



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

School Improvement Grant

School 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)
School Cover Page

School Name: Wakpala High School	School Mailing Address: 12250 SD Hwy 1806 P.O. Box B Wakpala, S.D. 57658
<input checked="" type="checkbox"/> Priority School	<input type="checkbox"/> Focus School
School Principal: Curtis Huffman	
Grade Span: 9, 10, 11, 12	
Telephone: 605-845-3040	
Fax: 605-845-7244	
Email Address: curtis.huffman@k12.sd.us	
I assure that the information in this application is accurate and feasible. The school will use the School Improvement Grant (SIG) to fully and effectively implement an intervention.	
X <u>Curtis Huffman</u> Signature of the School Principal	Date: 9-8-15 Resubmitted

School Improvement Grants

School Level Section

Intervention Chosen:	Turnaround	Restart	Closure	Transformation	Evidence-based/Whole School Reform	Early Learning
				X		

DESCRIPTIVE INFORMATION

(1) The school has conducted a needs analysis which has revealed the need for a school improvement grant.

WHO was involved with the analysis; *WHAT* data was analyzed; *WHEN* the data was analyzed; and *WHAT* were the outcomes yielded from the results? Describe how the outcome of the needs analysis is connected to the intent of the School Improvement Grant.

The following were involved in the analysis of school data:

- Greg East, Superintendent 2014-2015
- Jay Shillingstad, CEO 2015-2016, Title I/School Improvement Coordinator
- Karyl Knudson, Elementary Principal
- Curtis Huffman, Middle/High School Principal
- Kathy Schmeichel, Special Education Director
- Heather Overland, Elementary/Middle School Math Teacher
- Stephanie Weideman, SST
- Sandy Gaspar, Title I Technical Advisor
- Colleen Blake, Learning Specialist Three Rivers Special Services Cooperative

Our school improvement grant is guided by the seven school turnaround principles. We also recognize the state as a provider of technical assistance in our efforts to move forward with academic improvements.

On May 26 and 27, 2015 we participated in the state sponsored Data Retreat and completed a needs assessment using the Four Lenses of Data: Student Achievement, Programs and Structures, Professional Practice, and Family and Community. We analyzed data from D-Step Science, STAR Enterprise, AIMSweb, the State Report Card, and a preliminary look at the Smarter Balance results.

The data analysis helped us identify our top 5 priorities: adding a core reading class; focus on data driven instruction; improve teacher evaluation process; address student apathy and missing assignments, and improving our college and career readiness. (Improve graduation rate and decrease drop-out rate.)

The HS priorities are to address student apathy, address the number of missing assignments, and improve college/career readiness.

Our goal for the ICU program is to address student apathy and reduce the amount of missing assignments. Our goal is to reduce the dropout rate and improve the graduation rate. We will use this grant to purchase the ICU program, two laptop carts with twenty laptops each, and fund one FTE career counselor position.

We will address student apathy by implementing the ICU (Intensive Care Unit). This program tracks missing assignments, communicates this information directly to teachers and parents, and incorporates extra time to allow students to complete missing assignments. ICU will also create a healthy school culture focused on student learning and accountability. ICU will provide extra time during the school day for students to complete classroom assignments with the assistance of the certified teachers. All teachers communicate to administration that missing assignments contribute significantly to failing grades and lower academic achievement. This results in a large number of students being ineligible. Furthermore, this contributes to students failing classes which links to dropout and falling behind. This program will significantly improve school to parent communication. (School Turnaround Principle 4 & 7.)

In order to sustain the ICU program and support the interventions we will need to purchase more laptop computers. We will need one cart of twenty laptops in year one and one more cart of twenty laptops in year two in order to implement and sustain the ICU program.

In an effort to address college and career readiness, we need to ensure that we have a full-time School Counselor. This position was previously funded using High School SIG Grant monies that expired in 2014. We then used 1003a grant money and REAP funds to cover this salary for the 2014-2015 school year. This position has always been funded with grant money as our general fund will not support it. Therefore, we will use this SIG grant to help cover this area. This position has been previously funded through grant programs. This position is vital in helping students get information about post-secondary opportunities and pursuing higher education. With the greater demand on college and career readiness as measured by the SPI rating, it is crucial that we address this issue. This position will involve teaching a Career class (JAG and SD-MyLife curriculum), helping with ACT and ASVAB test preparation, and preparing students for post-secondary opportunities. This position helps reduce the student dropout rate therefore increasing the graduation rate. From the 2014-2015 school year, we had 11 seniors start and 11 graduate in May. This position is vital to help in sustaining this success.

Describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model below and answer the questions that follow pertaining to the intervention model chosen for this priority/focus school.

● **The Turnaround Model**

Section I.A.2(a)

- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
 - *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*

- *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
 - *How will the principal be included in staffing, calendars/time, and budgeting?*
 - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
 - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
 - *How will the district screen all existing staff?*
 - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paraprofessionals? Determine the 50% threshold of staff in each category that can be rehired.*
 - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)]
(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- *List resources available to new staff.*
 - *Will there be a mentoring program or literacy and/or math coaches available?*
 - *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
 - *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
- e. Describe the new governance structure that will be adopted for this school.
- *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
 - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?*
- f. Describe how an instructional program will be determined and designed.

- *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the school ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the school ensure alignment with academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours.*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
 - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

● **The Restart Model**
Section I.A.2(b)

- a. Describe the rigorous review process the district undertook to select a partner to restart the school.
- *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*

- *How will the new school operation result in acceptable student growth for the student population to be served?*
 - *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
 - *What performance expectations will be contractually specified for the restart partner?*
 - *Is the LEA prepared to terminate the contract if performance expectations are not met?*
- b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
- c. How will funds from this grant be used to support the restart model?

● **School Closure Model**

Section I.A.2(c)

- a. Describe the process the district used to determine to close this school.
- *How were decisions based on data? How is this transparent to the school and local community?*
 - *What is the impact of school closure to the school’s neighborhood, enrollment area, or community?*
 - *How does school closure fit within the LEA’s overall reform efforts?*
- b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
- *Indicate that these schools are in close proximity of the school to be closed.*
 - *How will the students and their families be supported by the LEA through the re-enrollment process?*
 - *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
 - *How will the LEA track student progress in the recipient schools?*

X The Transformation Model

Section I.A.2(d)

Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
- *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

Turnaround Principle I

Current principal, Curtis Huffman, was hired in 2013 and has been retained for the 2015-2016 school year. He is a third-year principal who has demonstrated potential to lead our turnaround effort. SST Stephanie Weideman has also provided support and technical advice. We have contracted with a state approved consultant in an effort to assist with instructional leadership development.

b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals, including factors such as student growth and observation-based assessments. [Section I.A.2(d)(1)(i)(B)]

- *How will data on student growth be a significant factor in the evaluation system?*
- *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
- *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? Define the indicator (assessment) the school will be using to determine growth.*
- *Are the evaluation systems designed and developed with teacher and principal involvement?*

Turnaround Principle 1 & 2

We plan to implement the South Dakota Principal and Teacher Effectiveness models. In school year 2014-2015 initial implementation began and in 2015-2016 full implementation. Principal and Teacher Effectiveness implementation plans have been submitted to the state. South Dakota Framework for Teaching (Danielson /Teachscape) will evaluate professional practice and student growth. Teachers will develop Student Learning Objectives to determine growth between two points in time. High School teachers will use the SLO template and SLO quality check-list as provided by the state. The student growth rating will be as provided by the state: low growth less than 65%; expected growth between 65-85% and high growth 86-100% goal attainment.

The high school principal, elementary principal, and special education director are certified Teachscape Observers.

Observation based assessments will involve a minimum of 2 walkthrough observations and 1 formal evaluation per semester for the 2015-16 school year and during the term of the grant. A key component of this will be the use of the integrated 8 as defined by SD-DOE. Scoring of evaluations will be based on the rubric provided by SD-DOE. The evaluation matrix will include scores for professional practice and student growth. The scoring for professional practices will be supported in part by the type of artifacts listed on page 21 of the Principal Effectiveness Handbook. One teacher participated and represented the middle school in the Teacher Effectiveness Training provided by ESA 2, Brian Aust on February 25, 2014.

c. Describe how the school will reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so. [Section I.A.2(d)(1)(i)(C)]

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
- *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

Turnaround Principle 1 & 2

Staff who increased student achievement will be publicly recognized during our weekly radio program and letters written to the Standing Rock Sioux Tribe Education Consortium and local newspapers recognizing them for their contributions.

If a staff member is rated as needs improvement in any area of the formal evaluation, the principal will work with them and collaboratively establish an informal plan of assistance with set goals and a timeframe for meeting the goals. If the goals are not met within the timeframe, the principal will then develop a formal plan of assistance. If the goals remain unmet, the principal will make a recommendation for non-renewal to the Superintendent who will then take the recommendation to the Smee School District Board of Education. The school board will make the final decision on nonrenewal.

d. Describe how the district will provide staff ongoing, high-quality, job-embedded professional development. [Section I.A.2(d)(1)(i)(D)]

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
- *List resources available to new staff.*
- *Will there be a mentoring program or literacy and/or math coaches available?*
- *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
- *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

Turnaround Principle 2 & 5

Professional development opportunities are aligned with needs identified in the school improvement plan documented in SD-LEAP/School Self-Assessment . Staff has access to our professional resource library which includes supplemental materials related to core and intervention curriculums. The ICU program will be implemented, laptop carts will be

purchased, and our Career Counselor will be paid if awarded the SIG. PD decisions will continue to be data driven and aligned with our reform strategies through the term of the SIG.

For example, the following professional development calendars reflect PD training that is aligned with our reform strategies.

2014-2015 Professional Development

August 13, 14, 15 – Beginning year In-service

August 18 – Common PD at Sitting Bull College

September, 5 – Data Retreat/Roll-Out

October 20 – Higher Order Thinking/Webb Leveling

November 10 – Creating High Quality Assessment Items

January 9 – Winter Data Rollout

March 9 – Teachscape Reflect/Preparing for Observation and Artifact Collection

May 20 – End of year in-service

2015-2016 Professional Development

August 12, 13, 14, 17- Beginning year In-Service

August 14- Common PD at Sitting Bull College

August 17 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty

November 6 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty

January 4 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty

April 4 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty

12 days of Instructional Coaching with Jen Nehl

e. Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school? [Section I.A.2(d)(1)(i)(E)]

▪ *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

Turnaround Principle 1 & 6

Staff openings are listed on the ASBSD website, local and regional newspapers and on the school webpage. Attend college/university job fairs and state job fairs to recruit as needed.

The district offers a higher base salary than surrounding schools. It also offers generous benefits including 100% coverage for individual health, dental, and vision insurance; bonuses for perfect

attendance; stipends for professional development outside of contract days; and, various stipends for duties performed after the regular school day.

New staff receive teacher mentoring. All staff receives a formal evaluation twice each year. Stipends, transportation and lodging for professional development are paid for non-contractual days.

Comprehensive instructional reform strategies

f. Describe how an instructional program will be determined and designed. [Section I.A.2(d)(2)(i)(A)]

- *What data will be used to identify the instructional program to be used? How will it be used?*
- *How will the school ensure that the instructional program is research-based?*
- *How will vertical alignment from one grade to the next be determined and ensured?*
- *How will the school ensure alignment with academic standards?*

Turnaround Principle 4 & 5

School improvement is a continuous process using SD-LEAP/School Self-Assessment which includes all assessment data and serves as the foundation for instructional programming.

Student test results from local assessments and annual state mandated tests are used to determine instructional practices. Instructional focus and meeting of standards are determined by benchmark and progress monitoring using AIMSweb and STAR Enterprise. Students are tested three times during the school year –Fall, Winter, Spring.

Objectives identified in SD-LEAP/School Self-Assessment and MTSS require researched based instructional programs. Advanced Reading Applications and Do the Math have been identified as programs with strong validity, reliability, and successful outcomes. The ICU program as well has been identified as a program with strong validity, reliability, and successful outcomes.

Advanced Reading Applications class provided training for all staff in teaching reading strategies. REWARDS and SRA Corrective Reading are used as a Tier II intervention.

The middle school uses Do the Math for interventions in all grades ensuring strong vertical alignment from one grade to the next and alignment with common core standards. This will carry into the high school as these students move up in grade levels. Utilizing the ICU program will help students in high school stay caught up and pass classes to allow them to complete all the necessary requirements for graduation. Then, students can move into taking advanced classes and dual credit classes to help increase our graduation rate and the number of students attending higher education.

g. Describe the process the school will use to promote the continuous use of student data. [Section I.A.2(d)(2)(i)(B)]

- *Indicate the use of student data such as from formative, interim, and summative assessments.*
- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- *Who is involved with the data review process and how often will data be reviewed?*

Turnaround Principle 4 & 5

Formative and summative assessments using AIMSweb, STAR Enterprise, Do the Math, and classroom level CCSS based lesson plans are used to determine if standards are met and if interventions are needed. Student test data is reviewed once a month at staff meetings. Students are benchmarked three times each year and progress monitored according to individual need. Grade level team meetings occur monthly to track students receiving interventions as well as to define their rate of progress. As needs are identified or skills improved, adjustments to interventions are made.

All teachers meet individually monthly with the principal to discuss classroom instruction and student test data.

When areas of concern are identified, the administrative team works to provide appropriate support to target the areas of need. The supports include targeted professional development, specialized programs to meet student needs, and financial support as needed.

This grant will provide the necessary financial support to implement an ICU program to address student apathy, strengthen our college and career readiness efforts, and purchase two more laptop carts with 20 laptops each.

Increasing learning time and creating community-oriented schools

h. Describe how the school will increase learning time. [Section I.A.2(d)(3)(i)(A)]

- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
- *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours.*
- *Indicate what the additional time will be used for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to **all** students in the school and provided at a time when most students would be able to participate.*

Turnaround Principle 3

Currently, the school day begins at 8:35 and ends at 3:35. There is a 21st Century afterschool program available to all students. High school students are given the opportunity to stay afterschool for homework help on these days.

The high school schedule was altered to accommodate time for interventions during The 2014-2015 school year. This change will continue to accommodate MTSS interventions for the term of the grant.

Additional learning time will be available before school from 8:00-8:30 A.M. Also, the school year will increase from 168 to 172 student contact instructional days.

i. Describe how the school will provide appropriate social-emotional and community-oriented services and supports for students? [Section I.A.2(d)(3)(i)(B)]

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Turnaround Principle 6 & 7

Analysis of student needs is based on the following demographic information. Smee School District is located within the boundaries of the Standing Rock Indian Reservation in north-central South Dakota. The Standing Rock Reservation, which lies partly in North Dakota and partly in South Dakota, is one of the largest reservations in the Dakotas. Smee School District covers an area of over 300 square miles, and presently serves 45 high school students in grades 9, 10, 11, and 12 at one attendance center located approximately three miles from Wakpala, South Dakota. The majority of the students are enrolled members of the Standing Rock Sioux Tribe.

Smee School District is located in an extraordinarily rural area. All students are bused to school. Student density is extremely low with .45 students per square mile. The town of Wakpala has 450 residents, and a limited amount of taxes are available for school support. The community has only a post office, community center, health clinic open one day per week and no other services. The nearest gas station and grocery store are eight miles away.

According to the most recent census data, almost half of the population in our immediate area lives below the poverty line, and there is substantial evidence supporting underachievement among students living in poverty.

Our school district lies within the boundaries of Corson County which has recently been identified as the 9th poorest County in the United States, with an overall poverty rate of 41%, and the poverty rate of children under 18 is 54%. All students, 100%, in Smee School District qualify for free or reduced lunch.

There are very few job opportunities on the reservation, as it remains an extreme representation of national unemployment, poverty, and Temporary Assistance to Needy Families (TANF) dependency. The Bureau of Indian Affairs statistics reflect unemployment rates range from 60 to 70%. The majority of residents in the South Dakota portion of the reservation are subject to extreme geographic isolation. The nearest airport providing minimal flight service is one hundred miles away. The vast majority of tribal offices, Indian Health Services and Bureau of Indian Affairs offices are located in Fort Yates, North Dakota, which is approximately 47 miles away. The highway to Fort Yates is an older two lane hard surfaced road in need of constant repair and difficult to travel during winter. Consequently, residents on the South Dakota portion of the reservation generally lack the basic necessities and resources.

With a median age of 22 years, compared to the national median age of 35, the median age in this community is quite young. Students attending school in the Smee School District and living on the Standing Rock Reservation have one of the shortest life expectancies in the nation. Consequently, social and economic conditions in this area have presented unique challenges to the school district in its efforts to nurture the academic performance and emotional development of its students. When socioeconomic factors are combined with geographic isolation and language barriers, many children enter school with limited English language acquisition skills and limited exposure to the social and emotional skills required for school success. Accordingly, academic success becomes more challenging.

With all of this in mind, many of our students live under adverse and very challenging conditions at home and in the community. The high prevalence of poverty, alcoholism, drug abuse, violence, multiple family households, unstable families, geographic isolation, lack of dependable transportation, and dependence on social programs for food, clothing, and shelter all contribute substantially to underachievement. Our school has been deeply committed to addressing these challenges along with providing academic strategies to improve achievement. SIG funds would substantially contribute to our school improvement efforts.

It is evident that meeting the challenges presented by high school students at Wakpala is far greater than the school can handle alone. Therefore, the school maintains that the only way to create a safer school and to empower more students to succeed academically, socially, and emotionally is to share with the families, tribal officials, family service agencies, law enforcement, and the community at large the responsibility of leading our youth to success. The school strives to establish partnerships with all entities on an on-going basis.

In an effort to address these challenges we have put in place considerable health, social, emotional and community supports to include:

- Full time school nurse
- Full time school social worker
- Several contract mental health counselors
- Collaboration with department of social services child protection office
- Member of Standing Rock Sioux Tribe Wellness Program which includes bullying and suicide prevention initiatives in all schools
- Member of Standing Rock Education Consortium
- On-site 21st Century afterschool program
- On-site office for School Resource Officers who visit our schools weekly
- School Wellness Committee sponsors youth wellness conference annually and promotes healthy eating and lifestyles
- Fresh fruit daily – fruit baskets filled with apples, oranges, and bananas are placed in hallways for student access throughout the day.
- Back to School Night during first week of school – parents/guardians and community invited to school for activities and supper
- Parent/Community Committee sponsors student honoring suppers quarterly, bingo nights, elderly suppers
- Culture Committee sponsors cultural events to include quarterly Wacipis/Pow Wow, and Lakota language and knowledge bowls
- Project Skills – a school to work program
- Mission of Mercy Delta Dental bus visits annually
- Johnson O'Malley Parent Committee provides funds for field trips, cultural events, and expenses related to Lakota Nation Language Bowl
- Positive Behavioral Intervention Supports as part of MTTSS – positive notes sent home, Courage Cards for positive behavior
- Conscious Discipline approach to managing student behavior
- Collaboration with local tribal council to secure grant for playground in the community of Wakpala
- On-site E-Learning Center for credit recovery, advanced courses, and dual enrollment
- Weekly radio program used to inform parents/guardians and community about school events
- DDN access at school for parents who do not have internet access at home
- Book Fair during PTC
- Career and Technical Education provided via contract with Northwest Area Schools Cooperative – 8 CTE mobile trailers rotate among the contract schools

Providing operational flexibility and sustained support

j. Describe the operational flexibility that will be given to this school. [Section I.A.2(d)(4)(i)(A)]

- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?*
- How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

Turnaround Principle 1

Prior to 2013-2014, decision making was done under the Professional Learning Community/Collaborative Work Group model. Now decision making is done through the needs assessment, state mandates, and data-driven analysis.

High School focus will be on providing interventions for reading and math in order to insure that all students stay at grade level. As well, the ICU program will help keep students on track in completing their assignments and helping to meet all the high school graduation requirements. This will help students focus more on dual-credit classes and becoming more focused on post-secondary education. This is where the funding for our Career Counselor is critical in our effort to address the college and career readiness aspects. In order to implement and sustain the ICU program and the career counseling effectively, we need to utilize technology. This is where purchasing new laptops will help high school students achieve both objectives.

k. Describe the ongoing, intensive technical assistance and related support that will be provided to the school. [Section I.A.2(d)(4)(i)(B)]

- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
- *What kind of support will be provided and how often?*

Turnaround Principle 1

We recognize the state as a provider of technical assistance. The seven Turnaround Principles guide our school improvement process. Continuous work on school self-assessment, creating goals and objectives, and monitoring of all plans and tasks, occurs monthly.

Reading, math, attendance, and graduation goals and objectives are set in the Fall and monitored 3 times during the year. A school turnaround plan is also submitted 3 times per year. A school support specialist monitors all activity in SD-LEAP/School Self-Assessment and monitors the school's progress via coaching comments and on-site visits quarterly.

A Title I Technical Advisor has been assigned by the state to review and approve all Title

I expenditures. SD DOE has also conducted Title I technical visits annually.

.....
(1) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model. *Indicate major events and benchmarks for this school over the five year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

Turnaround Principle 5

During 2015-2016, AIMSweb reading will be implemented as well as progress monitoring. Benchmark assessments will occur 3 times per year and progress continuously monitored during the entire term of the SIG. Also, STAR Enterprise will be used for measurements in reading and math 3 times per year during the term of the SIG.

Smarter Balanced Test results will be available in Spring 2015, 2016, 2017, 2018, 2019 and used as measurement of school improvement.

Turnaround Principle 2

Initial implementation for Principal and Teacher Effectiveness Evaluations occurred in 2014-2015 with full implementation during 2015-2016.

Turnaround Principle 3

Additional learning time was increased by the Board of Education on 4/9/14 when they approved the number of student contact days to increase from 166 (2013-14) to 172 (2015-2016).

List the reading and math annual goals for this priority/focus school. *Schools must use the goals created as part of the priority/focus school process in SD LEAP. Copy and paste the goals for both math and reading into this question. (Each school must have a reading and math annual goal, which must be measurable and specify the indicator (district assessment for 2014-15, Smarter Balanced Assessment for 2015-16 and 2016-17) that will be used during each of the grant years.)*

● **The Evidence Based/Whole School Reform Model**
Section I.A.3

- a. Name the Whole School Reform model, approved by the US Department of Education, that was chosen.

Approved models can be found on the US Department of Education website:
<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

- b. Describe how the sample population of the chosen Whole School Reform model is similar to the school being served.
- c. By choosing this model the school assures that the model developer chosen will:
 - 1) Improve student academic achievement or attainment;
 - 2) Be Implemented for all students in a school; and
 - 3) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
 - School leadership;
 - Teaching and learning in at least one full academic content area (including professional learning for educators);
 - Student non-academic support; and
 - Family and community engagement

- **The Early Learning Model**

- a. Describe how the full day kindergarten will be offered.
- b. Describe how a high quality preschool program will be established or expanded
- c. Describe how educators will be provided joint planning time across grades to facilitate effective teaching and learning and positive teacher-student interactions.
- d. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
 - *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
- e. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals, including factors such as student growth and observation-based assessments. [Section I.A.2(d)(1)(i)(B)]
 - *How will data on student growth be a significant factor in the evaluation system?*
 - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*

- *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? Define the indicator (assessment) the school will be using to determine growth.*
- *Are the evaluation systems designed and developed with teacher and principal involvement?*

f. Describe how the school will use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who have not done so. [Section I.A.2(d)(1)(i)(C)]

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement?*
- *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

g. Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school? [Section I.A.2(d)(1)(i)(E)]

- *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

h. Describe how an instructional program will be determined and designed. [Section I.A.2(d)(2)(i)(A)]

- *What data will be used to identify the instructional program to be used? How will it be used?*
- *How will the school ensure that the instructional program is research-based?*
- *How will vertical alignment from one grade to the next be determined and ensured?*
- *How will the school ensure alignment with early learning and development standards along with academic standards?*
- *How will the school promote the full range of academic content across domains of development, including math and science, language and literacy, social emotional skills, self-regulation, and executive functions?*

i. Describe the process the school will use to promote the continuous use of student data. [Section I.A.2(d)(2)(i)(B)]

- *Indicate the use of student data such as from formative, interim, and summative assessments.*
- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

- *Who is involved with the data review process and how often will data be reviewed?*

j. Describe how the district will provide staff ongoing, high-quality, job-embedded professional development. [Section I.A.2(d)(1)(i)(D)]

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
- *List resources available to new staff.*
- *Will there be a mentoring program or literacy and/or math coaches available?*
- *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
- *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

(2) Describe the strategies used or will be used to increase the involvement and contributions of parents and community partners in supporting classroom instruction and increase student achievement. [Section I.A.4(a)(8)] *Examples mechanisms to support family and community engagement could include establishing an organized parent group, holding public meetings to review school performance and develop school improvement plans, using surveys to gauge parent and community satisfaction and support, implementing complaint procedures for families, parent education classes, and coordinating with local social and health service providers to help meet family's needs.*

Turnaround Principle 7

The Smee School District has implemented numerous activities to engage students in the educational process. The school has a radio program on KLND, the local station, once a week. Parent-teacher conferences are held twice each year. We have quarterly family events including Bingo, Make and Take, an elders' meal and the staff serve supper one night of the local community wacipi each August. We have an honoring wacipi at the end of the school year. We have a school social worker who, along with various staff members, make home visits. Parents are called regularly with any concerns about their students. Monthly newsletters are sent home. School reach is used to remind parents of upcoming events as well as any schedule changes and weather related information. We have two foster grandparents who are at school daily. "We Both Read" home to school reading program is going well and have high participation.

(3) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model. *Indicate major events, benchmarks, and budget for this school over the grant award period.*

In years one and two, we plan to purchase the ICU program materials and related professional development, two-twenty laptop computer carts, and fund one FTE school career counselor. We will also fund the state approved consultant services.

In years three through five, we plan to sustain the ICU program materials and related professional development, and continue to fund one FTE school career counselor.

(4) List the reading and math annual goals for this priority/focus school. *Schools must use the goals created as part of the priority/focus school process in SD LEAP. Schools may copy and paste the goals for both math and reading into this question. (Each school must have a reading and math annual goal, which must be measurable and specify the indicator (district assessment for 2014-15, Smarter Balanced Assessment for 2015-16 through 2019-20) that will be used during each of the grant years.)*

Academic Achievement Goals for School Year 2014-2015

The purpose of this document is to assist school leadership teams in reviewing and evaluating student achievement data to best determine what goals are appropriate. In addition, this document allows for the monitoring of academic progress and evaluation of existing strategies and goals on a regular basis as determined by the school leadership team.

While there are minimum goal requirements for Focus and Priority schools, the goals written in this document should reflect the needs of the students as identified through data analysis. Therefore, additional goals may be written to address all recognized needs.

Priority Schools - At minimum, complete academic goals for both reading and math, for all students, focused on improving achievement. (Goals for subgroups are optional). It would be beneficial to include goals relating to attendance (elementary and middle school) and graduation (high school only) if data review warrants.

Focus Schools- At minimum, complete a goal for each GAP subgroup contributing to Focus School status. Based on student achievement data, the leadership team will determine if they should write a goal in the area of Mathematics, Reading, Graduation (high schools only), Attendance (elementary and middle schools), or any other area they deem pertinent.

School Name Smee Middle School and High School

Focus	
Priority	X
Status Year	2

Date form is completed

Fall		Winter	3/27/2015	Spring	5/26/2015
-------------	--	---------------	-----------	---------------	-----------

Student group(s) the goal(s) focus on: (Place an X in all boxes that apply to these goals)

All students	XX	Economic Disadvantaged	X	Native American	X	Asian
White		Two or more races		Hawaiian Pacific		
Black		Limited English Proficient		Special Education		

Writing your goals

- The leadership team will:
 - Ensure SMART goals are written. SMART goals are —Specific, Measureable, Appropriate and Achievable, Realistic and Rigorous, Time bound and Timely.
 - Provide student benchmark data three times a year in the fall, winter, and spring.
 - Ensure data is reported in a clear, consistent format each reporting period to guarantee data can be compared easily.
 - Evaluate and determine whether progress has been made or that the SMART goal has been met.

SMART Goal for Reading	<p>The percent of students in grades 6-8 at or above benchmark using AIMSweb MAZE will be increased by 15% from fall 2014 benchmark scores by spring benchmark scores of 2015. Using STAR Enterprise overall average mean scaled score for grades 6-8 will increase by 15% from fall (500) to spring benchmark (575).</p> <p>For students in grades 9-12, they will increase the STAR MEAN scaled score by 10% from fall to spring.</p>		
Targeted grade levels	6-12		
Name of the assessment or measurement tool	AIMSweb or STAR Enterprise		
Major strategies to be used to accomplish this goal	<p>For students in grades 6-8, intervention groups will use 95% group Vocabulary Surge program, progress monitoring every two weeks with AIMSweb.</p> <p>For students in grades 9-12, after school homework help is offered by the classroom teacher as well as the 21st Century After School Program. The core English teacher is utilizing reading time when students finish classroom assignments. This is monitored through individual student logs.</p>		
Benchmark Data Reporting for Reading			
Enter student or school data (data may be added as a separate document)			
Fall Benchmark Data/Results	Winter Benchmark Data/Results	Spring Benchmark Data/Results	
AIMSweb CBM 6 th grade: 41% 7 th grade: 29%	AIMSweb CBM 6 th grade: 41% 7 th grade: 31%	AIMSweb CBM (fluency) 6 th grade: 29% 7 th grade: 36.3%	

<p>8th grade: 43%</p> <p>AIMSweb MAZE 6th grade: 35.2% 7th grade: 57% 8th grade: 21.3%</p> <p>STAR</p> <p>6th grade: 461 7th grade: 520 8th grade: 521</p> <p>Fall STAR mean scaled score for all grades 9-12 is: 664</p> <p>STAR individual grade scaled scores</p> <p>9th grade: 513 10th grade: 740 11th grade: 675 12th grade: 649</p>	<p>8th grade: 50%</p> <p>AIMSweb MAZE 6th grade: 41.1% 7th grade: 38.4% 8th grade: 31.2%</p> <p>STAR</p> <p>6th grade: 541 7th grade: 595 8th grade: 627</p> <p>Winter STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual grade scaled scores</p> <p>9th grade: 597 10th grade: 632 11th grade: 740 12th grade: 786</p>	<p>8th grade: 28.5%</p> <p>AIMSweb MAZE 6th grade: 35.2% 7th grade: 36.3% 8th grade: 21.3%</p> <p>STAR</p> <p>6th grade: 599 7th grade: 658 8th grade: 585</p> <p>Spring STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual scaled scores</p> <p>9th grade: 547 10th grade: 819 11th grade: 711 12th grade: 1021</p>
<p>Fall Data Summary and Narrative for Reading</p>		
<p>Relative to your goal, what do you expect to accomplish by the winter reporting period?</p>	<p>CBM increase % at benchmark by 15 percentage points STAR Enterprise improved scaled scores by 100 points at each grade level.</p>	
<p>Winter Data Summary and Narrative for Reading</p>		
<p><u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.</p>	<p>Middle school is on track to meet goal.</p>	
<p><u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.</p>	<p>Current strategies will be continues</p>	

<p>Goal Adjustment: Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.</p>	<p>No need for revision at this time.</p>
<p>Spring Data Summary and Narrative for Reading</p>	
<p>Goal Completion: Was the goal met? Summarize the results from fall to spring.</p>	<p>No, the goal was not met. Only the 7th grade class increased by 7.3% from fall to winter in the AIMSweb CBM (fluency). The MAZE stayed the same or went down from fall to winter in grades 6-8.</p> <p>For the STAR scores, 6th grade and 7th grade met the goal of 15% or greater increase from fall to spring. 6th grade had a 30% growth and 7th grade had a 26% growth. 12th grade also succeeded the goal of 15% or greater increase from fall to spring. They had a growth of 57% from fall to spring.</p>
<p>Sustainability/Adjustment: If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?</p>	<p>The Spring of the year became chaotic with several staff members gone for the last few weeks of the school year. This caused an inconsistency within the school in all areas of the Middle School and High School. As well, there was lots of testing at the end of the year with Smarter Balanced, STAR, AIMSweb, and D-Step Science. The students became tired of testing and the spring scores do not accurately show their ability because of this.</p> <p>We are strengthening our Middle School by having two core teachers assigned to grades 6 and 7. This will allow more consistency throughout and get them off of the 8-12 schedule where bad habits are being picked up.</p>

<p>SMART Goal for Math</p>	<p>The percent of students in grades 6-8 at or above benchmark will increase from 15% average fall benchmark to 30% average spring benchmark scores 2015 using AIMSweb M-CAP and M-COMP. This is an overall average for grades 6-8 inclusive. Using STAR Enterprise benchmark testing, grades 6-8 will increase by 10% the overall average STAR Enterprise mean scaled score from fall (665) to spring (732).</p> <p>For students in grades 9-12, the goal is to increase the STAR MEAN scaled score by 10% from fall to spring.</p>		
<p>Targeted grade levels</p>	<p>6-12</p>		
<p>Name of the assessment or measurement tool</p>	<p>STAR Enterprise and AIMSweb</p>		
<p>Major strategies to be used to accomplish this goal</p>	<p>For students in grades 6-8, interventions using "Do the Math" have been implemented. Progress monitoring using AIMSweb has been added this year.</p> <p>For students in grades 9-12, math interventions are being given to the 9th grade class for Fall Semester. This is a full (54) minute class period. After school homework assistance is offered by the classroom teacher and through the 21st Century After-School Program</p>		
<p>Benchmark Data Reporting for Math</p>			
<p>Enter student or school data (data may be added as a separate document)</p>			
<p>Fall Benchmark Data/Results</p>	<p>Winter Benchmark Data/Results</p>	<p>Spring Benchmark Data/Results</p>	
<p>AIMSweb <u>6th grade</u> CAP: 23.4% COMP: 17.5% <u>7th grade</u> CAP: 7% COMP: 14.2% <u>8th grade</u> CAP: 7% COMP: 14.2%</p>	<p>AIMSweb <u>6th grade</u> CAP: 11% COMP: 35.2% <u>7th grade</u> CAP: 23% COMP: 30.7% <u>8th grade</u> CAP: 19% COMP: 12.4%</p>	<p>AIMSweb <u>6th grade</u> CAP: 29.3% COMP: 29.3% <u>7th grade</u> CAP: 18% COMP: 36.3% <u>8th grade</u> CAP: 14% COMP: 7%</p>	

<p>STAR 6th grade: 651 7th grade: 654 8th grade: 688</p> <p>MEAN SS: 664.33</p> <p>Fall STAR mean scaled score for all grades 9-12 is: 697</p> <p>STAR individual scaled scores</p> <p>9th grade: 625 10th grade: 776 11th grade: 705 12th grade: 680</p>	<p>STAR 6th grade: 694 7th grade: 702 8th grade: 685</p> <p>MEAN SS: 693.67</p> <p>Winter STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual scaled scores</p> <p>9th grade: 685 10th grade: 746 11th grade: 735 12th grade: 706</p>	<p>STAR 6th grade: 708 7th grade: 716 8th grade: 667</p> <p>MEAN SS: 697</p> <p>Spring STAR mean scaled score for all grades 9-12 is:</p> <p>STAR scaled scores</p> <p>9th grade: 677 10th grade: 826 11th grade: 731 12th grade: 726</p>
Fall Data Summary and Narrative for Math		
Relative to your goal, what do you expect to accomplish by the winter reporting period?	6 th grade is on track, 7 th and 8 th grades need to be at 20% by winter benchmark testing.	
Winter Data Summary and Narrative for Math		
<u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.	AIMSweb measure is on track for COMP, but not CAP	
<u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.	Need to increase amount of instruction for applications of mathematics.	
<u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.	No adjustments made at this time.	

Spring Data Summary and Narrative for Math

<p><u>Goal Completion:</u> Was the goal met? Summarize the results from fall to spring.</p>	<p>For AIMSweb, the goal was from an increase of 1.5% to 30% from fall to spring. 6th grade was close with an increase of 29.3% in both the CAP and COMP. 7th grade COMP was a 36.3% increase. These were the only classes meeting or closely meeting the goal in grades 6-8 CAP and COMP. The 8th grade class improved in the CAP, but had negative growth in the COMP.</p> <p>For STAR Math, the goal was not met in any classes. 6th grade had an 8% increase from fall to spring. 7th grade had a 9% increase from fall to spring. 9th grade had an 8% increase from fall to spring. Overall, every grade except 8th grade increased in percentage from fall to spring, but less than 10%.</p> <p>It appears that the 8th grade class had something happen that negatively impacted their growth for this year.</p>
<p><u>Sustainability/Adjustment:</u> If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?</p>	<p>The 7-12 Math Teacher quit a month into school leaving a long-term sub to fill in for the remainder of the school year. We also had several teachers at the Middle and High School leave a few weeks before school was over. This inconsistency did not help our test scores at the end of the school year. This compiled with lots of other testing in the spring caused for a lack of concentration and effort on the students' part.</p> <p>We are strengthening the Middle School by having two teachers teach grades 6 and 7 as core teachers. This will help focus on consistency and structure. It will get these classes off the 8-12 schedule and allow for more instructional time in these core areas. We will continue to implement the "Do The Math" curriculum and expand using the Connected Mathematics 2 Common Core curriculum.</p>

SMART Goal for Attendance (elementary and middle schools)	Wakpala Middle School, grades 6-8, will maintain 94% or above attendance rate for the 2014-15 school year.		
Targeted grade levels	6-8		
Name of the assessment or measurement tool	DDN Attendance tab monthly incentive and end of year incentive for attendance. We follow the school and tribal attendance protocol by sending letters to parents when students have missed 5; 7; and 10 days of school. We file truancy with appropriate court system for students who exceed 10 days unexcused absences.		
Major strategies to be used to accomplish this goal	Honoring supper and monthly incentive for attendance.		
Benchmark Data Reporting for Attendance			
Enter student or school data (data may be added as a separate document)			
Fall Benchmark Data/Results	Winter Benchmark Data/Results	Spring Benchmark Data/Results	
6-8 attendance for September 2014-96.19%	6-8 attendance from August - December 2014- 94.04%	6-8 attendance from August 19, 2014 through May 19, 2015 was 94.42%	
Fall Data Summary and Narrative for Attendance			
Relative to your goal, what do you expect to accomplish by the winter reporting period?	Maintain current monthly attendance rate.		
Winter Data Summary and Narrative for Attendance			
<u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.	Middle School is still on track, but needs to keep above current average.		
<u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.	Continue with current strategies.		
<u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.	No adjustment needed.		

Spring Data Summary and Narrative for Attendance	
Goal Completion: Was the goal met? Summarize the results from fall to spring.	Yes, the overall goal of 94% was met. The Middle School finished with a 94.42% for the 2014-2015 school year.
Sustainability/Adjustment: If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?	We focus on attendance each week by announcing it at Closing Ceremonies and posting it on a bulletin board in the hallway for the students to see each week. We also announce the attendance by grade level each week on the local radio program. We will continue doing what works.

SMART Goal for Graduation (high school only)	Benchmark Data Reporting for Graduation	
Targeted grade levels		
Name of the assessment or measurement tool		
Major strategies to be used to accomplish this goal		
Enter student or school data (data may be added as a separate document)		
Fall Benchmark Data/Results	Winter Benchmark Data/Results	Spring Benchmark Data/Results
Fall Data Summary and Narrative for Graduation		
Relative to your goal, what do you expect to accomplish by the winter reporting period?		
Winter Data Summary and Narrative for Graduation		

<p>Progress Update: Explain whether you are or are not on track toward meeting the goal.</p>	
<p>Strategy Modification: Explain whether this data suggests a need to adjust strategies within the school to meet the goal.</p>	
<p>Goal Adjustment: Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.</p>	
<p>Spring Data Summary and Narrative for Graduation</p>	
<p>Goal Completion: Was the goal met? Summarize the results from fall to spring.</p>	
<p>Sustainability/Adjustment: If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?</p>	

Signature Page

Fall Principal Signature	Date
31	April 2015

SST Signature _____ Date _____

Winter	
Principal Signature	Date
SST Signature	Date

Spring	
<i>Curtis Huffman</i>	5-26-15
Principal Signature	Date
SST Signature	

(5) Give an overview of the interventions/strategies the school will be implementing with the SIG funds? *What personnel, travel, equipment, supplies, contractual, and professional development will be implemented? Explain what the SIG funds will purchase over the course of the grant years. Provide an explanation if the school is asking for pre-implementation costs, examples could include: Hold community meetings to review school performance; compensate staff for instructional planning, such as examining student data; and train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model.*

1. Contract with a state approved consultant to collaborate with the high school principal.

2. Purchase and implement ICU program to positively impact student completion of assignments and improve school and parent communication.
3. Purchase two laptop carts with twenty laptops each. This will help improve access to technology and help facilitate the ICU program.
4. Funding for one FTE career guidance counselor to focus on drop-out prevention and increasing high school graduation rate.

(6) The school assures to report to the SEA the school-level data required under section III of the final requirements (Achievement Indicators and Leading Indicators such as school year minutes, increased learning time, advanced coursework, dual enrollment coursework, teacher attendance, etc.)

BUDGET: Complete the budget for this particular priority/focus school.

Below is a description of the budget categories for consideration in required budget narrative.

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

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

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

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

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

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

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

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. The school can only apply indirect costs to the first \$25,000 of a contract.

Include a budget description for each year of the proposed grant years in the charts below. An example chart is below.

Grant Periods:

Pre-implementation, Year 1:	Aug 1, 2015 – June 30, 2016
Implementation, Year 2:	July 1, 2016 – June 30, 2017
Implementation, Year 3:	July 1, 2017 – June 30, 2018
Implementation, Year 4:	July 1, 2018 – June 30, 2019
Sustainability, Year 5:	July 1, 2019 – June 30, 2020

EXAMPLE: Grant Year 1

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	.5 FTE Teacher to provide interventions in reading for grades K-2	\$20,000
	1 FTE Paraprofessional to assist math intervention teacher for grades K-5	\$15,000
	Staff incentives for making progress based on Student Learning Objectives for each teacher (20 teachers X \$500 possible)	\$10,000
Employee Benefits:	Benefits for .5 FTE teacher \$20,000 X 7.65% (Social Security-Medicare)	\$1,530
	Benefits for 1 FTE paraprofessional \$15,000 X 7.65% (Social Security-Medicare)	\$1,148
Travel:	Advancing Improvement in Education Conference in Austin Texas Sept 23-25, 2014 Meals, Lodging, Airfare, Miscellaneous for 3 staff	\$3,500
Equipment:	3 Desktop Computers (3 X \$1200) to be used in intervention room for reading strategies	\$3,600
	10 Laptop Computers (10 X 1000) for intervention room for math interventions	\$10,000
Supplies:	Books for Reading Intervention	\$900
	Software for Math Intervention Program for laptops	\$500
	Math Intervention manipulative to be used in Intervention Room	\$500
Contractual:	Contract with TIE to provide training for staff Student Learning Objectives (5 days throughout year)	\$7,500
Professional Development:	Book Study <u>Beyond the Bake Sale</u> –Lori Laughlin will facilitate book study with staff on early release days	\$2,500
	Registration for 3 staff for AIE Conference in Austin Texas	\$1500
Total Direct Costs:		\$78,178
Indirect Costs*:	District Rate of 2.95%	\$2,306
Total:		\$80,484

* The school can only apply indirect costs to the first \$25,000 of a contract.