

## SECTION 2 DISTRICT APPLICATIONS

NOTE: This application contains Action Plans and Budgets for each intervention model. A district would only submit the Action Plans and Budgets for the model(s) proposed for their school(s).

District applications are a WORD file with an EXCEL file for the budget forms.

Return to: Diane Stuehmer, Title I Director

NDE 04-

Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509

Due: \_\_\_\_\_

## ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: Santee Community School

County-District Number: 54-0505

### **Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on June 24, 2010 and should be submitted electronically to: [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov). In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South  
PO BOX 94987  
Lincoln, NE 68509

### **Application Contents**

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:  
[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant

- A copy of each school's Profiles from the State of the Schools Report for 2007-08 and 2008-09.

# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER SHEET

District Name: Santee Community School  County/District Number: 54-0505	District Mailing Address: 206 Frazier Avenue East Niobrara, NE 68760
District Contact for the School Improvement Grant  Name: Bruce Blanchard  Position and Office: Superintendent of Schools, Santee Community School  Contact's Mailing Address: 206 Frazier Avenue East Niobrara, NE 68760  Telephone: 402.857.2741  Fax: 402.857.2743  Email address: bblanchard@esu1.org	
President of the School Board (Printed Name): Waylon LaPlante	Telephone: 402.857.2741
Signature of the President of the School Board  X _____ Waylon LaPlante _____	Date: June 10, 2010
Authorized Representative of the District (Printed Name): Bruce Blanchard	Telephone: 402.857.2741
Signature of the Authorized Representative:  X _____ Bruce Blanchard _____	Date: June 10, 2010
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

**SECTION 1. DISTRICT INFORMATION**

**PART A. SCHOOLS TO BE SERVED**

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Santee Elementary	X						X
Santee Secondary	X						X

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

**PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL**

**Analysis of Need and Capacity**

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district’s capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

**The District has a long history of School Improvement activities. It was determined during the 2009-2010 year that the district should seek to be accredited through the AdvancEd process. Several planning day meetings were held prior to the start of the school year with leadership teams. A data team was selected and a data retreat was held. Monthly SIP meetings were held with all staff, including administrative, certificated, and classified staff, community members, and our ESU #1 school improvement coach in attendance. Teams were formed for Language Arts, Math, and Integration of Community Culture. We had a readiness visit in the spring. Plans were formulated from these processes which form the basis for this grant request.**

Both our Elementary and Secondary schools are tier I schools and as such each will be applying for a grant. However we are a small school and more than a third of our certified staff have duties in both elementary and secondary. We normally do whole school trainings. Many of our initiatives proposed will have benefit in both schools and will involve shared resources or staff.

Our grant proposal is based around the following ideas:

- 1. Staff development in Differentiated Education.** We have sent/are sending ten staff to regional or national multi-day conferences on Differentiation sponsored by Staff Development for Educators (SDE) during the past two years. Additionally, thirteen staff attended a one day SDE training in math, all teachers that teach math K-12 have had training in Singapore Math through SDE held on-site, and nine staff have attended SDE training on reading. We propose to expand this relationship by having an SDE Differentiated specialist on site for one week a month throughout the next three years, dividing the time between schools. During both years two and three, every certified staff would attend the SDE summer conference either at the Midwest or national level, giving staff the flexibility of two times to choose from. Using SDE as an external provider will also ensure our capacity to begin this in a timely fashion since they have assured me they could provide a continuing presence with short notice.
- 2. Strengthened partnership with other Native American districts under the leadership of ESU #1.** This would include building our capacity through training by Ruby Paine and/or Robert Marzano, continuing AdvancEd development including National conference experiences, MAP assessment and AIMSweb trainer of trainer initiatives, 21<sup>st</sup> Century Skills facilitators initiative, McRel leadership development to train administrators in teacher evaluations that are tied to student achievement, professional development for mathematics.
- 3. Technology initiative to include a full time technologist to serve as a trainer for staff and various software and hardware purchases including an additional computer lab, a one-to-one NEO2 initiative, and other technology as it develops.** Our independent studies program would be expanded through more after school, evening, and Saturday school opportunities, including a .5 time director of independent studies.
- 4. Personnel to support this would include an additional principal, in order to split the elementary and secondary duties and allow for more intensive supervision; the above mentioned technologist; two certified teachers to act as permanent substitutes to enhance continuity of instruction; a .25 time project manager for the elementary project, a .25 time project manager for the secondary project, with the three part time positions adding to one full time position. To avoid missed instructional time but allow staff trainings, teachers will have an additional 5 days added to their contracts at their daily rate. This is in addition to two substitutes being hired for school year trainings.**

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be

implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

**Due to the small size of the district, there is no real separation between district and individual school. No funds are being requested for any separate district support of school efforts. Analysis of need and selection was based on work done in SIP meetings held monthly throughout the 2009-2010 school year. Consultation in the actual grant writing phase this June was done by e-mail, phone and personal visits, almost all of which were held one-to-one.**

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors might include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

**We are well staffed at this time with no vacancies. Due to retirement, there will be a new principal for the next year. We are in a good financial position at this time with \$700,000 in necessary cash reserves. The building had an addition three years ago, doubling its size and major structural, roof, and cosmetic upgrades to the older portion of the building this year. We therefore have the physical capacity to host trainings, temporary staff, etc. Past reform efforts include some looping classrooms, full inclusion practices, cultural inclusion. Under the Title I accountability funds for next year, we have begun a project to divide the 3-6 grades into very small, multi-age, looped classrooms. Staff have been hired and the schedule has been adjusted to allow this reform effort. There is good stability in staffing. Staff development has been increased, with, for example, more than half of the teachers currently enrolled in a Masters level program in American history with an emphasis in Native American studies. A new superintendent, new principal and new staff have been hired from a good applicant pool. We have parents that meet with our SIP groups on an ongoing basis. The teachers support this effort as shown in the following letter.**

## Santee Community School

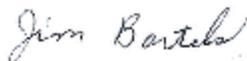
VILLAGE OF SANTEE  
206 FRAZIER AVENUE EAST  
NIORARA, NEBRASKA 68750 7213

June 2, 2010

To Whom It May Concern:

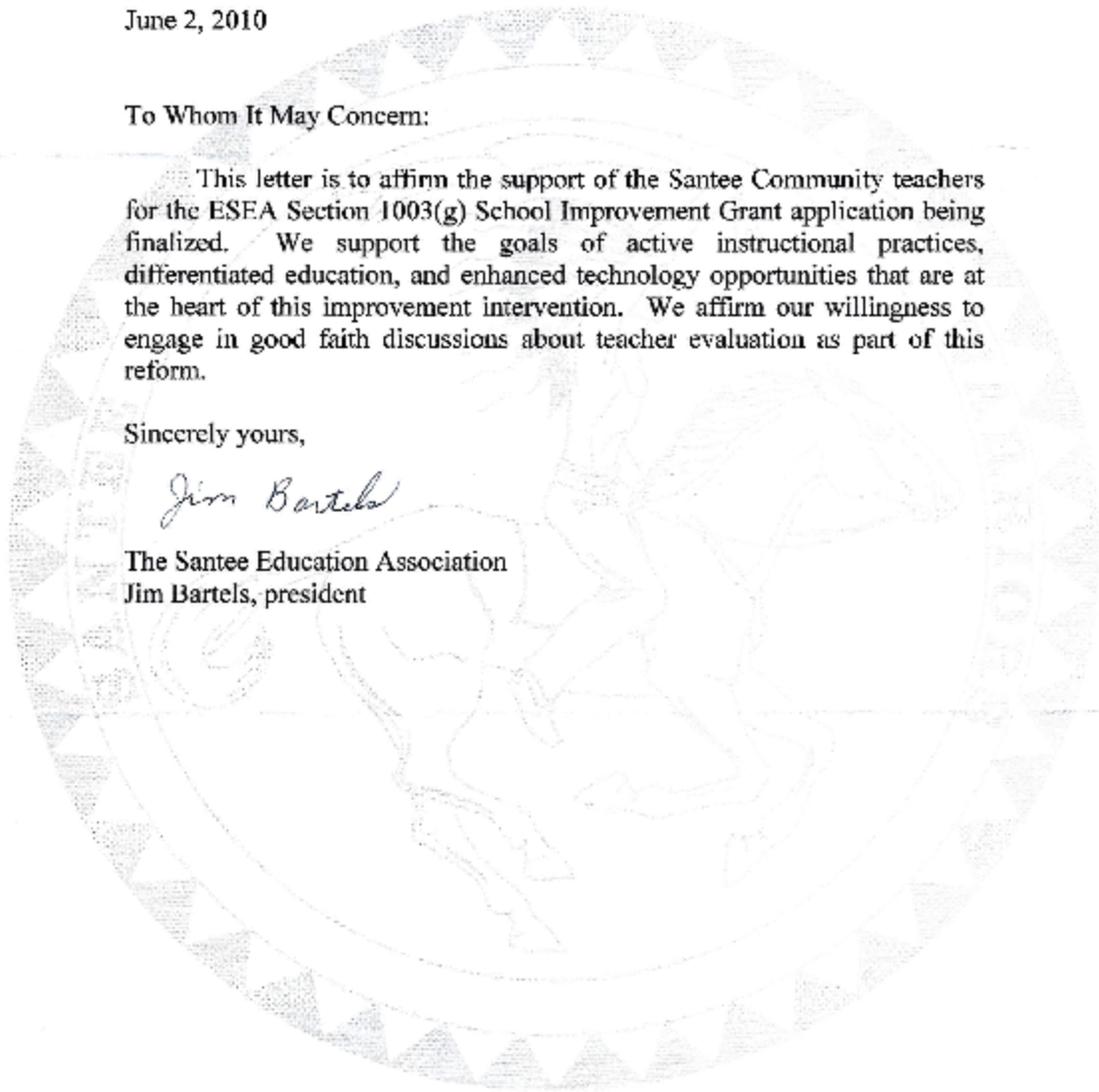
This letter is to affirm the support of the Santee Community teachers for the ESEA Section 1003(g) School Improvement Grant application being finalized. We support the goals of active instructional practices, differentiated education, and enhanced technology opportunities that are at the heart of this improvement intervention. We affirm our willingness to engage in good faith discussions about teacher evaluation as part of this reform.

Sincerely yours,



*Jim Bartels*

The Santee Education Association  
Jim Bartels, president



- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity might address the same factors listed above.

**We are applying for both Tier I school.**

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

**We are planning on using two external providers. In both cases these are relationships of several years that have proven to be of merit. In They were chosen because of the existing relationship and their ability to provide the expanded services we seek. These providers are Staff Development for Educators (SDE) and ESU #1. Both have multiple consultants available with great capabilities.**

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

**As previously stated, we are a small district and always work K-12. Coordination is assured by overlapping personnel and intent. We have previously committed to a small class, multi-age, looping model for 3-6 using Title I accountability funds. We use a combination of Title I and general funds to support our reading program, including previously planned outside trainers for next year. Our Title I reading director in on the SIP team which is headed by our data team leader. ESU #1 will continue to supply us with a SIP coach. Our data team will remain. We have budgeted from general funds for the SIP process.**

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

**Our governance practices and policies have already been changed to allow for all planned reforms, including extended learning opportunities before and after school and on Saturdays.**

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

**The primary focus of our intervention modal is on staff training with the goal of increasing the staff capacity to continue the reform without further outside help. It would be our hope, dependent on funding availability, that those few areas that would need continued intervention could be absorbed into the general fund budget, but it will be our plan to make all initiatives self-sustaining.**

- B.8. The district must establish annual goals for student achievement on the State’s assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

NOTE: Districts applying for ESEA Section 1003(g) funds will need to submit goals for increasing the student performance in Reading by October of 2010 after baseline data is established for each school and group using NeSA-R (Reading) and NeSA-AAR (alternate assessment Reading). Districts will establish goals for Math for the 2010-11 school year using existing assessment results. The statewide averages for Math gains are provided below the Goals chart.

If the district goal will be the same as the State goal, complete the district column with “Same”.

Area	State Goal	District Goal
Reading	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	same
Math	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups	same

	demonstrate an increase.	
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	same
Graduation rate (high schools only)	Measurable increase from the previous year	same
College enrollment rate (high schools only)	Measurable increase from the previous year	same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	NA
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measureable improvement from previous year (or baseline for initial year of grant)	same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	same

<b>Statewide Average Gain – Math (2008-09 AYP Data)</b>	
<b>Group</b>	<b>Percentage points</b>
All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26
Black, Not Hispanic	3.39

Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

**Due to timing of this application, with our school year ended, the actual application was developed by the superintendent with assistance from the principal. In preparing it there was consultation, by e-mail with all staff, the incoming administration, ESU #1, fellow administrators from other reservation schools, and NDE. All of the above are willing to support the implementation of this process.**

**PART C. DISTRICT BUDGET**

NA

**PART D. ASSURANCES**

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

**PART E. WAIVERS**

Check each waiver that the district will implement.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION **SANTEE SECONDARY SCHOOL**

**Complete a Section 2 for each school included in the application.**

A.1. Analysis of Need **SANTEE SECONDARY SCHOOL**

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2007-08 and 2008-09. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

**2007-2008 State of the Schools Report  
A Report on Nebraska Public Schools****SCHOOL DISTRICT: SANTEE COMMUNITY SCHOOLS****SCHOOL BUILDING: SANTEE HIGH SCHOOL**▶ [School Profile](#)**School Profile****2007 - 2008****School Characteristics**

<b>School Data</b>	<b>State Statistics</b>	<b>District Statistics</b>	<b>School Statistics</b>
<a href="#">Poverty Percentage</a>	37.33%	82.53%	82.46%
<a href="#">English Language Learners Percentage</a>	6.47%	0.00%	0.00%
<a href="#">Mobility Percentage</a>	12.38%	35.00%	49.12%
<a href="#">Enrollment</a>	290,767	160	56

**Percentage of Students Meeting Standards - Reading**

Grades	07	08	11
<u>All Students (including ELL and Special Education)</u>	36.36%	*	*
<u>Special Education Students</u>	*	*	*
<u>English Language Learners</u>	▲	▲	▲
<b>Gender</b>			
<u>Male</u>	*	*	*
<u>Female</u>	*	*	*
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	36.36%	*	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	▲	▲	▲
<u>Black, Not Hispanic</u>	▲	▲	▲
<u>Hispanic</u>	▲	▲	▲
<u>Free / Reduced Priced Meals</u>	30.00%	*	*
<u>Migrants</u>	▲	▲	▲

**Percentage of Students Meeting Standards - Mathematics**

Grades	07	08	11
<u>All Students (including ELL and Special Education)</u>	90.91%	*	*
<u>Special Education Students</u>	*	*	*
<u>English Language Learners</u>	▲	▲	▲
<b>Gender</b>			
<u>Male</u>	*	*	*
<u>Female</u>	*	*	*
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	90.91%	*	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	▲	▲	▲
<u>Black, Not Hispanic</u>	▲	▲	▲
<u>Hispanic</u>	▲	▲	▲
<u>Free / Reduced Priced Meals</u>	90.00%	*	*
<u>Migrants</u>	▲	▲	▲

**Percentage of Students Meeting Standards - Science**

Grades	08	11
<u>All Students (including ELL and Special Education)</u>	*	*
<u>Special Education Students</u>	*	*
<u>English Language Learners</u>	▲	▲
<b>Gender</b>		
<u>Male</u>	*	*
<u>Female</u>	*	*
<b>Race / Ethnicity</b>		
<u>American Indian / Alaska Native</u>	*	*
<u>Asian or Pacific Islander</u>	▲	▲
<u>White, Not Hispanic</u>	▲	▲
<u>Black, Not Hispanic</u>	▲	▲
<u>Hispanic</u>	▲	▲

<a href="#">Free / Reduced Priced Meals</a>	*	*
<a href="#">Migrants</a>	▲	▲

**Percentage of Students Meeting Standards - Writing**

	08	11
<a href="#">All Students (including ELL and Special Education)</a>	*	*
<a href="#">Special Education Students</a>	*	*
<a href="#">English Language Learners</a>	*	*
<b>Gender</b>		
<a href="#">Male</a>	*	*
<a href="#">Female</a>	*	*
<b>Race / Ethnicity</b>		
<a href="#">American Indian / Alaska Native</a>	*	*
<a href="#">Asian or Pacific Islander</a>	N / A	N / A
<a href="#">White, Not Hispanic</a>	N / A	N / A
<a href="#">Black, Not Hispanic</a>	N / A	N / A
<a href="#">Hispanic</a>	N / A	N / A
<a href="#">Free / Reduced Priced Meals</a>	*	*
<a href="#">Migrants</a>	N / A	N / A

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP		
AYP	Middle	High
<b>Reading</b>		
<a href="#">All students</a>	~	*
<a href="#">American Indian/Alaska Native</a>	~	*
<a href="#">Asian or Pacific Islander</a>	*	*
<a href="#">White, Not Hispanic</a>	*	*
<a href="#">Black, Not Hispanic</a>	*	*
<a href="#">Hispanic</a>	*	*
<a href="#">Students eligible for free and reduced lunch</a>	~	*
<a href="#">Special Education Students</a>	*	*
<a href="#">English Language Learners</a>	*	*
<b>Math</b>		
<a href="#">All students</a>	~	*
<a href="#">American Indian/Alaska Native</a>	~	*
<a href="#">Asian or Pacific Islander</a>	*	*
<a href="#">White, Not Hispanic</a>	*	*
<a href="#">Black, Not Hispanic</a>	*	*
<a href="#">Hispanic</a>	*	*
<a href="#">Students eligible for free and reduced lunch</a>	~	*
<a href="#">Special Education Students</a>	*	*
<a href="#">English Language Learners</a>	*	*
<a href="#">No Child Left Behind Qualified Teachers</a>	100.00%	

\* Data was masked to protect the identity of students using one of the following criteria:  
 1) Fewer than 10 students were reported in the grade or standard.  
 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.





**2008-2009 State of the Schools Report**  
**A Report on Nebraska Public Schools**

**SCHOOL DISTRICT: SANTEE COMMUNITY SCHOOLS**  
**SCHOOL BUILDING: SANTEE HIGH SCHOOL**

▶ School Profile

### School Profile

2008 - 2009

#### School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	38.35%	80.25%	76.36%
<a href="#">English Language Learners Percentage</a>	6.31%	0.00%	0.00%
<a href="#">School Mobility Rate</a>	12.02%	23.33%	36.36%
<a href="#">Enrollment</a>	292,030	162	55

## Percentage of Students Meeting Standards - Reading

Grades	07	08	11
<u>All Students (including ELL and Special Education)</u>	*	76.92%	*
<u>Special Education Students</u>	*	*	*
<u>English Language Learners</u>	▲	▲	▲
<b>Gender</b>			
<u>Male</u>	*	*	*
<u>Female</u>	*	*	*
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	*	76.92%	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	▲	▲	▲
<u>Black, Not Hispanic</u>	▲	▲	▲
<u>Hispanic</u>	▲	▲	▲
<u>Free / Reduced Priced Meals</u>	*	81.82%	*
<u>Migrants</u>	▲	▲	▲

## Percentage of Students Meeting Standards - Mathematics

Grades	07	08	11
<u>All Students (including ELL and Special Education)</u>	70.00%	61.54%	*
<u>Special Education Students</u>	*	*	*
<u>English Language Learners</u>	▲	▲	▲
<b>Gender</b>			
<u>Male</u>	*	*	*
<u>Female</u>	*	*	*
<b>Race / Ethnicity</b>			
<u>American Indian / Alaska Native</u>	70.00%	61.54%	*
<u>Asian or Pacific Islander</u>	▲	▲	▲
<u>White, Not Hispanic</u>	▲	▲	▲
<u>Black, Not Hispanic</u>	▲	▲	▲
<u>Hispanic</u>	▲	▲	▲
<u>Free / Reduced Priced Meals</u>	*	63.64%	*
<u>Migrants</u>	▲	▲	▲

## Percentage of Students Meeting Standards - Science

Grades	08	11
<u>All Students (including ELL and Special Education)</u>	38.46%	*
<u>Special Education Students</u>	*	*
<u>English Language Learners</u>	▲	▲
<b>Gender</b>		
<u>Male</u>	*	*
<u>Female</u>	*	*
<b>Race / Ethnicity</b>		
<u>American Indian / Alaska Native</u>	38.46%	*
<u>Asian or Pacific Islander</u>	▲	▲
<u>White, Not Hispanic</u>	▲	▲
<u>Black, Not Hispanic</u>	▲	▲

<u>Hispanic</u>	▲	▲
<u>Free / Reduced Priced Meals</u>	36.36%	*
<u>Migrants</u>	▲	▲

**Percentage of Students Meeting Standards - Writing**

	<b>08</b>	<b>11</b>
<u>All Students (including ELL and Special Education)</u>	85.71%	*
<u>Special Education Students</u>	*	*
<u>English Language Learners</u>	*	*
<b>Gender</b>		
<u>Male</u>	*	*
<u>Female</u>	*	*
<b>Race / Ethnicity</b>		
<u>American Indian / Alaska Native</u>	85.71%	*
<u>Asian or Pacific Islander</u>	N / A	N / A
<u>White, Not Hispanic</u>	N / A	N / A
<u>Black, Not Hispanic</u>	N / A	N / A
<u>Hispanic</u>	N / A	N / A
<u>Free / Reduced Priced Meals</u>	90.91%	*
<u>Migrants</u>	N / A	N / A

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP		
AYP	Middle	High
<b>Reading</b>		
<a href="#">All students</a>	***	*
<a href="#">American Indian/Alaska Native</a>	***	*
<a href="#">Asian or Pacific Islander</a>	*	*
<a href="#">White, Not Hispanic</a>	*	*
<a href="#">Black, Not Hispanic</a>	*	*
<a href="#">Hispanic</a>	*	*
<a href="#">Students eligible for free and reduced lunch</a>	***	*
<a href="#">Special Education Students</a>	*	*
<a href="#">English Language Learners</a>	*	*
<b>Math</b>		
<a href="#">All students</a>	***	*
<a href="#">American Indian/Alaska Native</a>	***	*
<a href="#">Asian or Pacific Islander</a>	*	*
<a href="#">White, Not Hispanic</a>	*	*
<a href="#">Black, Not Hispanic</a>	*	*
<a href="#">Hispanic</a>	*	*
<a href="#">Students eligible for free and reduced lunch</a>	***	*
<a href="#">Special Education Students</a>	*	*
<a href="#">English Language Learners</a>	*	*
<a href="#">No Child Left Behind Qualified Teachers</a>	N / A	

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

\*\*\* To be included for AYP determinations, a group must have at least 30 students.



Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	NA
(2) Graduation rate (AYP graduation rate for high schools only)	61.54
(3) College enrollment rate (high schools only)	11%
<b>Leading Indicators</b>	
(4) Number of minutes within the school year	68580
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	7 for 21%
(6) Dropout rate (total for high schools only)	1.82
(7) Student attendance rate	80.09
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	4
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

**We have identified our primary needs as achievement related. Much of this seems to be caused by lack of instructional time, especially as it relates to individual student attendance. Discipline for students, other than attendance related issues is well within normal and customary ratios. Although we presume students would do better if truancy was better addressed, we also recognize that there is no successful intervention from the local civic authorities (tribal) and that the school is overstepping jurisdiction and being counterproductive in seeking parental legal redress. We instead believe that we should focus on instructional methods that work with multi level classes and alternative delivery methods. Our graduation rate is low most years, although part of that is due to cultural differences not acknowledged in standard data collection, such as 5<sup>th</sup> year graduates which are common in reservation schools. Due to a variety of reasons, many students do not achieve full credits for the year, but are willing to continue summers or stay for the extra year. Notwithstanding this, we have a real need to improve. Our students have very few expectations of college degrees and most local role models did not receive their degree in a four year high school/four year college pattern, but rather as a hard struggle over many years. While the traditional school day and routine is**

**important to most, so are other methods. We have had good results with technology in instructional delivery. We have had good results with classes offered at non-traditional times and on Saturdays.**

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

**Programs that we currently find effective include before and after school classes, Saturday school, on-line instruction, community partners, and family involvement. This intervention model will allow us to significantly expand our various non-traditional offerings and can mesh with our 21<sup>st</sup> Century after school grant program. We have an above average technology availability but need to expand and need strong embedded staff development to be successful. This intervention addresses this. Our staff struggles with effective classroom practice when most classrooms have student with a great variety of skill level and attendance. We have previously identified Differentiated Learning as the most promising practice for Santee, but implementation is slow. This intervention allows for intense staff development and supervision in these practices.**

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

**Our salary schedule recognizes experience as:**

- 2 teachers at 2 years**
- 1 teacher at 3 years**
- 2 teachers at 5 years**
- 2 teachers at 6 years**
- 3 teachers at 8 years**
- 1 teacher at 9 years**
- 5 teachers at 10 years**
- 2 teachers at 12 years**
- 6 teachers at 13 years**
- 1 teacher at 15 years**

**Most of these teachers have additional years of experience in other systems.**

**Educational levels were:**

- 2 teachers at BA**
- 4 teachers at BA + 9**
- 2 teachers at BA + 18**
- 2 teachers at BA +27**
- 10 teachers at MA**
- 2 teachers at MA + 9**

1 teacher at MA + 18

2 teachers at MA + 36

**Current professional development has been for individuals in differentiated education, Singapore math SDE reading, data retreat., technology trainings. All have been well received, but lack enough time and follow-up to be truly effective. This initiative will be particularly useful due to intensive and embedded nature of the trainings. The teacher evaluation instrument is weak and outdated. Evaluations have been only as strong as the principal was able to make them. This intervention is a great opportunity for us to rework this document.**

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

**Our self analysis showed a need for better alignment in many ways. These include vertical, assessment and content standards. We have begun this work but this intervention would greatly speed and enhance this. We have serious interest, as demonstrated by our beginning efforts in differentiated instruction, technology delivery, alternative methods, and generally more active student engagement in education. Again, we are trying but need a boost. The model selected has a high fidelity with our needs.**

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

**We generally feel this is a strength of our current system. We are on target for early accreditation by NCA. We meet rule 10. Our accountability grant plan has been accepted and staff has been hired with planning underway. Schools have flexibility in governance. Our needs include more leadership time, thus the plan for an additional district principal, and to increase the instructional time for students with personal attendance issues, therefore the ½ time independent study director. Again this model seems to offer us the most relevant assistance.**

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

**We have been deeply involved for years in SIP work. This past year with the decision to seek NCA/AdvancEd accreditation this process became our vehicle. We have become**

**involved with data analysis and had an ESU SIP coach working with us for nearly two years. With this as background, the process for this particular intervention was done, by necessity due to the short turn around time and the large number of involved committee members in graduate school, was by phone, e-mail, and individual consultation.**

#### A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

#### Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to fully implement the intervention model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

<b>Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	The current principal is retiring and a new principal was hired. This intervention would allow this position to move from being shared with the elementary to being full time secondary.
Key steps	Complete
Start Date	July 1,2010
Full implementation date	ASAP, upon hiring for elementary
Person(s) responsible	School Board
Monitor and evaluate	School Board and Superintendent
Cost for three years	\$165,000 additional cost
<b>Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	Replace evaluation document; train principal in McRel balanced leadership and Power Walkthrough
Key steps	ESU #1 will arrange training once they are notified.  The teachers have signed on to good-faith negotiate all related matters and the board has also signaled there agreement.
Start Date	August 2010
Full implementation date	Training will be a 3 year process, but will have begun by 1-1-11. Evaluation document target date is also 1-1-11

Person(s) responsible	Administration and ESU #1
Monitor and evaluate	Administration
Cost for three years	\$18,000
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so  <b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	Engage in negotiation with teachers association to re-write master agreement. Amend or rewrite salary schedule to address this.
Key steps	Engage in consensus building activities with staff and agree as to what this means and how to show this result
Start Date	Upon grant notification
Full implementation date	2011-2012 school year
Person(s) responsible	Staff, administration, board
Monitor and evaluate	All above
Cost for three years	No additional cost at the grant level—we feel that for this to function this must become general fund, not grant or this reform will not be fully part of district commitment.
<b>Transformation Intervention Model - 4</b>	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness  (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	
Activity	<p>Contract with SDE for ongoing embedded instruction in differentiated instruction and arrange conference participation in year 2 and 3</p> <p>Increased ESU #1 support in a variety of on-going strategies, including Ruby Paine consultation, MAP and AIMSweb trainer of trainers initiative, additional AdvancEd participation, 21<sup>st</sup> century skills training.</p>

	<p>All of these would have a collaborative focus with other reservation schools to also help align with the Native culture.</p> <p>Add additional technology to include another computer lab, a one to one NEO2 initiative, and other hardware and software as new technology requires. Hire a technologist to train staff in the use and care of all technology, including instructional techniques.</p>
Key steps	Contract SDE; set up with ESU #1; hire technologist and purchase technology hardware and software; Arrange/change school calendar
Start Date	August 2010
Full implementation date	On-going throughout intervention grant
Person(s) responsible	Administration
Monitor and evaluate	Administration
Cost for three years	\$550,000

**Transformation Intervention Model - 5**

<p>Requirement (1E): Developing and increasing teacher and school leader effectiveness  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	
Activity	<p>Consensus building with teachers, administration, and board to define what this means to all stakeholders</p> <p>Adjust recruitment practices as vacancies occur or are created.</p>
Key steps	Formal and informal meetings to begin the dialogue
Start Date	August 2010
Full implementation date	August 2011
Person(s) responsible	All parties under administrative leadership
Monitor and evaluate	Administration
Cost for three years	Minimal to the grant. Salary/incentive packages will have to be part of the general fund to be lasting

**Transformation Intervention Model - 6**

<p>Requirement (2A): Comprehensive Instructional reform strategies</p>	
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(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	Continue and expand our data team's work. Increase ESU #1 support
Key steps	Data retreat and related activities are already scheduled
Start Date	January 2008; to be expanded August 2010
Full implementation date	Continuing
Person(s) responsible	ESU #1, data team, administration
Monitor and evaluate	Data team
Cost for three years	\$10,000 for additional ESU work
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Training in the use of MAPs, AIMSweb, other data  Differentiated Instruction consultant
Key steps	ESU #1 trainer of trainer activities
Start Date	August 2010
Full implementation date	Continuing, but in place by May 2011
Person(s) responsible	ESU #1, SIP coach, SDE
Monitor and evaluate	Administration, data team
Cost for three years	\$50,000
<b>Transformation Intervention Model - 8</b>	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Increase after school hours, Saturday hours, and add evening hours for independent study classes.  Have a full time sub on staff to keep learning active during staff absences.

Key steps	Hire a .5 staff member for independent studies; hire a roaming teacher for substitute duty
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Principal
Cost for three years	\$300,000
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Continue Family night activities, continue community membership in school committees, partner with 21 <sup>st</sup> century grant and PIRC to bring families in with students taking after hour classes.
Key steps	Planning with relevant committees
Start Date	August 2010
Full implementation date	October 2010
Person(s) responsible	21 <sup>st</sup> Century director, PIRC committee, administration``
Monitor and evaluate	PIRC committee
Cost for three years	\$15,000
<b>Transformation Intervention Model - 10</b>	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Teachers will all have an extended contract for an additional five days in order to do the training, planning, etc., needed to complete this intervention.
Key steps	Formal and informal meetings
Start Date	August 2010
Full implementation	October 2010

date	
Person(s) responsible	Staff and administration
Monitor and evaluate	Staff and administration
Cost for three years	\$70,000
<b>Transformation Intervention Model - 11</b>	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	Partner with ESU #1 and SDE
Key steps	Contracts with these organizations
Start Date	August 2010
Full implementation date	October 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Administration
Cost for three years	Estimates in previous Models
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

## Section 2. SCHOOL LEVEL INFORMATION **SANTEE Elementary SCHOOL**

**Complete a Section 2 for each school included in the application.**

### A.1. Analysis of Need **SANTEE Elementary SCHOOL**

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

#### Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2007-08 and 2008-09. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

**2007-2008 State of the Schools Report**  
**A Report on Nebraska Public Schools****SCHOOL DISTRICT: SANTEE COMMUNITY SCHOOLS**  
**SCHOOL BUILDING: SANTEE ELEMENTARY SCHOOL**▶ [School Profile](#)**School Profile**

2007 - 2008

**School Characteristics**

School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	37.33%	82.53%	82.57%
<a href="#">English Language Learners Percentage</a>	6.47%	0.00%	0.00%
<a href="#">Mobility Percentage</a>	12.38%	35.00%	27.18%
<a href="#">Enrollment</a>	290,767	160	103

## Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
<a href="#">All Students (including ELL and Special Education)</a>	86.67%	100.00%	*	*
<a href="#">Special Education Students</a>	*	▲	*	*
<a href="#">English Language Learners</a>	▲	▲	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	*	*	*	*
<a href="#">Female</a>	*	*	*	*
<b>Race / Ethnicity</b>				
<a href="#">American Indian / Alaska Native</a>	86.67%	100.00%	*	*
<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">White, Not Hispanic</a>	▲	▲	*	▲
<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Hispanic</a>	▲	▲	▲	▲
<a href="#">Free / Reduced Priced Meals</a>	91.67%	100.00%	*	*
<a href="#">Migrants</a>	▲	▲	▲	▲

## Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05	06
<a href="#">All Students (including ELL and Special Education)</a>	71.43%	100.00%	*	30.00%
<a href="#">Special Education Students</a>	*	▲	*	*
<a href="#">English Language Learners</a>	▲	▲	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	*	*	*	*
<a href="#">Female</a>	*	*	*	*
<b>Race / Ethnicity</b>				
<a href="#">American Indian / Alaska Native</a>	71.43%	100.00%	*	30.00%
<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">White, Not Hispanic</a>	▲	▲	*	▲
<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Hispanic</a>	▲	▲	▲	▲
<a href="#">Free / Reduced Priced Meals</a>	72.73%	100.00%	*	*
<a href="#">Migrants</a>	▲	▲	▲	▲

## Percentage of Students Meeting Standards - Science

Grades	04	05
<a href="#">All Students (including ELL and Special Education)</a>	100.00%	N / A
<a href="#">Special Education Students</a>	▲	N / A
<a href="#">English Language Learners</a>	▲	N / A
<b>Gender</b>		
<a href="#">Male</a>	*	N / A
<a href="#">Female</a>	*	N / A
<b>Race / Ethnicity</b>		
<a href="#">American Indian / Alaska Native</a>	100.00%	N / A
<a href="#">Asian or Pacific Islander</a>	▲	N / A
<a href="#">White, Not Hispanic</a>	▲	N / A
<a href="#">Black, Not Hispanic</a>	▲	N / A

<a href="#">Hispanic</a>	▲	N / A
<a href="#">Free / Reduced Priced Meals</a>	100.00%	N / A
<a href="#">Migrants</a>	▲	N / A

**Percentage of Students Meeting Standards - Writing**

	<b>04</b>
<a href="#">All Students (including ELL and Special Education)</a>	66.67%
<a href="#">Special Education Students</a>	*
<a href="#">English Language Learners</a>	*
<b>Gender</b>	
<a href="#">Male</a>	*
<a href="#">Female</a>	*
<b>Race / Ethnicity</b>	
<a href="#">American Indian / Alaska Native</a>	66.67%
<a href="#">Asian or Pacific Islander</a>	N / A
<a href="#">White, Not Hispanic</a>	N / A
<a href="#">Black, Not Hispanic</a>	N / A
<a href="#">Hispanic</a>	N / A
<a href="#">Free / Reduced Priced Meals</a>	70.00%
<a href="#">Migrants</a>	N / A

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	Elementary
<b>Reading</b>	
<a href="#">All students</a>	NOT MET
<a href="#">American Indian/Alaska Native</a>	NOT MET
<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	*
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	
<a href="#">English Language Learners</a>	*
<b>Math</b>	
<a href="#">All students</a>	NOT MET
<a href="#">American Indian/Alaska Native</a>	NOT MET
<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	*
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	
<a href="#">English Language Learners</a>	*
<a href="#">No Child Left Behind Qualified Teachers</a>	100.00%

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

\*\*\*\* To be included for AYP determinations, a group must have at least 30 students.





**2008-2009 State of the Schools Report**  
**A Report on Nebraska Public Schools**

**SCHOOL DISTRICT: SANTEE COMMUNITY SCHOOLS**  
**SCHOOL BUILDING: SANTEE ELEMENTARY SCHOOL**

► School Profile

## School Profile

2008 - 2009

### School Characteristics

School Data	State Statistics	District Statistics	School Statistics
<a href="#">Poverty Percentage</a>	38.35%	80.25%	82.24%
<a href="#">English Language Learners Percentage</a>	6.31%	0.00%	0.00%
<a href="#">School Mobility Rate</a>	12.02%	23.33%	15.79%
<a href="#">Enrollment</a>	292,030	162	107

**Percentage of Students Meeting Standards - Reading**

Grades	03	04	05	06
<a href="#">All Students (including ELL and Special Education)</a>	38.89%	100.00%	72.73%	63.64%
<a href="#">Special Education Students</a>	*	*	▲	*
<a href="#">English Language Learners</a>	▲	▲	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	*	*	*	*
<a href="#">Female</a>	45.45%	*	*	*
<b>Race / Ethnicity</b>				
<a href="#">American Indian / Alaska Native</a>	38.89%	100.00%	72.73%	63.64%
<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">White, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Hispanic</a>	▲	▲	▲	▲
<a href="#">Free / Reduced Priced Meals</a>	35.71%	100.00%	*	*
<a href="#">Migrants</a>	▲	▲	▲	▲

**Percentage of Students Meeting Standards - Mathematics**

Grades	03	04	05	06
<a href="#">All Students (including ELL and Special Education)</a>	50.00%	100.00%	*	18.18%
<a href="#">Special Education Students</a>	*	*	▲	*
<a href="#">English Language Learners</a>	▲	▲	▲	▲
<b>Gender</b>				
<a href="#">Male</a>	*	*	*	*
<a href="#">Female</a>	54.55%	*	*	*
<b>Race / Ethnicity</b>				
<a href="#">American Indian / Alaska Native</a>	50.00%	100.00%	*	18.18%
<a href="#">Asian or Pacific Islander</a>	▲	▲	▲	▲
<a href="#">White, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Black, Not Hispanic</a>	▲	▲	▲	▲
<a href="#">Hispanic</a>	▲	▲	▲	▲
<a href="#">Free / Reduced Priced Meals</a>	35.71%	100.00%	*	*
<a href="#">Migrants</a>	▲	▲	▲	▲

**Percentage of Students Meeting Standards - Science**

Grades	04	05
<a href="#">All Students (including ELL and Special Education)</a>	100.00%	N / A
<a href="#">Special Education Students</a>	*	N / A
<a href="#">English Language Learners</a>	▲	N / A
<b>Gender</b>		
<a href="#">Male</a>	*	N / A
<a href="#">Female</a>	*	N / A
<b>Race / Ethnicity</b>		
<a href="#">American Indian / Alaska Native</a>	100.00%	N / A
<a href="#">Asian or Pacific Islander</a>	▲	N / A
<a href="#">White, Not Hispanic</a>	▲	N / A
<a href="#">Black, Not Hispanic</a>	▲	N / A

<a href="#">Hispanic</a>	▲	N / A
<a href="#">Free / Reduced Priced Meals</a>	100.00%	N / A
<a href="#">Migrants</a>	▲	N / A

**Percentage of Students Meeting Standards - Writing**

	<b>04</b>
<a href="#">All Students (including ELL and Special Education)</a>	57.14%
<a href="#">Special Education Students</a>	*
<a href="#">English Language Learners</a>	*
<b>Gender</b>	
<a href="#">Male</a>	*
<a href="#">Female</a>	*
<b>Race / Ethnicity</b>	
<a href="#">American Indian / Alaska Native</a>	57.14%
<a href="#">Asian or Pacific Islander</a>	N / A
<a href="#">White, Not Hispanic</a>	N / A
<a href="#">Black, Not Hispanic</a>	N / A
<a href="#">Hispanic</a>	N / A
<a href="#">Free / Reduced Priced Meals</a>	58.33%
<a href="#">Migrants</a>	N / A

\* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

Student Performance Decision used for AYP	
AYP	Elementary
<b>Reading</b>	
<a href="#">All students</a>	NOT MET
<a href="#">American Indian/Alaska Native</a>	NOT MET
<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	*
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	
<a href="#">English Language Learners</a>	*
<b>Math</b>	
<a href="#">All students</a>	NOT MET
<a href="#">American Indian/Alaska Native</a>	NOT MET
<a href="#">Asian or Pacific Islander</a>	*
<a href="#">White, Not Hispanic</a>	*
<a href="#">Black, Not Hispanic</a>	*
<a href="#">Hispanic</a>	*
<a href="#">Students eligible for free and reduced lunch</a>	NOT MET
<a href="#">Special Education Students</a>	
<a href="#">English Language Learners</a>	*
<a href="#">No Child Left Behind Qualified Teachers</a>	N / A

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

☐ To be included for AYP determinations, a group must have at least 30 students.



Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(12) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	NA
(13) Graduation rate (AYP graduation rate for high schools only)	NA
(14) College enrollment rate (high schools only)	NA
<b>Leading Indicators</b>	
(15) Number of minutes within the school year	68580
(16) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	NA
(17) Dropout rate (total for high schools only)	NA
(18) Student attendance rate	89.91
(19) Discipline incidents (suspensions, expulsions as reported to NDE)	1
(20) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(21) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(22) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

**We have identified our primary needs as achievement related. Much of this seems to be caused by lack of instructional time, especially as it relates to individual student attendance. Discipline for students, other than attendance related issues is well within normal and customary ratios. Although we presume students would do better if truancy was better addressed, we also recognize that there is no successful intervention from the local civic authorities (tribal) and that the school is overstepping jurisdiction and being counterproductive in seeking parental legal redress. We instead believe that we should focus on instructional methods that work with multi level classes and alternative delivery methods. Due to a variety of reasons, many students do not achieve full achievement gain for the year, but are willing to continue summers or stay for the extra year. Notwithstanding this, we have a real need to improve. While the traditional school day and routine is important to most, so are other methods. We have had good results with technology in instructional delivery. We have had good results with our 21<sup>st</sup> century after school grant work.**

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

**Programs that we currently find effective include before and after school learning activities, Saturday school, on-line instruction, community partners, and family involvement. This intervention model will allow us to significantly expand our various non-traditional offerings and can mesh with our 21<sup>st</sup> Century after school grant program. We have an above average technology availability but need to expand and need strong embedded staff development to be successful. This intervention addresses this. Our staff struggles with effective classroom practice when most classrooms have student with a great variety of skill level and attendance. We have previously identified Differentiated Learning, including multi age and looping as the most promising practice for Santee, but implementation is difficult. This intervention allows for intense staff development and supervision in these practices.**

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

**Our salary schedule recognizes experience as:**

- 2 teachers at 2 years**
- 1 teacher at 3 years**
- 2 teachers at 5 years**
- 2 teachers at 6 years**
- 3 teachers at 8 years**
- 1 teacher at 9 years**
- 5 teachers at 10 years**
- 2 teachers at 12 years**
- 6 teachers at 13 years**
- 1 teacher at 15 years**

**Most of these teachers have additional years of experience in other systems.**

**Educational levels were:**

- 2 teachers at BA**
- 4 teachers at BA + 9**
- 2 teachers at BA + 18**
- 2 teachers at BA +27**
- 10 teachers at MA**
- 2 teachers at MA + 9**
- 1 teacher at MA + 18**
- 2 teachers at MA + 36**

**Current professional development has been for individuals in differentiated education, Singapore math SDE reading, data retreat., technology trainings. All have been well received, but lack enough time and follow-up to be truly effective. This initiative will be particularly useful due to intensive and embedded nature of the trainings. The teacher evaluation instrument is weak and outdated. Evaluations have been only as strong as the principal was able to make them. This intervention is a great opportunity for us to rework this document.**

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

**Our self analysis showed a need for better alignment in many ways. These include vertical, assessment and content standards. We have begun this work but this intervention would greatly speed and enhance this. We have serious interest, as demonstrated by our beginning efforts in differentiated instruction, technology delivery, alternative methods, and generally more active student engagement in education. Again, we are trying but need a boost. The model selected has a high fidelity with our needs.**

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

**We generally feel this is a strength of our current system. We are on target for early accreditation by NCA. We meet rule 10. Our accountability grant plan has been accepted and staff has been hired with planning underway. Schools have flexibility in governance. Our needs include more leadership time, thus the plan for an additional district principal, and to increase the instructional time for students with personal attendance issues, therefore the ½ time independent study director. Again this model seems to offer us the most relevant assistance.**

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

**We have been deeply involved for years in SIP work. This past year with the decision to seek NCA/AdvancEd accreditation this process became our vehicle. We have become involved with data analysis and had an ESU SIP coach working with us for nearly two years. With this as background, the process for this particular intervention was done, by**

**necessity due to the short turn around time and the large number of involved committee members in graduate school, was by phone, e-mail, and individual consultation.**

#### A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

#### Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to fully implement the intervention model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to

help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

<b>Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	The current principal is retiring and a new principal was hired. This intervention would allow this position to move from being shared with the secondary to being full time elementary.
Key steps	Complete
Start Date	July 1,2010
Full implementation date	ASAP, upon hiring elementary principal
Person(s) responsible	School Board
Monitor and evaluate	School Board and Superintendent
Cost for three years	\$165,000 additional cost
<b>Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	Replace evaluation document; train principal in McRel balanced leadership and Power Walkthrough
Key steps	ESU #1 will arrange training once they are notified.  The teachers have signed on to good-faith negotiate all related matters and the board has also signaled there agreement.
Start Date	August 2010
Full implementation date	Training will be a 3 year process, but will have begun by 1-1-11. Evaluation document target date is also 1-1-11

Person(s) responsible	Administration and ESU #1
Monitor and evaluate	Administration
Cost for three years	\$18,000
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so  <b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	Engage in negotiation with teachers association to re-write master agreement. Amend or rewrite salary schedule to address this.
Key steps	Engage in consensus building activities with staff and agree as to what this means and how to show this result
Start Date	Upon grant notification
Full implementation date	2011-2012 school year
Person(s) responsible	Staff, administration, board
Monitor and evaluate	All above
Cost for three years	No additional cost at the grant level—we feel that for this to function this must become general fund, not grant or this reform will not be fully part of district commitment.
<b>Transformation Intervention Model - 4</b>	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness  (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	
Activity	<p>Contract with SDE for ongoing embedded instruction in differentiated instruction and arrange conference participation in year 2 and 3</p> <p>Increased ESU #1 support in a variety of on-going strategies, including Ruby Paine consultation, MAP and AIMSweb trainer of trainers initiative, additional AdvancEd participation, 21<sup>st</sup> century skills training.</p>

	<p>All of these would have a collaborative focus with other reservation schools to also help align with the Native culture.</p> <p>Add additional technology to include another computer lab, a one to one NEO2 initiative, and other hardware and software as new technology requires. Hire a technologist to train staff in the use and care of all technology, including instructional techniques.</p>
Key steps	Contract SDE; set up with ESU #1; hire technologist and purchase technology hardware and software; Arrange/change school calendar
Start Date	August 2010
Full implementation date	On-going throughout intervention grant
Person(s) responsible	Administration
Monitor and evaluate	Administration
Cost for three years	\$550,000

**Transformation Intervention Model - 5**

<p>Requirement (1E): Developing and increasing teacher and school leader effectiveness  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school</p>	
Activity	<p>Consensus building with teachers, administration, and board to define what this means to all stakeholders</p> <p>Adjust recruitment practices as vacancies occur or are created.</p>
Key steps	Formal and informal meetings to begin the dialogue
Start Date	August 2010
Full implementation date	August 2011
Person(s) responsible	All parties under administrative leadership
Monitor and evaluate	Administration
Cost for three years	Minimal to the grant. Salary/incentive packages will have to be part of the general fund to be lasting

**Transformation Intervention Model - 6**

Requirement (2A): Comprehensive Instructional reform strategies	
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(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	Continue and expand our data team's work. Increase ESU #1 support
Key steps	Data retreat and related activities are already scheduled
Start Date	January 2008; to be expanded August 2010
Full implementation date	Continuing
Person(s) responsible	ESU #1, data team, administration
Monitor and evaluate	Data team
Cost for three years	\$10,000 for additional ESU work
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Training in the use of MAPs, AIMSweb, other data  Differentiated Instruction consultant
Key steps	ESU #1 trainer of trainer activities
Start Date	August 2010
Full implementation date	Continuing, but in place by May 2011
Person(s) responsible	ESU #1, SIP coach, SDE
Monitor and evaluate	Administration, data team
Cost for three years	\$50,000
<b>Transformation Intervention Model - 8</b>	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Continue before and after school hours, Saturday hours through 21 <sup>st</sup> century grant  Have a full time sub on staff to keep learning active during staff absences.

Key steps	Hire a roaming teacher for substitute duty
Start Date	August 2010
Full implementation date	August 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Principal
Cost for three years	\$200,000
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Continue Family night activities, continue community membership in school committees, partner with 21 <sup>st</sup> century grant and PIRC to bring families in with students taking after hour classes.
Key steps	Planning with relevant committees
Start Date	August 2010
Full implementation date	October 2010
Person(s) responsible	21 <sup>st</sup> Century director, PIRC committee, administration``
Monitor and evaluate	PIRC committee
Cost for three years	\$15,000
<b>Transformation Intervention Model - 10</b>	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Teachers will all have an extended contract for an additional five days in order to do the training, planning, etc., needed to complete this intervention.
Key steps	Formal and informal meetings
Start Date	August 2010
Full implementation date	October 2010

Person(s) responsible	Staff and administration
Monitor and evaluate	Staff and administration
Cost for three years	\$70,000
<b>Transformation Intervention Model - 11</b>	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	Partner with ESU #1 and SDE
Key steps	Contracts with these organizations
Start Date	August 2010
Full implementation date	October 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Administration
Cost for three years	Estimates in previous Models
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Relevant Exhibit to both Santee Projects follows

**Readiness Report**  
**for School Accreditation**  
**Santee Community School**

*Bruce Blanchard, Superintendent*

*206 Frazier Avenue East*

*Niobrara, NE 68760*

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**March 22, 2010**



*AdvancED is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED*

## READINESS REPORT for AdvancED™ ACCREDITATION

**Purpose:** This report is designed to reflect a school's readiness for accreditation by reviewing their Self-Assessment of Readiness and examining its practices in relation to the AdvancED Standards for accreditation. By assessing a school's readiness, a determination can be made regarding its capacity to meet the AdvancED Standards and whether it can be granted candidacy status for accreditation.

**Demographics:** Provide a brief summary of the school's demographics (e.g., school type, grades served, district size and number of schools served, student population, public/private, etc.).

Santee Community School is a K-12 public school district located in northeast Nebraska within the Santee Sioux Nation Reservation in the village of Santee, population approximately 500. The district serves a student population of approximately 157. Over 36 percent of the staff hold Master's Degrees and staff members have an average tenure of 11 years. Eighty-six percent of the teaching staff teaches within their endorsed areas of certification.

The district student population for 2008-2009 was 162, as compared to 122 students in 2003-2004 – a 33 percent increase over the past five years. Santee Public School has a poverty rate averaging 80.25 percent, far above the state average of 38.35 percent. The mobility rate at Santee is approximately 23.33 percent, which is above the state average of 12.02 percent. The special education population represents 25.33 percent of the student body, which is above the state average of 15.21 percent. The graduation rate in 2008-2009 was 0 percent because there were no seniors that year. The majority of students, 98 percent, are Native American, with 1% Hispanic and 1% White, Non-Hispanic.

Santee Public School's academic program is enhanced with a variety of extra-curricular activities in athletics and the arts. The Santee Public School district is accredited by the state of Nebraska and is governed by a local Board of Education elected by the district population.

**Section 1:** Please summarize the school's completed Self-Assessment of Readiness.

## READINESS REPORT for AdvancED™ ACCREDITATION

The staff of Santee Community Schools has engaged in a variety of procedures to assess their readiness to proceed with the process of obtaining school accreditation through the North Central Association/AdvancED.

Thirty-eight of Santee's 50 employees participated in the electronic self assessment readiness survey in January 2010, and the analysis of the results were completed at their January 29, 2010 in-service meeting. Using ratings of Not Evident, Emerging, Operational, and Highly Functional, the staff rated the conditions necessary for improving schools: Core Task #1 ensuring desired results; Core Task #2 improving teaching and learning; and Core Task #3 fostering a culture of improvement. In Core Task #1 they rated themselves in the subcategories of expecting and ensuring desired results and monitoring performance. In Core Task # 2 they rated themselves on supporting student learning and maximizing teacher effectiveness. In Core Task # 3 they rated themselves on professional learning community and leading for improvement. Following is a summary of the self assessment survey results.

A majority of respondents perceive the school district as Operational in their practices and procedures and are actively creating conditions necessary for improvement; however, one area respondents rated as Emerging was taking appropriate and timely action to improve areas of identified needs within the overall area of monitoring performance. Many respondents also rated themselves as Emerging in the areas of:

- using an information system which collects, manages, and uses information to support the school's vision
- using data to inform decision-making about teaching and learning
- identifying performance targets, indicators, and measures for comparing and improving effectiveness
- involving families and the community in supporting children as learners

According to the survey results, respondents believe that Santee Community Schools are Operational in the necessary conditions of effective leadership, policies and practices, resources and support systems, and quality teachers. Although many staff rated the area of quality information as Operational, there were many staff members who rated this area as Not Evident or Emerging. During the readiness visit, staff shared with the members of the team that the staff recognized the importance of data and have formed a data team to develop a system of collecting and organizing data for analysis. Staff from ESU 1 is providing support to the staff through data retreats.

## READINESS REPORT for AdvancED™ ACCREDITATION

The staff rated the school as Operational in all areas of Core Task #1 for the areas of expecting and ensuring desired results and most areas within monitoring performance. All areas of Core Task #2 (improving teaching and learning) and Core Task #3 (fostering a culture of improvement) were rated Operational.

It should be noted that the staff of Santee Community Schools not only completed the readiness survey, but have also made plans to start working on initiatives to move toward a consistently high-functioning school system overall by addressing those areas that were not Operational. The staff will be working with staff of ESU 1 to conduct a data retreat to analyze student performance data and develop a K-12 scope and sequence for the curriculum. The staff acknowledges that the area of communications is a challenge and that additional attention needs to focus on improving communications with their community and involving parents and guardians with student learning. The staff also identified that they needed to solicit active involvement of support staff in data retreats, in-service trainings, and other meetings. Overall, the staff completing the readiness survey rated the school as Operational in most areas, with a few identified as Emerging. The survey results clearly indicate that they are ready to move to the next step in the accreditation process.

**Section 2:** Please summarize the school's capacity to meet the AdvancED Standards for accreditation.

### **Vision & Purpose**

The Readiness Survey for accreditation through AdvancED was completed by 38 out of 50 staff members in January of 2010. The visiting team felt that the survey was well done and reflected serious consideration by the educators in this district.

Santee rated themselves overall as Operational in Vision and Purpose. Their highest score is in "implementing a vision for student learning through goals and strategies." They believe that they have high expectations and that they maintain a focus on improving student learning. They described monthly professional development meetings and weekly staff meetings.

Committees representing many stakeholders have worked to create a mission statement that is unique to the students and the culture in Santee. The Mission of Santee Community School is to

## **READINESS REPORT for Advanced™ ACCREDITATION**

provide its students with equitable opportunities for an essential education in an efficient manner. They acknowledge personal responsibility by the statement: "If it is to be, It is up to Me."

### **Governance & Leadership**

The superintendent and the principal have set the tone for shared leadership in this school. Time for teachers to work on achieving the school's continuous improvement goals has been built into the district's calendar. Because both administrators are leaving the district, they have provided opportunities to build the capacity of teacher leaders to assume responsibility for the work. They also use the Educational Service Unit's expertise to assist in these initiatives. This relationship will continue to help promote successful continuous improvement efforts. The staff reported that the Board of Education is also supportive of the continuous improvement process.

### **Teaching & Learning**

This district has chosen to work on three school improvement goals:

1. To improve vocabulary and comprehension to increase student reading achievement
2. To improve math computation skills
3. To work on culture issues

The administrators and the six chairs of the continuous improvement committees spoke of their work in the improvement process. They described the work they are doing in reading, math and culture. The ESU representative told about plans to use student-learning data in the improvement process. The visiting team feels that this school is poised to make significant progress in the near future in utilizing the newly available MAP norm-referenced test data that was initiated this year. The staff has plans to collect and analyze data in order to make informed decisions at the classroom level. They do identify lack of time as being their biggest obstacle to improvement.

### **Documenting & Using Results**

Through collaborative efforts with ESU 1 and particularly the initial data retreat process, the district is exploring strategies that will help them address the learning goals. A careful analysis of student learning data will help the staff determine next steps in improvement efforts. The district has devoted staff development days where all faculty members (K-12) can meet to learn new instructional strategies to improve student learning; now, the emphasis should be on using assessment data to meet student needs. Starting with MAP results is a good beginning and there are plans to add other student data as it becomes available.

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### Resources and Support Systems

There appears to be a concerted effort to provide technology resources in this school. Technology currently utilized in the district includes two computer labs, Smart Boards, classroom laptops, pocket videos and an automated school message system. Teachers are provided many opportunities for professional growth.

### Stakeholder Communications and Relationships

The leadership team reported that they make many efforts to communicate with their stakeholders.

The automated school messenger system provides parents with instant information about students. They can also check grades and homework progress on-line. This is in addition to the standard means of communicating, such as the family/teacher conference and the reports sent home by teachers. A continued effort to engage both community and parents will encourage ongoing relationships in a district that has some challenges with community engagement.

### Commitment to Continuous Improvement

A focus to improve student learning was evident in every conversation with the leadership team in this school district. They used student-learning data to establish two academic goals and one cultural goal. School representatives share that much has been done to emphasize the need for continuous improvement, but they recognize that there are challenges. A collective commitment and many resources are in place to meet those challenges. Since both administrators will be leaving the district, it will be important to continue to make this a systematic and systemic process that is not “person” dependent.

As the district continues to refine its continuous improvement process some considerations may include:

- Continue to involve all staff and stakeholders in the continuous improvement process. Building the capacity of all teachers in this school will build a stronger and more systemic process. Continue efforts to involve community stakeholders in continuous improvement. The team was impressed with many of the attempts to involve parents and community members. Taking the information to them outside of the school building, as well as having students present that information might help in this communication process.
- Revisit district and building goals. Improvement goals can be driven by a quality analysis of

## READINESS REPORT for AdvancED™ ACCREDITATION

both student performance information and school-based information (climate, demographics, growth, instructional practices). As you continue the data retreat process, continue to find ways to get the data to the classroom level, so that all teachers know individual student strengths and weaknesses. There must be an expectation and accountability for teachers to teach missing skills.

- School leaders are working with ESU 1. Having them offer “technical assistance” can help with this process.
- As action plans are updated, determine ways to monitor and measure the level and fidelity of implementation. Focused initiatives will require direct instruction with clearly articulated outcomes.
- Continued planning using the AdvancED Standards and process for accreditation will emphasize to staff members the need for organization. A comprehensive and articulated plan is necessary for making the process a way of doing business. It is important to present the process in a manner where individuals not presently involved can clearly understand your efforts.

**Section 3:** Please summarize the school’s current efforts to engage in a continuous process of improvement and quality assurance.

The school has a great start on school improvement efforts with its vision, goals, and an action plan with supportive data for the reading goal. Data have been graphed and analyzed by the staff for meaningful interpretation and guidance for the staff.

Efforts have been made to communicate with the staff and community using newsletters, e-mail and family/teacher conferences. The staff realizes that they need to do more to get parents more involved in the school. The school has a golden opportunity for all stakeholders (school and community) to be a part of developing a program that is focused on the students in their area and how best to prepare them for their life career as stated in the Vision statement.

The visiting team offers the following comments for consideration as the school proceeds with its continuous improvement plan:

- Develop action plans for the Math and Culture goals.
- Engage parents into school activities as much as possible.
- Continue to build a working relationship with community leaders.
- Organize and conduct a graduation trend study of graduates.

## **READINESS REPORT for Advanced™ ACCREDITATION**

- Build partnerships with the local college and develop a jump start dual credit program for students.
- Involve native teachers on the School Improvement team.

**Section 4**

**RECOMMENDATION OF VISITING STATE OFFICE REPRESENTATIVE:**

Recommended as a candidate for accreditation

Recommended to remain as an applicant

*Dee McKerry (NCA Director of Navajo Nation)*

3/22/2010

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AdvancED Representative

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Date

**STATE DIRECTOR APPROVAL:**

*Freida Lange*

4/9/2010

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State Director

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Date

Approved as a candidate for accreditation

Approved to remain as an applicant

Use this budget for only one school implementing the Transformation Model.  
 Additional Transformation Budgets are provided for additional schools that will be implementing this model.

**TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-001  
 School Name: Santee Secondary

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	9,000	4,335		5,000	2,000	3,000	\$23,335
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	33,000	13,975		5,000	2,000	5,000	\$58,975
(d)(1)(i)(B) evaluation systems for teachers & principals	0		3,000			2,000	\$5,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	18,000	11,550	170,000	40,000		100,000	\$339,550
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	54,000	34,640					\$88,640
(d)(3)(i)(B) ongoing family/community engagement				3,000			\$3,000

<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	17,000	2,000					\$19,000
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$131,000	\$66,500	\$178,000	\$53,000	\$4,000	\$110,000	\$542,500

**TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-001  
 School Name: Santee Secondary

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	9,600	5,100		6,000	3,000	4,000	\$27,700
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	35,300	14,717		5,000	2,000	5,000	\$62,017
(d)(1)(i)(B) evaluation systems for teachers & principals			3,000			2,000	\$5,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	19,260	12,355	170,000	15,000		100,000	\$316,615
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	57,730	37,065					\$94,795
(d)(3)(i)(B) ongoing family/community engagement							\$0
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg				3,000				\$3,000
<b>Required Activities</b>								
(d)(4)(i)(A) flexibility to increase graduation rates	18,200	2,500						\$20,700
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<b>Permissible Activities:</b>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$140,090	\$71,737	\$178,000	\$29,000	\$5,000	\$111,000		\$534,827

**TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-001  
 School Name: Santee Secondary

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	10,200	5,600		7,000	3,000	4,000	\$29,800
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	37,800	15,750					\$53,550
(d)(1)(i)(B) evaluation systems for teachers & principals			3,000			2,000	\$5,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	20,610	13,220	170,000	15,000		100,000	\$318,830
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	61,825	39,660					\$101,485
(d)(3)(i)(B) ongoing family/community engagement							\$0
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg				3,000				\$3,000
<b>Required Activities</b>								
(d)(4)(i)(A) flexibility to increase graduation rates	19,500	3,000						\$22,500
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<b>Permissible Activities:</b>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$149,935	\$77,230	\$178,000	\$25,000	\$3,000	\$106,000		\$539,165

**DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.**

**TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-001  
 School Name: Santee Secondary

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	28,800	15,035	0	18,000	8,000	11,000	\$80,835
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	106,100	44,442	0	10,000	4,000	10,000	\$174,542
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	9,000	0	0	6,000	\$15,000
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	0	\$0
(d)(1)(i)(D) ongoing professional development	57,870	37,125	510,000	70,000	0	300,000	\$974,995
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	15,000	0	0	0	\$15,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	173,555	111,365	0	0	0	0	\$284,920
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	3,000	0	0	\$3,000
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0

(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	6,000	0	0	\$6,000
<b>Required Activities</b>							
(d)(4)(i)(A) flexibility to increase graduation rates	54,700	7,500	0	0	0	0	\$62,200
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$421,025	\$215,467	\$534,000	\$107,000	\$12,000	\$327,000	\$1,616,492

Use this budget only if more than one school is implementing the Transformation Model.

**TRANSFORMATION MODEL (2) BUDGET FOR YEAR 1 (2010-11)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-002  
 School Name: Santee Elementary

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	9,000	4,335		5,000	2,000	3,000	\$23,335
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	33,000	13,975		5,000	2,000	5,000	\$58,975
(d)(1)(i)(B) evaluation systems for teachers & principals			3,000				\$3,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	18,000	11,550	170,000	40,000		100,000	\$339,550
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	36,000	23,093					\$59,093
(d)(3)(i)(B) ongoing family/community engagement				3,000			\$3,000

<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	17,000	2,000					\$19,000
(d)(4)(i)(B) ongoing, intensive TA/support							\$0
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0
Totals by Object Code	\$113,000	\$54,953	\$178,000	\$53,000	\$4,000	\$108,000	\$510,953

**TRANSFORMATION MODEL (2) BUDGET FOR YEAR 2 (2011-12)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-002  
 School Name: Santee Elementary

Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)	9,600	5,100		6,000	3,000	4,000	\$27,700
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	35,300	14,717		5,000	2,000	5,000	\$62,017
(d)(1)(i)(B) evaluation systems for teachers & principals			3,000				\$3,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	19,260	12,355	170,000	15,000		100,000	\$316,615
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	38,520	24,710					\$63,230
(d)(3)(i)(B) ongoing family/community engagement				3,000			\$3,000
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments	18,200	2,500					\$20,700

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<u>Required Activities</u>								
(d)(4)(i)(A) flexibility to increase graduation rates								\$0
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$120,880	\$59,382	\$178,000	\$29,000	\$5,000	\$109,000	\$501,262	

**TRANSFORMATION MODEL (2) BUDGET FOR YEAR 3 (2012-13)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-002  
 School Name: Santee Elementary

Activity	100	200	300	400	500	600	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
Intervention Project Manager (Required)	10,200	5,600		7,000	3,000	4,000	\$29,800
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	37,800	15,750		5,000	2,000	5,000	\$65,550
(d)(1)(i)(B) evaluation systems for teachers & principals			3,000				\$3,000
(d)(1)(i)(C) reward school leaders							\$0
(d)(1)(i)(D) ongoing professional development	20,610	13,220	170,000	15,000		100,000	\$318,830
(d)(1)(i)(E) recruit/retain staff with necessary skills							\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program							\$0
(d)(2)(i)(B) continuous use of student data			5,000				\$5,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	41,216	26,440					\$67,656
(d)(3)(i)(B) ongoing family/community engagement							\$0
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg				3,000				\$3,000
<u>Required Activities</u>	<hr/>							
(d)(4)(i)(A) flexibility to increase graduation rates	19,500	3,000						\$22,500
(d)(4)(i)(B) ongoing, intensive TA/support								\$0
<u>Permissible Activities:</u>	<hr/>							
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$129,326	\$64,010	\$178,000	\$30,000	\$5,000	\$109,000		\$515,336

**DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.**

**TRANSFORMATION MODEL (2) COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)**

NDE County District No.: 54-0505  
 District Name: Santee Community School  
 NDE School No.: 54-0505-002  
 School Name: Santee Elementary

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	28,800	15,035	0	18,000	8,000	11,000	\$80,835
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	106,100	44,442	0	15,000	6,000	15,000	\$186,542
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	9,000	0	0	0	\$9,000
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	0	\$0
(d)(1)(i)(D) ongoing professional development	57,870	37,125	510,000	70,000	0	300,000	\$974,995
(d)(1)(i)(E) recruit/retain staff with necessary skills	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0
(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program	0	0	0	0	0	0	\$0
(d)(2)(i)(B) continuous use of student data	0	0	15,000	0	0	0	\$15,000
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	115,736	74,243	0	0	0	0	\$189,979
(d)(3)(i)(B) ongoing family/community engagement	0	0	0	6,000	0	0	\$6,000
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments	18,200	2,500	0	0	0	0	\$20,700

(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	3,000	0	0	\$3,000
<b>Required Activities</b>							
(d)(4)(i)(A) flexibility to increase graduation rates	36,500	5,000	0	0	0	0	\$41,500
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$363,206	\$178,345	\$534,000	\$112,000	\$14,000	\$326,000	\$1,527,551

**No data will be entered on this page. This page serves as a combined budget for all completed budget pages.**

NDE County District No.: 54-0505  
 District Name: Santee Community School

**DISTRICT SUMMARY PAGE**

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
District-Wide Activities (Year 1)	0	0	0	0	0	0	\$0
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	131,000	66,500	178,000	53,000	4,000	110,000	\$542,500
Transformation2 Model (Year 1)	113,000	54,953	178,000	53,000	4,000	108,000	\$510,953
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0
<hr/>							
District-Wide Activities (Year 2)	0	0	0	0	0	0	\$0
Turn Around Model (Year 2)	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 2)	140,090	71,737	178,000	29,000	5,000	5,000	\$534,827
Transformation2 Model (Year 2)	120,880	59,382	178,000	29,000	5,000	109,000	\$501,262
Transformation3 Model (Year 2)	0	0	0	0	0	0	\$0
<hr/>							
District-Wide Activities (Year 3)	0	0	0	0	0	0	\$0
Turn Around Model (Year 3)	0	0	0	0	0	0	\$0

Restart Model (Year 3)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 3)	149,935	77,230	178,000	25,000	3,000	3,000	\$539,165
Transformation2 Model (Year 3)	129,326	64,010	178,000	30,000	5,000	109,000	\$515,336
Transformation3 Model (Year 3)	0	0	0	0	0	0	\$0

**3-Year Totals**

District-Wide Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Turn Around Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restart Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Closure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation1 Model1	\$421,025	\$215,467	\$534,000	\$107,000	\$12,000	\$327,000	\$1,616,492
Transformation2 Model	\$363,206	\$178,345	\$534,000	\$112,000	\$14,000	\$326,000	\$1,527,551
Transformation3 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0

<b>Combined 3-Yr. Budget Totals</b>	<b>\$784,231</b>	<b>\$393,812</b>	<b>\$1,068,000</b>	<b>\$219,000</b>	<b>\$26,000</b>	<b>\$653,000</b>	<b>\$3,144,043</b>
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