



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

School Improvement Grant
LEA (District) Application

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

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

Due Date

July 1, 2015

South Dakota Department of Education

MacKay Office Building, Title I Office
800 Governors Drive
Pierre, SD 57501

Grant Period Ends

June 30, 2020

FY 2014

School Improvement Grant (SIG)

Cover page

LEA Name: McLaughlin School District 15-2	LEA Mailing Address: PO Box 880 McLaughlin, SD 57642
LEA Contact for the School Improvement Grant Name: Scott Lepke Position and Office: Superintendent Contact's Mailing Address: PO Box 880 McLaughlin, SD 57642	Telephone: 605-823-4484 Fax: 605-823-4880 Email address: Scott.Lepke@k12.sd.us
LEA Superintendent (Printed Name): Scott Lepke	Telephone: 605-823-4484x202
I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants. X _____ Signature of the LEA Superintendent	Date: 9/14/15
The LEA, 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 State receives through this application.	

ASSURANCES AND CERTIFICATION STATEMENT: The above named applicant assures the South Dakota Department of Education that these projects will be administered in compliance with the assurances contained in its current consolidated application for the Title I part A program, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete.

Name of Authorized Representative (Type or Print): Scott Lepke, Superintendent

Original Signature of Authorized Representative: _____

Date: 9/14/15

SD Department of Education use only	
Date Received:	_____ Signature of authorized SD DOE staff person

Guidelines

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools, which are generally a State’s lowest-achieving Title I schools, and focus schools, which are generally the schools within a State with the largest achievement gaps, eligible to receive SIG funds.

Availability of Funds

The Consolidated Appropriations Act, 2014, provided \$506 million for School Improvement Grants in fiscal year (FY) 2014.

Allocations

Federal requirements set the minimum award for each school at \$50,000 and the maximum award at \$2,000,000 per year.

Under this competition, South Dakota has \$1.4 million in Federal FY 2014 funds available, plus a limited amount of uncommitted funds from previous competitions, to award 3 year projects. Therefore, the maximum combined three year total award amount a school could receive is approximately \$1.4 million. The minimum award amount for each school is \$50,000 per year.

In previous years, South Dakota SIG awards averaged \$175,000 per year per school. SD DOE reserves the right to make awards for less than the amount requested based on what is reasonable and necessary.

Based on Need and Commitment

Each district with eligible schools applying for funds under section SIG 1003(g) must demonstrate the need for the additional school improvement funds and commitment to carry out the requirements.

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more priority or focus schools.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each priority school that the LEA commits to serve: Turnaround, Restart, School Closure, Transformational Evidence-based/Whole School Reform, or Early Learning Models. Schools receiving a SIG award are expected to fulfill the terms of their application through the entire grant period regardless of exiting focus and/or priority school designation.

Six Models

Districts with priority and focus schools must select one of the following models to implement:

Turnaround model: The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies;

Restart model: The LEA converts or closes and reopens a school under a charter school operator, charter management organization, or education management organization;

School closure: The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving; or

Transformation model: The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional

reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

Evidence-based/Whole school Reform model: The LEA must implement this model in partnership with a whole-school reform model developer. The model must be evidence based with at least one study meeting What Works Clearinghouse evidence standards and is statistically favorable to impact academic achievement or attainment.

Early Learning model: The LEA must offer full day kindergarten, establish or expand a high quality preschool program, provide educators with joint planning time, and implement additional requirements that are the same as the Transformation model (except the requirement for increased learning time).

Conditions of Eligibility

SDDOE will consider applications from districts with priority or focus schools that currently do not have School Improvement Grants for the 2014-2015 school year. An LEA with a current SIG award is eligible to apply for a two year extension.

Budget and Accounting

The SIG 1003(g) awards must be used to **supplement** the level of funds available for the education of children in these schools. Therefore, these funds can supplement, but they **cannot be used to replace existing funding or services**.

The School Improvement Grant 1003(g) funds *must be tracked separately* from the Title I, Part A Basic Grant and the other Title I School Improvement funds distributed by formula under Section 1003(a). School Improvement funds are awarded for individual schools, therefore these funds must be accounted for at the individual school level.

Districts are to receipt improvement funds in the Title I revenue account and track each award separately by using a sub account number (operational unit and/or sub-object) for each Title I program. Expenditures for the School Improvement Grant 1003(g) funds should be tracked using the same sub account identifier.

The SEA must renew the LEA's SIG grant with respect to each priority or focus school that meets the annual student achievement goals established by the LEA and makes progress on the leading indicators. The SEA may renew the LEA's SIG grant with respect to a school that does not meet its annual goals as it has discretion to examine factors such as the school's progress on the leading indicators or the fidelity with which it is implementing the model in deciding whether to renew the LEA's SIG grant. If the SEA determines that one or more of an LEA's schools do not warrant renewed funding, the SEA may continue to award the LEA SIG funds for other eligible schools. The SEA would reduce the LEA's grant, however, by the amount allocated for the schools for which funding is not being renewed.

The Application Process

Review and Approval Process: LEA and school applications will undergo review by a panel with facilitation. Panel members will be recruited with expertise in curriculum, administration, and teacher evaluation. A rubric will be used to determine if LEA applications/school applications meet the requirements of the grant and warrant approval. Each element will be scored based on the following scoring rubric:

Strong: 3 points- Responses were thorough with sufficient detail

Moderate: 2 points- Responses were satisfactory needing minor clarifications

Limited: 1 point- Responses were attempted but lacking specificity

Not Evident: 0 points- No response was given or response was unclear and lacked many details and evidence

The complete scoring rubric is attached at the end of this document and at the end of the school application.

The department will notify the LEAs of the day their application will be reviewed and will be asked to be available for a conference call if the panel has questions about their application. This will be an opportunity for districts to clarify the intent of their applications. Final scoring of the rubric and recommendations to the department will conclude the panel review process. LEAs with applications that are promising but do not fully meet each requirement will be contacted by the department for technical assistance in bringing the application into full compliance. LEA applications will not be approved unless all requirements are fully met.

Timeline: Upon approval of the State Application, the LEAs will be given a copy of the draft application package. Technical assistance will be provided by department staff at the request of the district. Awards are expected to be announced no later than July 24, 2015. Districts receiving grant awards may begin pre-implementation immediately.

Applications must be submitted electronically by email. The application may be single spaced with appropriate spacing between sections, with font size of 12 or greater. Electronic submissions must be sent to Carol Bush (carol.bush@state.sd.us). **A follow-up paper copy of the original LEA cover page signed by the authorized representative and the superintendent and the original School cover page signed by the principal must be mailed to SD DOE, 800 Governors Drive, Pierre, SD 57501.**

Technical Assistance

A Live Meeting will be held to provide LEAs with the LEA application and School Sections. An overview of SIG requirements, the six intervention models, and application procedures will be provided.

SEA staff are available to provide technical assistance at the request of the district. School Support Team members will be available to help districts as they design their SIG applications.

Contact Information

For grant application questions:

Shannon Malone (773-6509)

Carol Bush (773-8065)

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For fiscal questions:

Rob Huffman (773-4600)

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

An LEA must identify each priority and focus school the LEA commits to serve and identify the model that each priority and focus school will implement.

The models the LEA may include are: (1)turnaround; (2)restart; (3)closure; (4)transformation; (5) evidence-based whole school reform model; (6)early learning model.

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS	INTERVENTION MODEL
McLaughlin High School	4646380	X		Turnaround
McLaughlin Elementary	4646380		X	Transformational

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. Please answer these questions from a district perspective, taking into consideration each of the district’s priority and focus schools.

(1) The LEA has analyzed the needs of each school for the purpose of the SIG application and selected an intervention for each school. (Must be at the district level)

a) List the members and positions of the committee that conducted the needs analysis and determined the outcome.

- Scott Lepke, Superintendent
- Angie Thunker, Elementary Principal
- Jeremy Hurd, MS/HS Principal
- Kyle Henderson, MS/HS Dean of Instruction/Activities Director
- Dan Dawson, Technology Coordinator
- Kendra Sandquist, Business Manager
- Chris Albert, HS Teacher
- Kelli Olson, Kindergarten Teacher
- Sunshine Carlow, Standing Rock Education Consortium
- Juliana Taken Alive, School Board President

b) Indicate the data sources that were analyzed as part of the district’s comprehensive needs assessment designed for the purpose of the SIG application.

Lens	Data Sources
Student Data *Analyzed by school, grade and class	Attendance Behavior Referrals NWEA MAPS reports for reading and math

	SBAC reports DIBELS Classroom assessments Report cards ACT scores
Professional Practices	Professional development plans for each school Individual teacher professional development plans TeachScape teacher evaluation and self-assessment reports
Programs and Structures	Lists of various programs and structures
Family and Community	Parent-teacher conference participation Family events by school Family participation by school Parent contact logs Home visit logs

Programs and Structures Analysis

McLaughlin School District has approximately 40 programs and structures in place to positively affect student achievement. These programs include:

Programs and Structures	High School	Elementary
Monthly PD days	X	X
4-day school week	X	X
After school volunteer clubs	X	X
Drum Group		X
State provided reading coach	X	X
State provided math coach	X	X
Summer School	X	X
Lakota Language classes	X	X
Teacher mentors	X	X
Collaboration Time	X	X
Athletic Programs	X	X
Dean of Students	X	X
Student Council	X	X
Family Nights	X	X
Home School Coordinator	X	X
Standing Rock Attendance Protocol	X	X
School Resource Officers	X	X
School Security	X	X
District and school leadership team	X	X
Teacher Effectiveness	X	X
Principal Effectiveness	X	X
Student Learning Objectives	X	X

Current Program and Structures Data at the district level show a multitude of opportunities for teachers and students. Many of these programs and structures are in the elementary and running smoothly, especially in the area of family engagement. However, the same can't be said for the high school. Lack of consistent leadership and high teacher turnover have led to failed programs and a lack of structure, having a negative outcome on students in the high school. Additionally, many of the programs and structures are teacher-centered and do not explicitly meet the needs of low-performing, high-needs students.

c) Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application.

McLaughlin School District conducted a school-wide Data Day on Dec 5, 2014 and May 1, 2015. Both data days focused on student achievement analyzing information from NWEA Measures of Academic Progress (MAPS), Children's Progress of Academic Achievement (CPAA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Additionally, the district hosted a two-day data retreat open to all staff. Data analyzed included attendance data and assessment data from Measures of Academic Progress, Smarter Balance and classroom assessments. Programs and structures were also reviewed with a focus on family and community engagement. This retreat was held June 1 and 2, 2015 and resulted in a compilation of three years of data, as well as individual school goals for 2015-16.

McLaughlin School District was selected as one of two South Dakota school districts to pilot a self-assessment different from SD-LEAP. In February of 2015, the McLaughlin Elementary School Leadership Team and the MS/HS Leadership Team met to conduct a self-assessment of turnaround practices. This self-assessment was conducted to review data from first semester and begin pre-planning for the 2015-16 school year. During these meetings we found our needs to include 1) intervention strategies, 2) a decrease in behavior referrals and increase attendance, 3) reduce gaps in instruction between grade levels, 4) develop family and community engagement and 5) improve services around social and emotional health of students.

d) Broadly describe the results of that review (specifics for each school will be outlined in the school sections).

The cross-section of data that was analyzed throughout the year revealed key patterns and themes. Based on the data sources above, the McLaughlin School District, working with the current school turnaround plan, determined that **intervention, classroom instruction and assessment, student social and emotional needs, family engagement, and creating a safe and positive environment** are the five main points for school improvement for the McLaughlin School District. It was the district's decision to apply for the School Improvement Grant in order to bring these school goals to life. These six areas support our pursuit of the district's goal of raising achievement for each student by 1.5 grade levels each school year.

e) List the strengths and weaknesses for each school based on the results of the comprehensive needs assessment.

	Strengths	Weaknesses
Elementary	Data Attendance Team Unity	Intervention Instruction Social-Emotional well-being Roles of paraprofessionals Family Engagement
High School	Data Team Unity	Attendance Instruction and Intervention Safe and Positive Environment Teacher Mentors SLO and Quality Assessment Family Engagement

f) Describe how selected interventions are aligned to the needs of each school, which were identified during the comprehensive needs assessment.

McLaughlin High School has the need to improve: attendance, instruction and intervention, a safe and positive environment, provide teacher mentors, SLO and quality assessments, and Family Engagement for our students and to align with the 7 turnaround principles assigned to our school by the state. Each of these six areas has driven our need for the School Improvement Grant and are included in the school’s Turnaround Plan. Additionally, the school Turnaround Plan is aligned to the seven turnaround principles. These funds will be utilized to improve the supports already presented to us from the District and administration and are outlined below.

McLaughlin Elementary has the need to improve intervention, classroom instruction, student social and emotional needs and engage our families in the education of their students. Each of these four areas has driven our need for the School Improvement Grant and is included in the school’s Turnaround Plan. Additionally, the school Turnaround Plan is aligned to the seven turnaround principles. These funds will be utilized to improve the supports already presented to us from the District and administration. The supports already in place include small class sizes, a Dean of Students, weekly collaboration time, monthly professional development and a new reading curriculum for grades K-3.

(2) For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention. Please describe the actions taken.

The McLaughlin School District has a Parent Advisory Committee (PAC). That committee has met four

times to discuss the SIG grants at all buildings.

(3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

The district has designed a comprehensive plan for each school with district leadership teams and teams from the high school and elementary school. We also utilized assistance from our SIG consultant, state technical advisor, and our state SST. We also gathered data from our Parent Advisory Committee (PAC) and the staff at each building level.

The high school will be following requirements of the turnaround plan. These plans will also fall in line with the 7 turnaround principals that are used for Focus/Priority schools. The high school will focus on extended learning time, attendance, behavior, and student achievement.

The elementary school will be following requirements of the transformational plan. The elementary plan will also follow the 7 turnaround principles that are used for Focus/Priority schools. The elementary school will focus on community/parent involvement, behavior, and student achievement.

(4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

The turnaround and transformational models are supported by the district school board of education, the district superintendent and staff members of the high school and elementary school. Staff are eager to make changes and are thankful for the opportunity to improve resources, instruction and intervention. The district will contract with a SIG consultant to assist with the implementation of the models. The superintendent will provide oversight of the principals who will provide oversight of each of their models. Additionally, the state provides a School Support Team Member and Technical Advisor which have also had input and support the district applying for SIG funds. The McLaughlin School District agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each priority school that the LEA commits to serve the transformational model in the elementary and the turnaround model in the high school. Schools receiving a SIG award are expected to fulfill the terms of their application through the entire grant period regardless of exiting focus and/or priority school designation.

(5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

Due to leadership changes at the high school and district levels over the last several years, little has been done to ensure quality and accountability of external providers, including professional developers. However, the district has made extensive use of SD Department of Education sponsored services,

including those provided by ESAs (Educational Service Agencies) and TIE (Technology in Education) learning specialists. Most recently, the McLaughlin District has worked with the SD DOE-provide SST (School Support Team) representative and the Technical Advisor. Within this grant, the McLaughlin District has also provided support for a SIG Consultant who will work with the district to monitor grant progress and ensure that providers maintain adherence to contractual agreements for services. In addition, the district has established exit surveys for professional development opportunities that will gather feedback from staff for onsite in-services and staff opportunities. The SIG Consultant will also monitor that external professional developers, mentors and other providers follow contractual agreements with fidelity. We will also use external evaluator evaluation (survey) and our district leadership team will also review and monitor.

Link to Template for Mentor/Coach Survey:

<http://goo.gl/forms/Xc3FoLMdOS>

Link to Template Professional Development Sessions Survey:

<http://goo.gl/forms/Jm4nx4fwdq>

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

The school receives Title I funding, REAP, Title VII, Title IX and Impact Aid funds. The district does not receive 21st CCLC funds. Title I resources are used to align with interventions already provided at the school level for elementary and high school. Title I also supports several staff members throughout the district, as well as the Technical Advisor provided by the state DOE. REAP and Title VII funds are used for limited social-emotional supports and family engagement. The school hosts an annual school wacipi and provides a home school coordinator and elementary dean of students, who has a background as a social worker. The SIG funds will be used to strengthen and support the funds and resources the district already has in place.

(7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

The McLaughlin School District has taken several steps to enable the district to implement the interventions outlined in this application. The first step was to conduct a data retreat with our stakeholders. Groups met to discuss the district's data. We looked at behavior, attendance, academic performance, and teacher effectiveness. We discussed our strengths and weaknesses and researched several interventions that would assist our students. The superintendent then met with the school board to discuss the SIG grant and what the administration would like to do. Our current policies and procedures will allow the McLaughlin School District to fully implement our interventions. We have also hired a consultant, June Preszler, to oversee our implementation and work with use to make our interventions effective.

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

The principals in each building will have day-to-day oversight of the interventions. We are a priority district and have to follow the 7 turnaround principles. We are held accountable for these principals by annual reviews. Additionally, the district will work with a SIG consultant that will provide oversight and support for implementation. The district also has a school support team member and technical advisor that also provide support during implementation.

(9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

Family Involvement (*Turnaround Principle 7*) supports needed by the McLaughlin HIGH SCHOOL include:

- **Back to School Night:** McLaughlin High School believes it is important to involve parents in the school and teach them how to provide a rich learning environment at home. Many of our parents had poor experiences in school. However, over the last three years the number of parents attending school events and visiting the school on a regular basis has improved. We want parents to come to the school and feel welcome when they arrive and know that they can come and visit anytime. Parents in high school often are not as active as they are in elementary school and we want to address this at this invitational night.
- **Awards Banquet:** At the end of every year, McLaughlin High School will host an awards banquet to honor students for academic achievement, attendance, and athletics. This event will take place in the evening and a dinner will be provided as well as cultural entertainment.
- **Family Movie Night:** In addition to the Back to School Event and Family Dinners, McLaughlin High School will host quarterly Family Movie Nights. These events will be hosted by the local community theater and will be open to staff, students and parents of McLaughlin High School students. Movies will be inspirational and cultural in nature and will provide families with another avenue to implement school at home.

Funding from the School Improvement Grant will be needed to serve meals to parents, purchase awards for the awards program, and sponsor events such as movie night for parents to attend. This will also benefit the social-emotional needs of our students by blended the unity of parents, students, school staff, and community to provide a continuum of supports to meet these needs.

(10) The LEA must describe in detail how it will sustain the reforms after the funding period ends.

The district will sustain the program by using Impact Aid funds and our cash reserve funds to ensure the success and continuation of the program. While Impact Aid funds are not guaranteed, we have received them for several years and anticipate receiving them in the future. As we progress through the grant we

will monitor expenses for continued support in each of the programs that will require additional fund. As we monitor we will cross-check with the funding available through Impact Aid and cash reserves in order to assure that the programs will continue after grant funding ends. Some of the programs are self-sustaining. For example, expertise in instructional strategies and staff professional development should assure that improvement continues. As new staff enter the district, we will use the mentor-mentee approach (included in the grant application) to guarantee that new staff receive the needed skills to successfully implement programs and practices.

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

The district will implement the interventions outlined in the school SIG applications by using evidence-based strategies. We will utilize our district and building level leadership teams and the high school will rely on the Dean of Instruction to assist the teaching staff when needed.

McLaughlin Elementary has selected the Transformational model. The district will support the principal and staff by implementing professional development opportunities that include training in evidence-based strategies proven to lead to improvement. For example, in order to address low reading scores, the Elementary School has purchased the Wonders Reading Program for Grades K-3. With grant support, the school will extend that program to Grades 4 and 5. Additional structures supporting instruction in the classrooms include state-supported math and reading coaches, reading professional development, mentoring and collaboration time. In order to differentiate to meet student needs, computer-based programs, such as Lexia, are also offered. These programs include a professional development piece to ensure that staff who work with the programs will have a deep understanding of them. Because we believe professional development is a necessary for success, we are also making efforts to extensively monitor the quality and consistency of the support we receive by requiring regular surveys that will gather input from staff. The district is offering extensive support to the principal in the form of onsite mentoring and coaching through Jackson Consulting.

McLaughlin High School has selected the Turnaround model. The district will support the principal and staff by implementing professional development opportunities that include training in evidence-based strategies proven to lead to improvement. For example, in order to address low reading scores, the High School will purchase Reading Plus to use as an intervention for students in grades 9-12. To address low math scores, the High School will purchase IXL Math. IXL Math is a researched based intervention program for math. The High School is also exploring the use of OdysseyWare or Edgenuity as a way to provide instruction on Friday School days. Additional structures supporting instruction in the classrooms include state-supported math and reading coaches, professional development, mentoring, book studies and collaboration time. Professional development will be implemented to ensure that all staff in the High School has a deep understanding of the programs and structures in place. The district will also be making efforts to extensively monitor the quality and consistency of the support we receive by requiring regular surveys that will gather input from staff.

(12) The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by:

The McLaughlin School District will monitor our goal for student achievement by evaluating our progress in SD LEAP, having data days after each testing period when using NWEA, and studying our data from the SBAC. Our district goal is to have each student increase their score on the NWEA by 1.5 grade levels in Math and Reading.

(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.

N/A

(14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

N/A

(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

McLaughlin School District receives REAP funding. Therefore the district would like to modify one element of the elementary transformational model. This model would require the district to remove the principal. The district does not wish to do that. The principal has been in her position for the last three years after serving as the Curriculum Director for the district. The hiring committee was made up of the elementary administrative assistant, two board members and several elementary staff members. During the last three years, Mrs. Thunker has implemented collaboration times for all grade levels; Common Core State Standards; the South Dakota Teacher Effectiveness Model; an assessment protocol; a consistent professional development plan; and a school leadership team. She has been a key reason that staff retention has improved and has demonstrated the skills necessary to implement comprehensive school reform efforts. In addition, McLaughlin's three year data is shown below. This data shows what a transformational leader can do in McLaughlin. If Mrs. Thunker were to be dismissed from the district it is highly likely the gains made over the last three years would be lost. The three year gains, shown in Table 1, have been made with little to no outside supports for the principal. There have been three superintendents and middle/high school principals in the last three years. Supports for the elementary principal would be beneficial and are supported by Turnaround Principle 1 – Building Strong Leadership. McLaughlin Elementary is committed to high expectations for everyone – staff, students

and administration.

(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

- Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- Partner with a whole school reform model developer, as defined in the SIG requirements.

N/A

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

N/A

(18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

	High School Turnaround		Elementary Transformational	
	Major Events	Benchmarks	Major Events	Benchmarks
Year 1	Build staff knowledge and background on SIG grant funding and implementation Implementation of Friday School Program Mentor/Mentee Stipends Staff Professional Development Parent involvement focuses on educating parents and students in the home.	Staff has a shared understanding and a common vision regarding the six critical areas for improvement. Staff will begin the first year of implementation. Implementation will begin by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced	Build staff knowledge and background Implementation of Reading Program. Three-Tier Intervention System Faculty study groups are launched Parent involvement focuses on educating parents and students in the home. Instructional Rounds focused on math instruction. Hire a Behavioral	Staff has a shared understanding and a common vision regarding the four critical areas for improvement. Staff will begin the first year of implementation. Vertical alignment meetings will be held at the end of each semester to detail the outline of the CCSS. Students who have not met essential learning outcomes receive additional time and support A vehicle is in place for

	<p>Student Social-Emotional Workshops</p> <p>Incentives Program Support</p>	<p>placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>Stipends will be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>A plan is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>Communication with parents will continue to increase</p> <p>Decreased # of discipline referrals. Increased student well-being at school.</p> <p>Funds will be used to support new M-Cash system for on time attendance to first period, nominal prizes, and school-wide educational</p>	<p>Interventionist</p> <p>Student Social-Emotional Workshops</p> <p>Principal Coaching and PD</p>	<p>staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</p> <p>Communication with parents will continue to increase</p> <p>Improved math instruction and teacher collaboration across grade levels.</p> <p>Decreased # of discipline referrals</p> <p>Decreased # of discipline referrals. Increased student well-being at school.</p> <p>Increased teacher feedback to staff resulting in improved performance</p>
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		opportunities		
Year 2	<p>Ongoing staff knowledge and background on SIG grant funding and implementation</p> <p>Ongoing Support of Friday School Program</p> <p>Ongoing Mentor/Mentee Stipends</p> <p>Ongoing Staff Professional Development</p> <p>Ongoing Parent involvement focuses on educating parents and students in the home.</p> <p>Ongoing Student Social-Emotional Workshops</p> <p>Ongoing Incentives Program Support</p>	<p>Staff has a shared understanding and a common vision regarding the six critical areas for improvement.</p> <p>Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to</p>	<p>Continue implementation of reading and math programs for basic instruction and intervention</p> <p>Development of effective instructional strategies that engage students</p> <p>Faculty study groups are implemented</p> <p>Parent community meetings are held. Parent representation will improve on various committees and as volunteers.</p> <p>Begin training to become a trauma sensitive school</p> <p>Principal coaching and PD</p>	<p>Vertical alignment is completed for reading and math.</p> <p>Staff are using effective instructional strategies that engage students</p> <p>A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</p> <p>Communication with parents has increased; relationships with parents will continue to improve</p> <p>Staff will have an improved understanding of historical trauma and the trauma students incur outside of school</p> <p>Increased teacher feedback to staff resulting in improved performance</p>

		<p>cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement</p> <p>Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school.</p> <p>Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and school-wide educational opportunities</p>		
Year 3	<p>Ongoing staff knowledge and background on SIG grant funding and implementation</p> <p>Ongoing Support of Friday School Program</p> <p>Ongoing Mentor/Mentee Stipends</p> <p>Ongoing Staff Professional Development</p> <p>Ongoing Parent involvement focuses on</p>	<p>Staff has a shared understanding and a common vision regarding the six critical areas for improvement.</p> <p>Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of</p>	<p>Continue curriculum development and Three Tier intervention System</p> <p>Assessment system is fully developed; implement data cycles based on the assessment results</p> <p>Continue development of effective instructional strategies that engage students</p> <p>Faculty study groups are implemented</p> <p>Parent community meetings are held.</p> <p>Parent representation</p>	<p>Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place</p> <p>Most assessments have been developed and are being used approximately once a month; a data analysis process is in place</p> <p>Staff are implementing and expanding effective instructional strategies that engage students; students are effectively</p>

	<p>educating parents and students in the home.</p> <p>Ongoing Student Social-Emotional Workshops</p> <p>Ongoing Incentives Program Support</p>	<p>opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement</p> <p>Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school.</p>	<p>will improve on various committees and as volunteers.</p> <p>Become a trauma sensitive school.</p> <p>Principal coaching and PD</p>	<p>engaged in the learning-assessment process</p> <p>A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</p> <p>Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and volunteer in classrooms and for activities.</p> <p>All staff have clear understanding of how to teach children of trauma</p> <p>Increased teacher feedback to staff resulting in improved performance</p>
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		Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and school-wide educational opportunities		
Year 4	<p>Ongoing staff knowledge and background on SIG grant funding and implementation</p> <p>Ongoing Support of Friday School Program</p> <p>Ongoing Mentor/Mentee Stipends</p> <p>Ongoing Staff Professional Development</p> <p>Ongoing Parent involvement focuses on educating parents and students in the home.</p> <p>Ongoing Student Social-Emotional Workshops</p> <p>Ongoing Incentives Program Support</p>	<p>Staff has a shared understanding and a common vision regarding the six critical areas for improvement.</p> <p>Staff will begin the second year of implementation. Implementation will continue by providing the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>A continued plan will be provided for learning, study,</p>	<p>Continue curriculum development</p> <p>Evaluate reading and math curriculum for strengths and weaknesses</p> <p>Evaluate Three Tier Intervention System</p> <p>Evaluate assessments for quality of data reports, usage and information given to staff</p> <p>Launch a system-wide approach that clarifies interventions for students who have not learned</p> <p>Continue development of effective instructional strategies that engage students</p> <p>Faculty study groups are implemented</p> <p>Parent community meetings are held. Parent representation will improve on various committees and as volunteers.</p>	<p>Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place</p> <p>Awareness of skills gaps and strengths to enhance teaching of the reading and math curriculum</p> <p>Students who have not met essential learning outcomes receive additional time and support during the unit of study</p> <p>Keep or replace data systems</p> <p>A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</p> <p>Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and</p>

		<p>reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>Communication with parents will continue to increase and data will be analyzed from year one to work toward improvement</p> <p>Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school.</p> <p>Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and school-wide educational opportunities</p>		<p>volunteer in classrooms and for activities.</p> <p>Data shows increases in student learning and achievement!</p>
Year 5	<p>Ongoing staff knowledge and background on SIG grant funding and implementation</p> <p>Ongoing Support of Friday School Program</p> <p>Ongoing</p>	<p>Staff has a shared understanding and a common vision regarding the six critical areas for improvement.</p> <p>Staff will begin the second year of implementation. Implementation will continue by providing</p>	<p>Continue curriculum development</p> <p>Evaluate reading and math curriculum for strengths and weaknesses</p> <p>Evaluate Three Tier Intervention System</p>	<p>Staff have clarity on the CCSS and clarity on what students should know and be able to do; McLaughlin has a guaranteed viable curriculum in place</p> <p>Awareness of skills gaps and strengths to enhance teaching of the</p>

	<p>Mentor/Mentee Stipends</p> <p>Ongoing Staff Professional Development</p> <p>Ongoing Parent involvement focuses on educating parents and students in the home.</p> <p>Ongoing Student Social-Emotional Workshops</p> <p>Ongoing Incentives Program Support</p>	<p>the opportunity for Friday School to students, an explanation of the program to students, staff, and parents, explanation of pay structure for staff, and the seeking of opportunities for credit recovery, homework help, and advanced placement courses as necessary that will encourage and support our students to reach high school graduation.</p> <p>Stipends will continue to be implemented to provide ongoing support for new hires throughout the year and encourage the retention of new staff the following school year.</p> <p>A continued plan will be provided for learning, study, reflection, and implementation of areas of instructional focus; staff may earn a graduate credit for study group participation. Topics to cover may include Classroom Management, Project based Learning, Differentiated Learning, Assessment, Customized Learning, Parent Involvement, Behavior, Cognitive Development</p> <p>Communication with parents will continue to increase and data will</p>	<p>Evaluate assessments for quality of data reports, usage and information given to staff</p> <p>Launch a system-wide approach that clarifies interventions for students who have not learned</p> <p>Continue development of effective instructional strategies that engage students</p> <p>Faculty study groups are implemented</p> <p>Parent community meetings are held. Parent representation will improve on various committees and as volunteers.</p>	<p>reading and math curriculum</p> <p>Students who have not met essential learning outcomes receive additional time and support during the unit of study</p> <p>Keep or replace data system</p> <p>A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</p> <p>Communication, relationships, and partnerships with parents have been strengthened. Parents are involved in committees as representatives and volunteer in classrooms and for activities.</p> <p>Data shows increases in student learning and achievement!</p>
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		<p>be analyzed from year one to work toward improvement Decrease # of discipline referrals from previous year by 50%. Increased student well-being at school.</p> <p>Funds will continue to be used to support new M-Cash system for on time attendance to first period, nominal prizes, and school-wide educational opportunities</p>		
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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority and focus school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in each school it proposes to serve and the funds it will use to —

- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s priority and focus schools

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each priority and focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s budget plan. Additionally, an LEA’s budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA’s budget for each year may not exceed the number of priority and focus schools, it commits to serve multiplied by \$2,000,000.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA 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 priority and focus school that it serves with school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

