

CONSOLIDATED APPLICATION SUMMARY

HURON PUBLIC SCHOOLS

2015-2016 SCHOOL YEAR

The No Child Left Behind Act of 2001 recognizes that all children can achieve to the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that---

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students.
- Have highly qualified teachers and principals.
- Provide a learning environment that is safe and drug free, and conducive to learning.
- Are accountable to the public for results.

The requirements for this consolidated application are guided by the above principles. The U.S. Department of Education and the South Dakota Department of Education proposes that the following five overall "performance goals" that cut across the Elementary and Secondary Education Act (ESEA) programs be initiated in this application.

PERFORMANCE GOALS

1. By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Information concerning the No Child Left Behind Act of 2001 can be found at the following websites:

<http://www.house.gov/rules/hr0001cr.pdf>
<http://www.nochildleftbehind.gov/>
<http://www.ed.gov/legislation/ESEA02/>
<http://www.ed.gov/index.jsp>

U.S. Department of Education Federal Program Guidance

<http://doe.sd.gov/ofm/grants/LEAapp/index.asp>

A copy of the complete application is available in the office of each building. In addition, teachers and administrators can be set up to read the application on-line. If you are interested in this, please let Kari know.

FEDERAL PROGRAMS - OVERVIEW OF FUNDING

| Section | Contact Person(s) | Use Of Funds | Estimated Cost | 2015-16 Allocation |
|---|---|--|--|---|
| Title I, Part A (Improving Academic Achievement Of The Disadvantaged) School wide – K-5 Elementary and 6-8 MS Targeted – Holy Trinity, James Valley | Kari Mike Heather Beth Peggy Gay | Salaries: 5.39 -Instructional/Reading Coaches/Certified Teachers and Boost UP (Kindergarten) 10 FTE-Classroom Paras, .75 FTE Private Schools | \$278,000 (Cert.) \$178,000 (Class.) \$36,000 (Private Schools) \$146,500 | \$764,238 (\$ 71,466 C/O) \$835,704 |
| | | Employee Benefits: SS, Medicare, retirement, medical, health | | |
| | | Purchased Services: MAP/NWEA Training Professional Development/Instructional Coaching | \$34,500 | |
| | | Supplies/Materials: MAP (assessment) Math IXL, Raz Kids/Reading A-Z, Moby Max Parent Nights (\$8071) Homeless Supplies \$1000 | \$30,371 | |
| Title I, Part C (Migrant) | Kari | Salaries: 1.00 FTE Classroom instruction/Case Management 5.33 FTE-Classroom Paraeducators .75 FTE-Migrant recruiter/home liaison Coordinator - Pre-K services | \$190,130 | \$262,482 |
| | | Employee Benefits: SS, Medicare, retirement, medical, health | \$48,000 | |
| | | Purchased Services: Pre K Services In-district travel College Visits | \$9,800 | |
| | | Supplies/Materials: Cultural Fair and Classroom supplies Discovery Education, Parent meeting Supplies | \$14,300 | |
| Title I, Part D (Neglected and Delinquent Programs) (JDC-OurHome ASAP&Rediscovery) | Kari Laura | Salaries: Instructor OH/JDC Social worker (.4) | \$69,505 | \$88,362 |
| | | Employee Benefits: SS, Medicare, retirement, medical, health | \$117,357 | |
| | | Purchased Services: Artist in residence, training/in-service, social worker travel/cell phone contract | \$1,100 | |
| | | Supplies/Materials: Artist in residence, summer school | \$200 | |
| Title II, Part A (Improving Teacher Quality) | Kari | Salaries: 3 FTE-Class size reduction (1 each in grades K, 1, 2) | \$113,815 | \$158,937 (\$9,053 CO) \$167,990 |
| | | Employee Benefits: SS, Medicare, retirement, medical, health | \$36,872 | |
| | | Professional Development within the classroom Professional Development-Non public (\$3364) | \$13,000 | |
| Title III (LEP) | Kari | Salaries: SIOP Stipends for Coaches Subs for peer observations Summer School K-12 | \$97,000 | \$148,309 (\$?? C/O) |
| | | Employee Benefits: | \$15,500 | |
| | | Purchased Services: Imagine Learning | \$7,200 | |
| | | Supplies/Materials: | \$15,850 | |
| | | Professional Development/Travel: WIDA Training | \$12,000 | |
| RLIS | Kari | Salaries & Benefits: 1 FTE Para , Teacher Mentors, Professional Development Leaders | \$32,033 | \$46,909 |
| | | Employee Benefits: | \$9000 | |

GENERAL NARRATIVE:

1. What are the District's Mission, Vision and/or Beliefs?
 - Mission Statement: Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.
 - Vision Statement: Educational excellence for every child -- setting the standard others aim for.
2. How will the district prepare and disseminate the annual District and school assessment report to all stakeholders in the district?
3. How will the district prepare and disseminate the annual district and school accountability report to all stakeholders in the district?
4. Describe the process for providing the individual student assessment reports to parents.
5. How is the district working to address No Child Left Behind Performance Goal 4: All student will be educated in learning environments that are safe, drug free, and conducive to learning?
6. Describe the steps your district will take to ensure equitable access to, and participation in, your federally assisted programs for students, teachers, and other program beneficiaries with special needs.
7. Each district must have a policy allowing student, parents and stake holders to make complains about the implementation of federal programs. Briefly describe the district's complain policy and specify how this policy is disseminated to parents, student and stakeholders.
8. Consultation with private school officials and verification of consultation and participation.

NEEDS ASSESSMENT

1. List members and positions of the consolidated application planning committee.
Middle School FOCUS Team-Mike Taplett, Laura Willemssen, Sherri Nelson, Bobbie Matthews, Michelle Johnson, Tim Nihart, Justin Hyde, Melody Witte, Kristi Winegar, Heather Sieh
Elementary School FOCUS Team-Kari Hinker, Gay Pickner, Heather Rozell, Beth Foss, Peggy Heinz, Lisa McCarty, Lynn Soward, Linda Pietz, Leah Jackson, Masey Peccholt, Michelle Vissia
2. Describe the process the LEA used to annually review and revise its consolidated application.
3. Describe how staff, parents and community members were involved in the design of this consolidated application.
4. What specific data sources were analyzed as part of the LEA (district) comprehensive needs assessment.
5. Describe the process used to complete the district's comprehensive needs assessment (CNA) and the results of that review
6. List the district's strengths and weaknesses based on the results of the comprehensive needs assessment.

| Strengths | Weaknesses |
|--|---|
| <ul style="list-style-type: none"> Based on a district wide survey, parents are satisfied with the education their students are receiving and the relationships they have with their child's teachers. Parent support and participation in advisory roles is strong in most buildings. The school staff is using scientifically researched based interventions (i.e., Direct Instruction, SIOP, SIPPS, CGI) to meet math and reading goals. The community and school district offer a wide variety of services for our students. We will continue to work on ways to make connections between students and services. Inclusion/LRE efforts (i.e., special education, ESL) throughout the district Strength 1 have had a positive impact. The district partners with the city to provide the services of a School Resource Officer. | <ul style="list-style-type: none"> Earlier identification of students needs in the areas of reading and math. The disaggregate groups that need special attention include special education, English Language Learners (ELL), and economically disadvantaged. A better assessment system that includes a data collection and analysis needs to be developed for identifying and monitoring student progress. A safe and caring environment continues to be a concern as related to the Weakness 1 number of absences, PRIDE survey results and declining graduation rate. Connecting professional development to improved achievement for all students Scheduling (e.g., fiscal, daily) and student groupings (e.g., grade level, ability, chronological age) continue to be barriers to improved student achievement. District wide Identification and implementation of scientifically research-based practices. Expecting and monitoring the use of activities and instruction aligned to common core standards. |

7. Describe the district's **action plan** for raising student achievement

ACTION PLAN

Goal #1: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Objectives:

- Provide professional development that is researched based.
- Provide Instructional Coaches in each grade level building.
- Hold teachers accountable for attaining school improvement goals.
- All students will read at grade level by grade 3.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|--|--|
| <ol style="list-style-type: none"> Curriculum Mapping to assure alignment of instruction to common core standards. Continue to develop, implement and evaluate the district assessment system to assure data collection and analysis solicits the identification of students needs and monitors student progress. Tools such as the SIPPS and NWEA (MAP) are currently being used in this capacity. Educate and support administrative and instructional staff in the use of data and research based instructional strategies. Continue the following programs to improve reading achievement: Boost-Up, Audio Video Entrainment (AVE), Waterford (Kindergarten) and SIOP. Implement Academy of Reading and Academy of Math. Continue to develop and promote the concept of Professional Learning Communities to provide staff development. Continue efforts in the training and implementation of formative assessment and differentiated instruction. Provide tutoring for basic and below basic students in their identified areas of need. Expand vocabulary development programs/strategies for students in all grades, K-12. Technology will be integrated more effectively across the curriculum. Extended day and school year programs. | <ul style="list-style-type: none"> State Assessments – Smarter Balance, Dakota STEP, Dakota STEP-A, and ACCESS Local assessments –MAP, SIPPS Parent, student and teacher surveys will be administered and analyzed. Teacher evaluations and professional goals will be used to indicate professional growth. Student grades at all levels and overall GPA and ACT will be used additionally at the HS level. Attendance Kindergarten readiness information Pre-K assessments TAT referrals |

Goal #2: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Objectives:

- Provide professional development that is researched based.
- Provide Instructional Coaches in each grade level building.
- Hold teachers accountable for attaining school improvement goals.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|---|---|
| <ol style="list-style-type: none"> 1. Curriculum Mapping to assure alignment of instruction to state standards. 2. Continue to develop, implement and evaluate the district assessment system to assure data collection and analysis solicits the identification of students needs and monitors student progress. Tools such as the NWEA (MAP) are currently being used in this capacity. 3. Educate and support administrative and instructional staff in the use of data and research based instructional strategies. 4. Continue the following programs to improve reading achievement: Boost-Up, Audio Video Entrainment (AVE), Waterford (Kindergarten) and SIOP. 5. Implement Academy of Reading and Academy of Math. 6. Continue to develop and promote the concept of Professional Learning Communities to provide staff development. 7. Continue efforts in the training and implementation of formative assessment and differentiated instruction. 8. Provide tutoring for basic and below basic students in their identified areas of need. 9. Expand vocabulary development programs/strategies for students in all grades, K-12. 10. Technology will be integrated more effectively across the curriculum. 11. Extended day and school year programs. | <ul style="list-style-type: none"> • State Assessments – Smarter Balance, Dakota STEP, Dakota STEP-A, and ACCESS • Local assessments -MAP • Parent, student and teacher surveys will be administered and analyzed. • Teacher evaluations and professional goals will be used to indicate professional growth. • Student grades at all levels and overall GPA and ACT will be used additionally at the HS level. • Attendance • Kindergarten readiness information • Pre-K assessments TAT referrals |

Goal #3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective:

- 58% of limited English proficient students will show marked progress (up one level) toward becoming proficient as measured by the ACCESS assessment.
- 10% of limited English proficient students will attain proficiency and exit the ESL program as measured by the ACCESS assessment.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|--|---|
| <ol style="list-style-type: none"> 1. Expand the immersion program to the MS. 2. Develop an effective delivery model – monitor effectiveness and make adjustments as necessary. 3. Training in SIOP (Sheltered Instruction Observation Protocol). 4. Increase class time for target groups in the area of reading. 5. Provide extended school day and school year services. 6. Expand home base services for migrant and ESL students. (parent education and family involvement) 7. Continue efforts to implement and evaluate the pre-school partnership program for migrant children. | <ul style="list-style-type: none"> • State assessments (Smarter Balance, Dakota STEP, Dakota STEP-A, and ACCESS) • Local assessments (SIPPS, WIDA Model and MAP). • Parent, student and teacher surveys will be administered and analyzed yearly. • Teacher evaluations and professional goals will be used to indicate professional growth. • Student grades at all levels and overall GPA and ACT will be used additionally at the HS level. |

Goal #4: All students will be taught by highly qualified teachers.

Objective: 100% of teachers in the Huron School District will be highly qualified.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|--|--|
| <ol style="list-style-type: none"> Professional goals/alternative evaluations will be tied to district, state and national level goals as defined by NCLB. Professional Learning Communities will be used to foster collegiality among staff and explore topics such as: direct instruction, formative assessment, data analysis, scientifically research based strategies, and diversity (e.g., poverty, special needs, cultural, language). Technology will be integrated more effectively across the curriculum. | <ul style="list-style-type: none"> Highly Qualified teacher report for the South Dakota DOE. Teachers will complete a post-training questionnaire to determine effectiveness of the training and intended follow through by the staff. Professional Learning Communities will be providing continual feedback to administrative staff and AdvancED Leadership Team. Teacher evaluations and professional goals will be used to indicate professional growth. |

Goal #5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective:

- Attendance by all students will increase by 5%.
- The number of office referrals will be reduced by 5%.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|--|--|
| <ol style="list-style-type: none"> Staff will continue to be trained in the following programs and strategies: Life Space Crisis Interventions, Managing Aggressive Behavior/Crisis Prevention and Intervention, PBIS, Second Step, Steps to Respect MS HUB (Help Understand and Befriend) program. Second Step and Steps to Respect curriculum is used at the elementary level and MS levels. PBIS at elementary level. Continue to host a "Freshman Day" at the beginning of the school year to provide a successful transition to HS. Rtl model/Positive Behavioral Support Systems concepts will be integrated through existing SAFE/TAT/504 processes. Concerns such as bullying, students of poverty, and cultural diversity will be addressed through this process. Review reporting process (e.g., Title IV, SPED indicators) to ensure consistency in data reporting. Training for all staff on district bullying policy. | <ul style="list-style-type: none"> Title IV reports to the state. Data summaries from social workers as related to referrals. DDN: <ul style="list-style-type: none"> attendance office referrals suspensions/expulsions Parent, student and teacher perception surveys. Referrals to outside agencies. (e.g., social services, court services) Attendance |

Goal #6: All students will graduate from high school.

Objective: We will increase our graduation rate by 1%.

| Programs, Strategies, Activities To Achieve Goals | Performance Indicators |
|---|--|
| <ol style="list-style-type: none"> Continue to host a "Freshman Day" at the beginning of the school year to provide a successful transition to HS. Provide tutoring for basic and below basic students in their identified areas of needs. Rtl model/Positive Behavioral Support Systems concepts will be integrated through existing SAFE/TAT/504 processes. Concerns such as bullying, students of poverty, and cultural diversity will be addressed through this process. Staff will continue to be trained in the following programs and strategies: Life Space Crisis Interventions, Managing Aggressive Behavior/Crisis Prevention. Academic and behavioral needs of students will be addressed through the creation of district wide behavioral support system/Rtl Model. HS will implement a teacher assistant team to identify and target at risk students Review reporting process (e.g., Title IV, SPED indicators) to ensure consistency in data reporting. Expand the services of the home-to-school liaison to include parent education and family involvement. Offer drivers education scholarships for migrant students. | <ul style="list-style-type: none"> Data summaries from social workers as related to referrals. DDN: <ul style="list-style-type: none"> attendance office referrals suspensions/expulsions Parent, student and teacher perception surveys. Referrals to outside agencies. (e.g., social services, court services) Attendance |

Huron School District

Federal Funding History

| | 06-07 | 07-08 | 08-09 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|---|-------------|-----------------------------------|---|---|---|---|--|---|---|---|
| Title I, Part A (Improving Academic Achievement Of The Disadvantaged) | \$392,632 | \$386,676 | \$387,010 | \$434,588 | \$448,615 | \$473,767 | \$504,082 | \$498,909 | \$598,807 | \$764,236 |
| Carry Over Amount (15% ALLOWABLE) | \$43,778 | \$9,245 | \$6,461 | \$14,714 | \$88,027 | \$123,703 | \$13,503 | \$9,213 | \$42,133 | \$71,466 |
| Set Aside Amounts | | DL-PD \$19,000 | DL-PD \$24,000 Parent Inv. \$7,000 | DL-PD \$75,000 Parent Inv. \$8,000 Homeless \$5,000 Misc. \$94,688 | SES (20%) \$36,000 DL-PD \$27,000 Parent Inv. \$5,000 Homeless \$3,000 | SES (20%) \$94,377 DI-PD (10%) \$47,376 Homeless \$1,000 | SES (20%) \$??? DI-PD (10%) \$50,142 Homeless \$1,000 | Parent Inv- \$5000 Homeless- \$1000 MS Focus- \$13,100 | Parent Inv- \$6000 Homeless- \$1000 MS Focus- \$15,900 | Parent Inv- \$8071 Homeless- \$1000 MS Focus- \$21,915 |
| Title I, Part C (Migrant) | \$117,448 | \$179,785 | \$412,159 | \$440,000 | \$404,218 | \$348,493 | \$182,569 +\$155, 998 Supplemental | \$226,373 +\$53,000 Supplemental | \$250,028 | \$262,482 |
| Title I, Part D (Neglected and Delinquent Programs) | \$88,917 | \$110,105 | \$130,122 | \$131,780 | \$133,789 | \$100,946 | \$131,296 (\$12,836 CO) | \$107,219 | \$106,661 | \$88,366 |
| Title II, Part A (Improving Teacher Quality) | \$197,588 | \$192,768 | \$193,200 | \$194,726 | \$195,889 | \$163,761 | \$168, 049 (\$1,315 CO) | \$157,355 | \$173,399 | \$167,990 |
| Title II, Part D (Enhancing Education Through Technology) | \$7,302 | \$7,117 | \$6,265 | \$8,447 | \$2,657 | -0- | -0- | -0- | -0- | -0- |
| Title III (LEP) | \$11,021 | \$33,949 | \$36,223 | \$37,419 | \$37,363 | \$52,964 | \$97,689 (\$15,644 CO) | \$125,381 (\$20,131 CO) | \$140,912 (\$20,870 CO) | \$148,309 |
| Title III (Immigrant) | | | | \$10,000 | \$30,000 | \$30,000 | \$42,006 (\$12,006 CO) | \$30,000 | \$30,000 (\$7,648CO) | -0- |
| Title IV, Part A (Safe and Drug Free) | \$18,989 | \$17,485 | \$15,095 | \$14,058 | -0- | -0- | -0- | -0- | -0- | -0- |
| Title X, Pt C (Education of Homeless Children) | | Title I Part A – Set Aside Amount | | | | | | | | |
| TOTAL Federal Allocation | \$1,315,942 | \$1,469,094 | \$1,939,614 | \$2,112,101 | \$2,076,303 | \$1,868,088 | \$1,292,134 | \$1,218,581 | \$1,370,458 | \$1,502,849 |

