



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Grants Management System

User's Guide for Planning Sections

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Introduction

The planning sections of the Grants Management System (GMS) contain narrative required for approval as an accredited district in South Dakota that receives federal funding, as well as school level planning sections.

The Comprehensive District Academic Improvement Plan has questions that must be answered at a District level, for all schools in the district regardless of the type of Title I program being operated at any of the schools. The Comprehensive Needs Assessment (CNA) is the portion of the plan that must drive everything else in the section. If there will be budget outlays for staffing, Professional Development or other items, these should be reflected in the summary of the CNA.

The school level sections are for schools operating either Targeted Assistance or Schoolwide programs. These sections will become the Title I plans by the start of the 2017-18 school year. For the 2016-17 school year, other documentation may still be required, especially for Schoolwide programs.

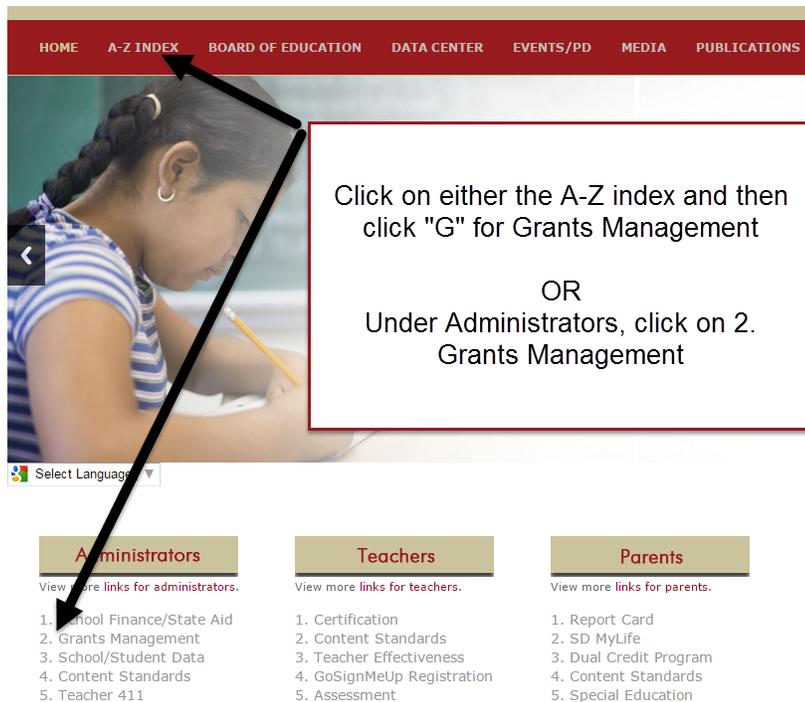
It is the plan of the South Dakota Department of Education to use the planning portion of the GMS to house information and artifacts for Title programs as well as Accreditation. It is an evolving process and will be tweaked over the next year to take in to account the re-authorization of the Elementary and Secondary Education Act in December 2015.

The following information should help users create, complete and submit the district and school planning sections. For more information please call the Title program representative assigned to the district.

Logging in to the GMS

Step 1: Access the login page

1. Go to www.doe.sd.gov
 - a. Click on either A-Z (“G” for Grants Management) or, under Administrators, click on 2. Grants Management.



2. From there, click the Plus sign, Grants Management System (GMS) for Federal Grant Programs, and Log-in for Federal Grant Programs.

Grants Management

View the [A-Z index](#) for a complete listing.

[+](#) Grants Management

Click Here

Grants Management

View the [A-Z index](#) for a complete listing.

Grants Management

- Grant Allocations
- [Grants Management System \(GMS\) for Federal Grant Programs](#)
- Grants Management System (GMS) Training Videos
- Federal Grant Applications on eGrant (SY 2014-15)

Click Here

Grants Management System

Beginning with fiscal year 2016 the new Grants Management System 2015-16 grant programs.

The existing eGrant system will continue to be available to close out and budget amendments for SY 2014-15 programs will need to be

Due Date:

The application must be submitted in a substantially approvable form

[Log-In for Federal Grant Programs](#)

Click Here

Step 2: Logging In

1. All users will get to this screen after following Step 1:



- a. Username is always the user's K12 email address
- b. Password default is leapswd.
 - i. If prompted to change password, attempt at least once. If it does NOT work, click close on the message box.
 - ii. Click on Forgot Password.
 1. A new password will be emailed. Copy and paste into the Password box.
 2. Change password when prompted.

Step 3: Entering the system

1. The first page in the system looks like the screen shot below. Depending on access rights, a user might have more or fewer items listed.



2. Click on GMS Access.

Step 4: GMS Access/Select

1. The first time the system is accessed each day, it will default to the 2015-16 screen. Be sure to check and to change to 2017 if necessary.

GMS Access Select

001

Select Fiscal Year: 2016 2017 2016 2015

Created

Central Data

Application Name	Revision	Status	Date	
Central Data Collection	Original Application	Final Approved	6/1/2015	Open Amend

Consolidated Plan

Application Name	Revision	Status	Date
Schoolwide Program			

2. If nothing has been created for the 2016-17 school year, the screen will look like this.

GMS Access Select

001

Select Fiscal Year: 2017

[Click for Instructions](#)

[Click to view Funding Summary](#)

Created

Central Data
There currently aren't any Central Data applications created.

Consolidated Plan
There currently aren't any Consolidated Plan applications created.

Formula Grant
There currently aren't any Formula Grant applications created.

Discretionary Grant
There currently aren't any Discretionary Grant applications created.

Competitive Grant
There currently aren't any Competitive Grant applications created.

Maintenance of Effort
There currently aren't any Maintenance of Effort applications created.

Continuation Grant
There currently aren't any Continuation Grant applications created.

Non Funded
There currently aren't any Non Funded applications created.

Available

Central Data
There currently aren't any Central Data applications available.

Consolidated Plan

Application Name	Submissions due by	Action
Comprehensive District Plan	6/30/2017	Create
Schoolwide Program	6/30/2017	
Targeted Assistance Program	7/1/2017	

Formula Grant
There currently aren't any Formula Grant applications available.

Discretionary Grant
There currently aren't any Discretionary Grant applications available.

Competitive Grant

21st Century	3/2/2017
--------------	----------

Maintenance of Effort

Step 5: Creating Sections:

1. When starting a section for the first time, it must be created from under the Available list of the GMS Access/Select screen.

GMS Access Select
001
Select Fiscal Year: 2017

Created

NOTE: Sections of the grant application must be created the first time into the system. Unless otherwise granted, only Building Principals may create their assigned school's section and only Superintendents may create the Comprehensive District Plan.

Available

Central Data
There currently aren't any Central Data applications available.

Consolidated Plan
There currently aren't any Consolidated Plan applications available.

Comprehensive District Plan
Create

Schoolwide Program
Targeted Assistance Program

Formula Grant
There currently aren't any Formula Grant applications available.

Discretionary Grant
There currently aren't any Discretionary Grant applications available.

Competitive Grant
21st Century

Maintenance of Effort
There currently aren't any Maintenance of Effort applications available.

Submissions due by 6/30/2017
Submissions due by 7/1/2016
Submissions due by 3/2/2016

A user will see a "Create" button on the right side of the screen if sections are available to be created AND the user has the correct access rights. If the user cannot create a section, it will be blank on the right hand side.

A Building level Principal will have to click on the "chevron" or arrow to the left of a selection to get access to the school listing. Be sure to click the correct Title I program type.

2. When a section is created, it automatically opens. When a user closes the section or exits out of the system, it moves from under Available to Created.

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GMS Access Select
002
Select Fiscal Year: 2017

Click to Return to Menu List / Sign Out

Created

Plans that have been created will show under the Created Section. Plans that are still available to be created are located in the Available Section. IF THE SECTION IS NOT LISTED, IT IS A PERMISSION ISSUE.

Click for Instructions

Application Name	Revision	Status	Date	Actions
Targeted Assistance Program				

Central Data
There currently aren't any Central Data applications created.

Consolidated Plan
There currently aren't any Consolidated Plan applications created.

Formula Grant
There currently aren't any Formula Grant applications created.

Discretionary Grant
There currently aren't any Discretionary Grant applications created.

Competitive Grant
There currently aren't any Competitive Grant applications created.

Maintenance of Effort
There currently aren't any Maintenance of Effort applications created.

Continuation Grant
There currently aren't any Continuation Grant applications created.

Non Funded
There currently aren't any Non Funded applications created.

Available

Central Data
There currently aren't any Central Data applications available.

Consolidated Plan
Comprehensive District Plan
Submissions due by 6/30/2016

Schoolwide Program
Submissions due by 12/31/2016

Targeted Assistance Program
Submissions due by 6/30/2016

Create

3. REMINDERS:

- a. Only Building Principals have access to create the school sections. If this is not how the district/school want this to be handled, please contact Cody Stoesser: cody.stoesser@state.sd.us, or use the User Maintenance feature to setup up access within the district.
- b. Users MUST select the correct type of Title I program. The system will list ALL available schools under both types of programs.
- c. ONCE A SECTION IS CREATED IT WILL NO LONGER BE LISTED UNDER AVAILABLE. IT WILL BE UNDER CREATED.

The screenshot displays the GMS interface with two main sections: 'Created' and 'Available'. The 'Created' section is expanded to show a list of applications under 'Consolidated Plan', with 'Targeted Assistance Program' selected. A table lists applications, including one for '0003-Buchanan Elementary'. A callout box with a red border and white background contains the text: 'Once created, a section will be listed under the Created section the next time a user accesses the GMS. Users will have to click on the chevron (arrow) next to the program type to get the list of created sections.' A red arrow points from this text to the chevron next to 'Targeted Assistance Program'. Another red arrow points from the text to the '0003-Buchanan Elementary' entry in the table, with the word 'Here' written next to it. The 'Available' section is also visible, showing a list of applications under 'Consolidated Plan', including 'Schoolwide Program' and 'Targeted Assistance Program'. A red arrow points from the text 'It will no longer be listed under Available.' to the 'Targeted Assistance Program' entry in the 'Available' section, with the words 'NOT Here' written next to it. A 'Create' button is visible in the bottom right corner of the interface.

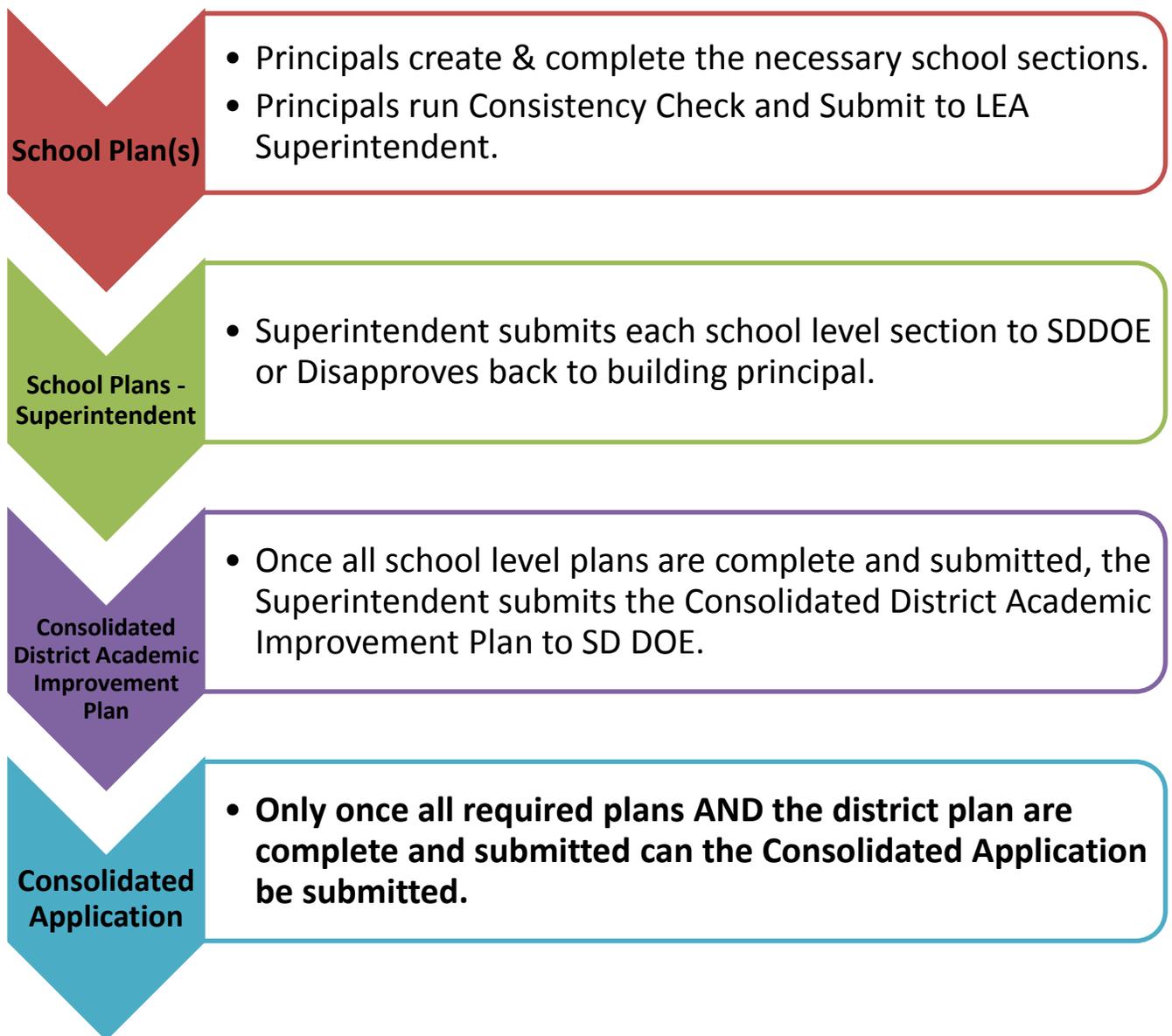
Once created, a section will be listed under the Created section the next time a user accesses the GMS. Users will have to click on the chevron (arrow) next to the program type to get the list of created sections.

It will no longer be listed under Available.

Understanding the Process

For the 2016-17 school year, unlike the first year, all districts will complete the Comprehensive District Academic Improvement Section, along with school sections for any schools operating a Title I program.

These sections must be completed and submitted before the rest of the application may be submitted for approval.



Working in the GMS

Tab Environment

The GMS is setup like a binder with tabs for each section. On each tab, there may or may not be other tabs that will have information that needs to be entered. Users should click on each tab if unfamiliar with the system in order to know which parts require user input.

Application: 2016-2017 Targeted Assistance Program - A0-0003-Buchanan Elementary
 Cycle: Original Application
 2016-2017 2/10/2016 - 6/30/2017
 Click to Return to Organization Selection
 Click to Return to GMS Access/Select Role
 Click to Return to Menu List / Sign Out

The application has been locked by the lock process on the Submit page. You must unlock the app on the Submit page if change are needed.

TAPrinContact	Targeted Assistance	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Goals	Targeted Assistance Narrative		Professional Development		Parent and Family Engagement	

The tab that is white indicates which tab the user is working under or on.
 For example, in this screen shot, the user is **under** the Targeted Assistance Tab and **on** the Goals Tab.

goals as well. If the school is an Advanced accredited school, the goals reached during that process may be used here. A reading and a math goal are required.

Reading Goal:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 2000 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Math Goal:

Strategy Description	Staff	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 2000 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Goal 3:

Strategy Description	Staff	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 2000 maximum characters used)
<input type="text"/>				

Completing the Sections

Comprehensive District Academic Improvement Plan

The Comprehensive District Academic Improvement Plan was introduced last year as an optional part of the application. It **MUST** be completed this year. All districts must complete this section, along with the appropriate Title I school sections, prior to submitting the Consolidated Application.

These district plans will be used by multiple divisions in the SD Department of Education to meet program requirements, including Accreditation and Title.

When answering the questions in this section, districts should be sure to answer with district level data that includes all schools, not just those receiving Title funding. The Comprehensive Needs Assessment (CNA) should be conducted at the district level, with any data point that affects what goes on in the district being considered.

The screenshot shows the South Dakota Department of Education logo at the top, with the tagline "Learning. Leadership. Service." Below the logo, the application details are displayed: Applicant: 03-001, Application: 2016-2017 Comprehensive District Academic Improvement Plan - 00-Original Application, and Cycle: Original Application. The date range is 2016-2017 2/10/2016 - 6/30/2017. A dropdown menu is set to "Comprehensive District Academic Improvement Plan". Navigation tabs include Overview, Contact Information, Comprehensive Plan, Consultation and Team Members, Title I Program Type, Submit, Amendment Description, Application History, Page Lock Control, and Application Print. The "Comprehensive Plan" tab is selected. The "Comprehensive District Academic Improvement Plan Overview" section shows: Due Date: May 31, 2016; Expected Submission: May 31, 2016; Program: Comprehensive District Academic Improvement Plan; and Legislation: Local Education Agency Plans - Elementary and Secondary Education Act.

Most of the work in this section will be done under the Comprehensive Plan Tab. Information must also be provided under the Consultation and Team Members Tab. The Title I Program Tab allows the Superintendent to see which school level plans have been submitted to SD DOE, which will show when the District section may be submitted.

Included in this section is a Professional Development Document. All districts will use this to document professional development in the district, at all schools as indicated by need in the CNA. Please download the document, complete, save with the district name in the file name and upload in to the GMS.

Overview	Contact Information	Comprehensive Plan	Consultation and Team Members		Title I Program Type	Submit	Amendment Description	Application History	Page Lock Control	Application Print
Comprehensive_Needs Assessment Overview	Comprehensive Needs Assessment Data	District Profile	Goals	Achievement and Assessments	Student	District_Coordination, Transition and Integration	Professional Development	Staff Quality, Recruitment, and Retention		

Professional Development

Click here to download the PD template--> [2016 SD Professional Development Document](#)

Instructions: Be sure to include the District name as part of the document name when ready to upload.

Upload the completed Professional Development document: No file chosen

No files have been uploaded.

For questions and clarifications, please contact the district Title I Representative.

For a listing of the questions in this section, please click here: [Comprehensive District Academic Improvement Plan](#).

Schoolwide Program Section

The Schoolwide section of the application will be changing over the next eighteen months to reflect changes made by the reauthorization of the Elementary and Secondary Education Act. Once any necessary changes are made, this section will replace the paper copy of the Schoolwide Plan.

Until then, schools should still maintain the version of the plan from last year, while answering all questions in this section. There are a few changes under Parent and Family Engagement so be sure to read the sections carefully.

Please note that while the federal term of “highly qualified” has been removed from the new version of the law, nothing has changed as far as required state certification requirements and all staff working in a SW program must still be qualified and certified by the State of South Dakota in the area being taught. Also note that none of the laws governing paraprofessionals in a SW program have changed.

SWContact		Schoolwide Program		Submit		Amendment Description		Application History		Page_Lock Control	
Goals		Schoolwide Narrative		Professional Development		Parent and Family Engagement					

For a listing of the questions in this section, please click here: [Schoolwide Planning Section Questions](#).

Targeted Assistance Program Section

The Targeted Assistance Section has changed very little from last year. There are a few changes under Parent and Family Engagement so be sure to read the sections carefully.

TAPrinContact		Targeted Assistance		Submit		Amendment Description		Application History		Page_Lock Control		Application Print	
Goals		Targeted Assistance Narrative		Professional Development		Parent and Family Engagement							

Please note that while the federal term of “highly qualified” has been removed from the new version of the law, nothing has changed as far as required state certification requirements and any staff working in a TA program must still be qualified and certified by the State of South Dakota in the area being taught. Also note that none of the laws governing paraprofessionals in a TA program have changed.

For a listing of the questions in this section, please click here: [Targeted Assistance Planning Section Questions](#).

Submission of Planning Sections

Once the Consistency Check is run, Principals will click Submit for Review

Applicant: 03-001
Application: 2016-2017 Schoolwide Program - A1-0001-Bennett County High School
Cycle: Original Application

2016-2017 2/10/2016 - 6/30/2017

Schoolwide Program
Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

SWContact Schoolwide Program Submit Amendment Description Application History Page_Lock Control Application Print

Submit Instructions

Emma Watson ran the consistency check process which locked the application on 2/16/2016 at 3:59 PM.

Lock Application Unlock Application

Consistency Check was run on: 2/16/2016

LEA Data Entry
LEA Administrator
Final Review

Submit for Review Click Submit for Review

Once the school sections are run, the Superintendent will either Submit to SDDOE or Disapprove.

Applicant: 03-001
Application: 2016-2017 Schoolwide Program - A1-0001- County High School
Cycle: Original Application

2016-2017 2/10/2016 - 6/30/2017

Schoolwide Program
Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

SWContact Schoolwide Program Submit Amendment Description Application History Page_Lock Control Application Print

Submit Instructions

The application has been submitted to LEA Superintendent.
The application has been locked by Emma Watson on 2/16/2016 at 4:54 PM.

Lock Application Unlock Application

Consistency Check was run on: 2/16/2016
LEA Data Entry submitted the application for review on: 2/16/2016

LEA Administrator
Final Review

Submit to SDDOE Disapprove

GMS Access Select

001 [Click for Instructions](#)

Select Fiscal Year: [Click to view Funding Summary](#)

Created

Central Data
There currently aren't any Central Data applications created.

Consolidated Plan

Application Name	Revision	Status	Date	Actions			
Comprehensive District Academic Improvement Plan ▶ Schoolwide Program	Original Application ▼	Returned for Changes	2/16/2016	Open	Amend	Review Summary	Delete Application
0001- County High School	Original Application ▼	Returned by LEA Superintendent	2/16/2016	Open	Amend	Review Summary	Delete Application
0006- County Jr. High	Original Application ▼	Submitted to LEA Superintendent	2/16/2016	Open	Amend	Review Summary	Delete Application
0003- Elementary	Original Application ▼	Submitted to LEA Superintendent	2/16/2016	Open	Amend	Review Summary	Delete Application

Formula Grant
There currently aren't any Formula Grant applications created.

Discretionary Grant
There currently aren't any Discretionary Grant applications created.

Competitive Grant
There currently aren't any Competitive Grant applications created.

Maintenance of Effort
There currently aren't any Maintenance of Effort applications created.

Continuation Grant
There currently aren't any Continuation Grant applications created.

Non Funded
There currently aren't any Non Funded applications created.

Available

Central Data
There currently aren't any Central Data applications available.

Consolidated Plan

- ▶ Schoolwide Program Submissions due by 6/30/2017
- ▶ Targeted Assistance Program Submissions due by 6/30/2017

Formula Grant

If sections cannot be submitted, please check the following:

1. The Consistency Check has been run and the school section has been submitted to the LEA Superintendent.
2. The LEA Superintendent has submitted each school level plan to SDDOE.
3. Once all school level plans are submitted, the Consistency Check on the district section must be run prior to submitting the plan.

Please contact the District Title I Representative if there are issues while submitting.

Issues

Timing out of the system

The system does not recognize that a user is working in the system unless the save button on a tab is clicked. Even if you are typing, you can be timed out and lose your information. Save often. Most of the errors from last year's system have been changed to warnings or removed. This requires more diligence on the user's part as blank tabs can now be submitted accidentally.

Printing

The printing process in the GMS is multi-stepped. Each section must be printed individually and it takes at least 15 minutes to run a print job for each one requested. In each section is an Application Print tab. On that tab, users must:

The screenshot shows the 'Application Print' tab in the GMS. At the top, there is a navigation bar with buttons for 'TAPrinContact', 'Targeted Assistance', 'Submit', 'Amendment Description', 'Application History', 'Page_Lock Control', and 'Application Print'. Below this is a section titled 'Selectable Application Print' with an 'Instructions' link. A message states: 'The application print process is run approximately every 15 minutes. Check back later to find the completed .pdf document.' Underneath is a 'Request Print Job' section with a list of items to be printed, each with a checkbox:

- Targeted Assistance Program
 - TAPrinContact
 - Targeted Assistance
 - Submit
 - Amendment Description
 - Application History
 - Page_Lock Control
 - Application Print

A central black box with a red border contains the following instructions:

Click on the box in front of the Program and then check the boxes of the pages wanted in the print job.

Click Request Print. After 15 minutes, it should show under Completed Print Jobs. Double click on the file to open and print.

At the bottom, there is a 'Request Print' button and a 'Requested Print Jobs' section showing 'Requested by' and the date 'on 2/25/2016 2:27:01 PM'. Below that is a 'Completed Print Jobs' section.

Appendix

Comprehensive District Academic Improvement Questions

Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT - A current comprehensive needs assessment, utilizing performance, perception, and demographic sources of data, must be completed. Performance data include information related to student academic achievement gathered from standardized tests such as the state required tests for accountability, criterion-referenced tests, and locally developed tests such as class projects and final examinations. Perception data related to school culture and how the school community feels about the school and its program are collected through school climate surveys and surveys of recent graduates of the school. Demographic data linked to the school, such as enrollments and grade-level configurations, and student characteristics such as gender and ethnicity are collected from cumulative student and school records. All sub groups must be addressed to show how the district will or does address the needs of these students. Results of the comprehensive needs assessment are utilized to develop a school profile that informs the process of goal selection and should drive most decisions in the district.

Questions:

1. Explain the data analysis process used by the district to set goals, determine staffing needs, and ensure that all subgroups represented in the district are making adequate progress. If the district or schools participated in a two-day retreat facilitated by a state certified facilitator, please indicate when it took place.
([count] of 4000 maximum characters used)
2. Summarize the strengths and needs of the district as well as the conclusions reached during the needs assessment process. If your district is under 1000 students, include how the district determined which schools would be served and how much funding they should receive. ([count] of 5000 maximum characters used)
3. How does the district ensure the process takes in to account potential groups such as homeless students, students in Foster care, Migrant students and ELL students?
([count] of 2000 maximum characters used)

Indicate the reasons why the district met or failed to meet goals.([count] of 2000 maximum characters used)

District Profile

District Mission Statement

Provide the District's Mission statement. If the District has Vision or Belief statements, include them here.
([count] of 4000 maximum characters used)

1. What is the ethnic composition of the district?

To answer Question 1, please select an ethnicity the district possesses from the drop down list in the first column. Then enter the corresponding percentage in the second column.

Ethnicity:	Percent of Population
<input type="text"/>	<input type="text"/> %

2. Identify Sub Groups within the district.

To answer Question 2, the checkbox beside each applicable Sub Group must be selected.

Sub Groups:	
<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> Homeless Students
<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Foster Children
<input type="checkbox"/> English Language Learners	
<input type="checkbox"/> American Indian or Alaska Native	
<input type="checkbox"/> Black or African-American	
<input type="checkbox"/> Hispanic	

3. Briefly describe the district's geographic location, boundaries, staffing patterns and educational structure in a narrative format. This should also include the mobility of the student population and discipline statistics if it impacts student achievement in the school: ([count] of 4000 maximum characters used)

Goals

Selection of Goals:

District performance goals should be based upon an analysis of data points during the comprehensive needs analysis process. These goals should be stated in terms of desired student growth in specific areas, should be broad enough so that most faculty and staff will have some responsibility for implementing the goals, and should be addressed in ways that involve all students and subgroups. Goals should help meet the state goals of: 1) Students enter 4th Grade proficient or advanced in Reading; 2) Students enter 9th grade proficient or advanced in Math; 3) Increase the academic success of Native American and other subgroups of students, along with other subgroup students; and 4) High school graduates are postsecondary and workforce ready.

Goal 1:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 500 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Goal 2:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 500 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have additional goals, provide the details below. ([count] of 2500 maximum characters used)

Student Achievement and Assessments

Describe the district's student achievement and assessments planning and implementation.

Summary

Summarize the District's Student Achievement performance. Include Sub Group performance. Include how this information is shared to the community and parents and how it is used to meet the Goals set for the district as well as to drive effective instruction in the classrooms. Also include what supports are available for students needing extra assistance meeting state standards. ([count] of 2000 maximum characters used)

Strengths

Describe the strengths in student achievement found after completing a data analysis. ([count] of 2000 maximum characters used)

Needs

Describe the areas where data indicate the need for support to improve student achievement. ([count] of 2000 maximum characters used)

District Integration of Services, including Coordination and Transition

Summary

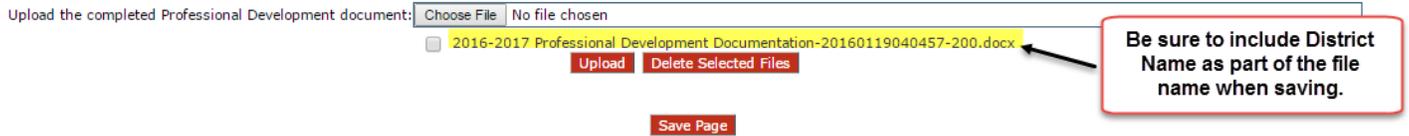
Summarize how the district coordinates and integrates services for ELP, SPED, migrant and homeless students, as well as students in the Foster Care system, with Title programs in the district. ([count] of 4000 maximum characters used)

Summarize the District's Coordination and Transition for the early childhood to Kindergarten process, including integration with Head Start programs, along with local preschools and/or daycares. Include how records are transferred and how Kindergarten teachers use the information. Indicate if the district has a signed MOU with the local or regional HeadStart. ([count] of 3000 maximum characters used)

Professional Development

Click here to download the PD template-->2016 SD Professional Development Document

Instructions: Be sure to include the District name as part of the document name when ready to upload.



Staff Quality, Recruitment, and Retention

Summary

Summarize how the District recruits, hires, and retains qualified Staff. ([count] of 2500 maximum characters used)

Strengths

Indicate strengths in the areas of staff quality, recruitment, and retention. ([count] of 3000 maximum characters used)

Needs

Indicate needs in the areas of staff quality, recruitment, and retention. ([count] of 3000 maximum characters used)

Consultation and Team Members

Consultation

Describe the process to consult with all stakeholders in determining needs and developing, implementing, and evaluating the district plan. ([count] of 2500 maximum characters used)

Consultation Team Members

Teacher's Name

Parent's Name

Additional Team Member Names (If Applicable)

Save Page

Title I Program Type

This Tab tracks the submission of each school section. Once all plans are submitted, District Superintendent may submit the CDAP if the rest of the narrative is complete.

Overview	Contact Information	Comprehensive Plan	Consultation and Team Members	Title I Program Type	Submit	Amendment Description	Application History	Page Lock Control	Application Print
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Site Plan Information Instructions

Site Names	Grade Span	Plan Type	Last Plan Submitted Date
0001- High School	09-12	<input type="radio"/> SWP <input type="radio"/> TA <input checked="" type="radio"/> NS <input type="radio"/> NA	N/A
0002- Middle School	06-08	<input type="radio"/> SWP <input type="radio"/> TA <input checked="" type="radio"/> NS <input type="radio"/> NA	N/A
0004- Elementary	KG-08	<input type="radio"/> SWP <input type="radio"/> TA <input checked="" type="radio"/> NS <input type="radio"/> NA	N/A
0005- Elem	KG-08	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	
0006- Elementary	PK-05	<input checked="" type="radio"/> SWP <input type="radio"/> TA <input type="radio"/> NS <input type="radio"/> NA	
0007- Alternative High School	09-12	<input type="radio"/> SWP <input type="radio"/> TA <input checked="" type="radio"/> NS <input type="radio"/> NA	N/A

[Save Page](#)

Submit Tab

Overview	Contact Information	Comprehensive Plan	Consultation and Team Members	Title I Program Type	Submit	Amendment Description	Application History	Page Lock Control	Application Print
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Submit Click for Instructions

The Consistency Check must be successfully processed before you can submit your application.

[Consistency Check](#)
[Lock Application](#)
[Unlock Application](#)

LEA Data Entry
 LEA Administrator
 Final Review

Schoolwide Section Questions

Goals

Selection of Goals: School level performance goals should be based upon an analysis of data during the comprehensive needs assessment. These goals should be broad enough so that most faculty will have some responsibility for implementing the strategies and activities involved in meeting the goals. They should be addressed in ways that involve all students. The strategies and activities should reflect the programs being offered in the school, such as RtI, Title I, PBIS, or MTSS. These goals should be the same or similar to the goals developed for Principal Effectiveness work and should be tied to meeting the district level goals as well. If the school is an AdvancEd accredited school, the goals reached during that process may be used here. A reading and a math goal are required.

Targeted Assistance	Submit	Amendment Description	Application History	Page_Lock Control	Applica Print
Goals	Targeted Assistance Narrative	Professional Development	Parent and Family Engagement		

Goals

Selection of Goals:

School level performance goals should be based upon an analysis of data during the comprehensive needs assessment. These goals should be broad enough so that most faculty will have some responsibility for implementing the strategies and activities involved in meeting goals. They should be addressed in ways that involve all students. The strategies and activities should reflect the programs being offered in the school, such as RTI, Title I, PBIS, or MTSS. These goals should be the same or similar to the goals developed for Principal Effectiveness work and should be tied to meeting the district level goals as well. If the school is an AdvancEd accredited school, the goals reached during that process may be used here. A reading and a math goal are required.

Save Page

Reading Goal:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 2000 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Schoolwide Narrative Assurances:

The school assures the schoolwide plan is reviewed with the input of parents, community, and staff; evaluated annually and revised as needed.

The school assures a data driven comprehensive needs assessment (CNA), noting both strengths and weaknesses and including ALL subgroups, was used to develop school level Reading and Math goals.

1. Describe the Title I Schoolwide Educational program in place in the school. Include what reforms/interventions are, or will be, in place for all students and all subgroups. Indicate if the school implements a PBIS or other behavior program and, if applicable, describe the program. ([count] of 4000 maximum characters used)
2. All staff are qualified in a Schoolwide program. Yes/No question
3. The school assures paraprofessionals work under the direct supervision of highly qualified teachers to support instruction. Yes/No question
4. Briefly describe additional support available to students who are not making the expected progress. ([count] of 2000 maximum characters used)
5. Does the school provide summer school? Yes/No question; Yes answer requires further explanation.

Professional Development

PROFESSIONAL DEVELOPMENT - Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well. All PD opportunities should be based on the CNA done by the school staff.

Describe the school level Professional Development and how it aligns to the goals and needs of the school, as well as the district goals. ([count] of 2000 maximum characters used)

Parent and Family Engagement Assurances:

The school assures it will provide activities/strategies to increase parental involvement.

The school assures a school level Parent Involvement Policy is annually reviewed and revised with parent input.

The school assures a school level Parent Involvement Policy is distributed to parents.

The school assures a Parent/School Compact is distributed.

The school assures an annual meeting is held to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program.

Briefly describe what parent and family engagement looks like in the school. ([count] of 2000 maximum characters used)

What Professional Development does the school provide to build the capacity of staff to build family partnerships? ([count] of 2000 maximum characters used)

Targeted Assistance Program Section Questions

Goals

Selection of Goals:

School level performance goals should be based upon an analysis of data during the comprehensive needs assessment. These goals should be broad enough so that most faculty will have some responsibility for implementing the strategies and activities involved in meeting the goals. They should be addressed in ways that involve all students. The strategies and activities should reflect the programs being offered in the school, such as RtI, Title I, PBIS, or MTSS. These goals should be the same or similar to the goals developed for Principal Effectiveness work and should be tied to meeting the district level goals as well. If the school is an AdvancEd accredited school, the goals reached during that process may be used here. **A reading and a math goal are required.**

Targeted Assistance	Submit	Amendment Description	Application History	Page Lock Control	Applica Print
Goals	Targeted Assistance Narrative		Professional Development	Parent and Family Engagement	

Goals

Selection of Goals:

School level performance goals should be based upon an analysis of data during the comprehensive needs assessment. These goals should be broad enough so that most faculty will have some responsibility for implementing the strategies and activities involved in meeting goals. They should be addressed in ways that involve all students. The strategies and activities should reflect the programs being offered in the school, such as RtI, Title I, PBIS, or MTSS. These goals should be the same or similar to the goals developed for Principal Effectiveness work and should be tied to meeting the district level goals as well. If the school is an AdvancEd accredited school, the goals reached during that process may be used here. A reading and a math goal are required.

Save Page

Reading Goal:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal (0 of 2000 maximum characters used)
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (0 of 2000 maximum characters used)
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (0 of 2000 maximum characters used)
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (0 of 2000 maximum characters used)
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (0 of 2000 maximum characters used)
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> (0 of 2000 maximum characters used)

School Narrative

1. Describe the Title I Targeted Assistance program and how it is part of the overall educational program at the school. Include the number and FTE of Title I staff (Teachers and paraprofessionals), how students are identified and what specific type of program is being operated (i.e. Pull-out, Push-in, Replacement, Extended day). Also indicate if the school implements PBIS or another behavior program and describe the program, if applicable. ([count] of 4000 maximum characters used)

2. All teachers in the Title I program are qualified. Yes/No

3. The school assures paraprofessionals work under the direct supervision of qualified teachers to support instruction. Yes/No/Not Applicable

Explain how paraprofessionals are utilized. (0 of 1000 maximum characters used)

4. Briefly describe additional support available to students who are not making the expected progress. ([count] of 2000 maximum characters used)

5. Does the school provide summer school? Yes/No

Professional Development

PROFESSIONAL DEVELOPMENT - Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well. All PD opportunities should be based on the CNA done by the school staff.

Describe the school level Professional Development and it aligns to the goals and needs of the school, as well as the district goals. ([count] of 2000 maximum characters used)

Parent and Family Engagement Assurances:

The school assures it will provide activities/strategies to increase parental involvement.

The school assures a school level Parent Involvement Policy is annually reviewed and revised with parent input.

The school assures a school level Parent Involvement Policy is distributed to parents.

The school assures a Parent/School Compact is distributed.

The school assures an annual meeting is held to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program.

Briefly describe what family and community engagement looks like in the school. ([count] of 2000 maximum characters used)

What Professional Development does the school provide to build the capacity of staff to build family partnerships? ([count] of 2000 maximum characters used)

Title I State Program Representatives

Aberdeen School District 06-1	Laura Johnson-Frame
Agar-Blunt-Onida School District 58-03	Carol Bush
Alcester-Hudson School District 61-1	Betsy Chapman
Andes Central School District 11-1	Jordan Dueis
Arlington School District 38-1	Dawn Smith
Armour School District 21-1	Laura Johnson-Frame
Avon School District 04-1	Carol Bush
Baltic School District 49-1	Carol Bush
Belle Fourche School District 09-1	Carol Bush
Bennett County School District 03-1	Carol Bush
Beresford School District 61-2	Laura Johnson-Frame
Big Stone City School District 25-1	Dawn Smith
Bison School District 52-1	Betsy Chapman
Bon Homme School District 04-2	Laura Johnson-Frame
Bowdle School District 22-1	Betsy Chapman
Brandon Valley School District 49-2	Jordan Dueis
Bridgewater-Emery School District 30-3	Dawn Smith
Britton-Hecla School District 45-1	Jenifer Palmer
Brookings School District 05-1	Betsy Chapman
Burke School District 26-2	Carol Bush
Canistota School District 43-1	Carol Bush
Canton School District 41-1	Carol Bush
Castlewood School District 28-1	Laura Johnson-Frame
Centerville School District 60-1	Carol Bush
Chamberlain School District 07-1	Laura Johnson-Frame
Chester Area School District 39-1	Jenifer Palmer
Clark School District 12-2	Carol Bush
Colman-Egan School District 50-5	Carol Bush
Colome School District 59-1	Dawn Smith
Corsica- Stickney School District 21-3	Jordan Dueis
Custer School District 16-1	Laura Johnson-Frame
Dakota Valley School District 61-8	Jenifer Palmer
Dell Rapids School District 49-3	Betsy Chapman
DeSmet 38-2	Jenifer Palmer
Deubrook Area School District 05-6	Jenifer Palmer
Deuel School District 19-4	Jordan Dueis
Doland School District 56-2	Jordan Dueis
Douglas School District 51-1	Dawn Smith

Dupree School District 64-2	Carol Bush
Eagle Butte School District 20-1	Betsy Chapman
Edgemont School District 23-1	Dawn Smith
Edmunds Central School District 22-5	Dawn Smith
Elk Mountain School District 16-2	Dawn Smith
Elk Point-Jefferson School Dist 61-7	Dawn Smith
Elkton School District 05-3	Dawn Smith
Estelline School District 28-2	Jenifer Palmer
Ethan 17-1	Betsy Chapman
Eureka School District 44-1	Jordan Dueis
Faith School District 46-2	Jordan Dueis
Faulkton School District 24-2	Betsy Chapman
Flandreau School District 50-3	Dawn Smith
Florence School District 14-1	Jordan Dueis
Frederick 06-2	Betsy Chapman
Freeman School District 33-1	Carol Bush
Garretson School District 49-4	Laura Johnson-Frame
Gayville-Volin School District 63-1	Laura Johnson-Frame
Gettysburg School District 53-1	Betsy Chapman
Grant-Deuel School District 25-3	Carol Bush
Gregory School District 26-4	Carol Bush
Groton Area School District 06-6	Dawn Smith
Haakon School District 27-1	Laura Johnson-Frame
Hamlin School District 28-3	Laura Johnson-Frame
Hanson School District 30-1	Jenifer Palmer
Harding County School District 31-1	Laura Johnson-Frame
Harrisburg School District 41-2	Betsy Chapman
Henry School District 14-2	Dawn Smith
Herreid School District 10-1	Carol Bush
Higmore-Harrold 34-2	Jenifer Palmer
Hill City School District 51-2	Jordan Dueis
Hitchcock-Tulare School District 56-6	Jordan Dueis
Hot Springs School District 23-2	Jordan Dueis
Hoven School District 53-2	Carol Bush
Howard School District 48-3	Jordan Dueis
Huron School District 02-2	Betsy Chapman
Ipswich School District 22-3	Jordan Dueis
Irene-Wakonda School District	Betsy Chapman

Iroquois School District 02-3	Betsy Chapman
Jones County School District 37-3	Dawn Smith
Kadoka Area School District 35-2	Dawn Smith
Kimball School District 07-2	Dawn Smith
Lake Preston School District 38-3	Jenifer Palmer
Langford School District 45-5	Betsy Chapman
Lead-Deadwood School District 40-1	Betsy Chapman
Lemmon School District 52-2	Betsy Chapman
Lennox School District 41-4	Dawn Smith
Leola School District 44-2	Laura Johnson-Frame
Lyman School District 42-1	Laura Johnson-Frame
Madison Central School District 39-2	Jenifer Palmer
Marion School District 60-3	Jordan Dueis
McCook Central School District 43-7	Laura Johnson-Frame
McIntosh School District 15-1	Jordan Dueis
McLaughlin School District 15-2	Carol Bush
Meade School District 46-1	Jenifer Palmer
Menno School District 33-2	Jenifer Palmer
Milbank School District 25-4	Jenifer Palmer
Miller Area School District 29-3	Betsy Chapman
Mitchell School District 17-2	Laura Johnson-Frame
Mobridge-Pollock School District 62-3	Betsy Chapman
Montrose School District 43-2	Jordan Dueis
Mount Vernon School District 17-3	Jordan Dueis
New Underwood School District 51-3	Laura Johnson-Frame
Newell School District 09-2	Dawn Smith
Northwestern School District 56-3	Jenifer Palmer
Oelrichs School District 23-3	Laura Johnson-Frame
Oglala Lakota County 65-1	Jenifer Palmer
Oldham-Ramona School District 39-5	Laura Johnson-Frame
Parker School District 60-4	Jordan Dueis
Parkston School District 33-3	Jenifer Palmer
Pierre School District 32-2	Jordan Dueis
Plankinton School District 01-1	Laura Johnson-Frame
Platte-Geddes School District 11-3	Jordan Dueis
Rapid City Area School District 51-4	Carol Bush
Redfield School District 56-4	Laura Johnson-Frame
Rosholt School District 54-4	Dawn Smith
Rutland School District 39-4	Jordan Dueis
Sanborn Central 55-5	Betsy Chapman
Scotland School District 04-3	Dawn Smith
Selby Area School District 62-5	Laura Johnson-Frame
Sioux Falls School District 49-5	Laura Johnson-Frame
Sioux Valley School District 05-5	Dawn Smith

Sisseton School District 54-9	Jenifer Palmer
Smee School District 15-3	Jordan Dueis
South Central School District 26-5	Betsy Chapman
Spearfish School District 40-2	Jenifer Palmer
Stanley County School District 57-1	Jenifer Palmer
Summit School District 54-6	Carol Bush
Tea Area School District 41-5	Betsy Chapman
Timber Lake School District 20-3	Dawn Smith
Todd County School District 66-1	Betsy Chapman
Tripp-Delmont School District 33-5	Laura Johnson-Frame
Tri-Valley School District 49-6	Betsy Chapman
Vermillion School District 13-1	Jenifer Palmer
Viborg-Hurley School District 60-6	Jordan Dueis
Wagner Community School District 11-4	Dawn Smith
Wall School District 51-5	Jordan Dueis
Warner School District 06-5	Jenifer Palmer
Watertown School District 14-4	Jenifer Palmer
Waubay School District 18-3	Dawn Smith
Waverly School District 14-5	Laura Johnson-Frame
Webster School District 18-5	Jenifer Palmer
Wessington Springs School District 36-2	Carol Bush
West Central School District 49-7	Jenifer Palmer
White Lake School District 01-3	Jenifer Palmer
White River School District 47-1	Dawn Smith
Willow Lake School District 12-3	Carol Bush
Wilmot School District 54-7	Dawn Smith
Winner School District 59-2	Carol Bush
Wolsey-Wessington School District 02-6	Jenifer Palmer
Woonsocket School District 55-4	Carol Bush
Yankton School District 63-3	Betsy Chapman