SY 2012-2013

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000

Paraprofessional: \$15,000 @ 1 FTE = \$15,000

WHS NEEDS:

1 Coordinator/teacher @ 1 FTE = \$44,000

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(The 2 staff will work two evenings each week for 2 hours with students that have fallen short of the graduation requirements and desire to earn a diploma. The evening hours are outside the teacher's contract.)

TOTAL: \$183,850

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).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530  
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TOTAL: \$12,393

Retirement @ 6% \$10,971  
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Examples: 3 trips X 400 miles X .37= \$4,440

Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

WHS NEEDS:

Parent Teacher Home Visit Project Strategic Planning in Washington DC

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	Registration \$600
	Meals \$300
	Lodging \$700
	Misc. \$200
	Total Year 2: \$3800

National Dropout Prevention Conference:

4 staff	Airfare \$3400
	Registration \$1800
	Meals \$480
	Lodging \$1575
	Misc. \$200
	Total Year 2: \$7455

GRAND TOTAL YEAR 2 TRAVEL: \$11,255

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.

Examples: Desktop computers - 3 @ \$1200 = \$3600

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WHS NEEDS: None at this time

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

Examples: Reading books - \$300

Software for Math assistance program - \$175

WHS NEEDS: Consumable Teaching Materials = \$5,000 (printer cartridges, software, curriculum materials, reading books, project materials, lab supplies and general classroom supplies for a brand new project based classroom)

Student Incentives = \$3000

GRAND TOTAL YEAR 2 = \$8,000

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.

Example: Company A – Provide professional development workshop - \$1,200

WHS NEEDS: None at this time.

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

Example: Professional development conference – New York

Airfare - \$550

Registration - \$250

Meals – 3 days @ \$36 per day = \$108

Lodging – 2 days @ \$175 = \$350

Miscellaneous – Cab - \$50

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## YEAR 3 SY 2013-2014

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**Budget Information**  
**American Reinvestment and Recovery Act (ARRA)**  
**Title I School Improvement 1003(g)**

**Name of School: Watertown High School**

**Budget Summary**

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
<b>1. Personnel</b>		\$181,850	\$181,850	\$181,850	\$545,550
<b>2. Employee Benefits</b>		\$49,114	\$49,114	\$49,114	\$147,342
<b>3. Travel</b>		\$11,255	\$11,255	\$11,255	\$33,765
<b>4. Equipment</b>		\$8200	\$0	\$0	\$8,200
<b>5. Supplies</b>		\$14,543	\$8000	\$8000	\$30,543
<b>6. Contractual</b>		\$0	\$0	\$0	\$0
<b>7. Professional Development</b>		\$23,584	\$23,584	\$23,584	\$70,752
<b>8. Total Direct Costs (line 1-7)</b>		\$290,546	\$275,803	\$275,803	\$842,152
<b>9. Indirect Costs*</b>		\$4,518	\$4,413	\$4,413	\$13,344
<b>10. Total Costs (lines 8-9)</b>		\$295,064	\$280216	\$280216	\$855,496

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

\*\* Contingent upon continued federal funding

