

School Improvement Grants

School Level Section Tiers I, II, and III

Name of School: Wakpala High School				Grades Served: 9-12			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						X	Native American High Performance Learning Communities

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
 - a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*
 Members involved in the needs assessment include Keith McVay Superintendent, Shirley Boyd Elementary Principal, Brian Thompson High School Principal, Melvin Hill after school program coordinator, Amanda Hermes Business Manager, Candace Sherwood Special Education Director and Community Member and Parent, Jodi Madison Nurse and Health Educator, Chris Fried Federal Programs Director and Parent, Suzanne Albers High School Teacher, and Pat Stone NAHPLC Coach. The Johnson O’Mally (JOM) board also looked at the needs assessment and added input into what the needs of the High School were based on the assessment. Members of the JOM team included Toni Eagleman parent, Rebecca Left Hand parent, and Judy Cadotte parent.
 - 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. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*
- (2) The committee went back and looked at the students mid-year testing results from our local assessments that were completed in January 2010. We looked at scores from DACS math and reading for grades 9-12, STAR math and reading for grades 9-12. Looking at the mid-year scores showed us if students were testing at grade level in reading and math and if they were below grade level what area’s they were weak in. A student risk survey was also completed in February 2010 and used for the needs assessment. The risk survey asked students in grades 9-12 about their behaviors, choices, and beliefs about things such as drugs, alcohol, sexual activity, and school.

The committee looked at the highly qualified status of teachers and the subjects or grades they are teaching in. The committee also looked at a software matrix that explains what software programs the teachers were using in their classrooms and how proficient they

were in using those programs. The committee also looked at the programs and strategies that were available to the teachers and how often each of those were being used by the staff and whether they were effective or not on student achievement. Some programs and strategies we examined were CGI math, North West Area Schools mobile trailers, Study Island, Renaissance Place, Accelerated Reading, Accelerated Math, Native American High Performance Learning Communities (NAHPLC), and United Streaming along with several other software programs. Community and parent input were taken during parent teacher conferences in March and during JOM/Wakpala Parent Advisory Group meetings in February and March.

The committee reviewed the needs assessment and discussed strategies that they believed were currently working in the High school and brought forth some ideas that they would like implemented with the grant. The committee revisited the NAHPLC whole school assessment that was completed in April of 2009. The details of what NAHPLC is will be explained in several questions following this one. The whole school assessment is a review, by people who do not work in the school, of how the school is doing in the 10 dimensions the program is based on. The committee also reviewed the schools Strategic Plan, which is the same as the school improvement plan, in February and March.

The strategic plan is created in late May after the current whole school assessment is completed. A planning team of administrators, teachers, parents, community members, and school board members get together for two days to look at what worked last year and what did not work last year. The team will decide what goals and strategies to work on for the next school year and puts the strategic plan together.

- a. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*
- (3) The needs assessment was conducted in several different parts and at several different times. Student data and academic programs were reviewed on February 10th during the Building Leadership Team (BLT) (Keith McVay supt., Shirley Boyd, principal, Amanda Hermes business manager, Candace Sherwood SPED director, Chris Fried federal programs director, Melvin Hill after school coordinator, Jodi Madison nurse, Lori Mullen 4th grade teacher) meeting. Testing data was put together by Rebecca Lefebre (Title I teacher) and Jeanne Janson (librarian). Pat Stone (NAHPLC coach) led the BLT in a review of programs the district is using and if they are improving student achievement. The student risk survey was completed on February 12th by Jodi Madison (nurse) and reviewed the following week by the BLT. Eric Skillingstad (technology coordinator) completed the software matrix the first week of March and was reviewed by the BLT the 10th of March. Discussion about student needs between teachers/administrators and community members and parents was held during parent/teacher conferences on March 18th. Parents and community members also

spoke with Chris Fried about the needs of the school and students at the monthly Johnson O'Mally/Wakpala Parent Advisory Group meetings in February and March. The BLT looked at the whole school assessment during its monthly meeting in February and also reviewed the NAHPLC strategic plan during the February and March meetings. After all the pieces of data were put together and finalized the BLT team looked at each part of the needs assessment. The administration team of the district meets weekly on Wednesdays and reviewed the needs assessment pieces on February 24th, March 3rd, and March 10th. The people involved in analyzing the data were Keith McVay, Brian Thompson, Shirley Boyd, Candace Sherwood, Melvin Hill, Jodi Madison, Chris Fried, Amanda Hermes, Pat Stone, Lori Mullen, and Suzanne Albers.

a. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.* Results showed that math is a concern at the high school as students are making minimal gains but not catching up to grade level. The results showed that students who were above grade level were succeeding in the math classroom but students who were below grade level were struggling and not making substantial gains. Reading is showing improvement but vocabulary is a weak area. A vocabulary building program is needed to boost students comprehension and fluency. Results also showed that learning options for classes for students in grades 9-12 are important to them. Having the opportunity to take classes from the North West Area Mobile trailers (Hospitality and tourism and Basic Mechanics) was an excellent option for our students. About 75% of our students took one of the two classes. Students were able to use and develop math skills for measuring for recipes and repairing small engines. Students had very technical reading in these classes as well. These types of classes help show students how the math and reading they are learning in class can be used in real life situations and jobs.

Another option for selecting classes for the high school was the use of APEX. APEX started out as a credit recovery program but is now also being used for students who want to take advanced classes as well. The graduation rate was noted as increasing over the past three years. NAHPLC is also working in the high school. The NAHPLC school improvement model is working to bring the school out of improvement as students have been showing gains in many areas. NAHPLC is a school improvement model that is very similar to the transformation model. NAHPLC has allowed the school to focus on several area's each school year and within those area's work on programs and strategies to improve our reading, math, attendance, parent involvement, culture and language.

I will explain about NAHPLC in detail in following questions. The results of the needs assessment also showed that the school needs to look for other sources of funding to continue to use some of the programs and strategies we have in place that are working. We would also like to implement some new strategies that we feel will help our students show gains in math and reading. Our student enrollment has decrease in the last two years so our funding for our Title programs has dropped. State aid and Impact aid are two important

sources of funding for us are not receiving any increase this year. Because of these two factors in funding and the cost of running a school does not stay the same every year we are looking for outside funding sources to help us continue these programs. We have made cuts to our budget in several areas to try and not have any effect on the programs that work for our students and to find additional funding to bring in those new programs to help us as well.

b. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Strengths of the high school are: Native American High Performance Learning Communities (NAHPLC) has been very successful for our high school. NAHPLC is a continuous school improvement model based on ten dimensions that I discussed earlier in the application. The process of NAHPLC starts in the spring of each school year with a whole school assessment. Independent reviewers come into the school and interview staff and students about certain dimensions. They look at the classrooms and other areas of the school looking at the things that are happening. Upon completion of the whole school assessment the results are given to the school and the school is scored from 1 to 5 with 5 the highest on each dimension.

The a planning team consisting of administrators, teachers, parents, community members, and school board members come together for two days and create a strategic plan for the next school year. The plan includes three dimensions that the committee chooses to focus on for the upcoming school year. All 10 dimensions are worked on but particular attention is paid to three. These three goals are broken down into strategies. The strategies are broken down into actions and who is responsible for the actions. Finally the actions are met with outcomes to determine if the action of the strategy was successful or not. These strategies focus on things like attendance, math, reading, testing, language, graduation and so much more.

The piece that makes NAHPLC really work is the follow up with the coach. Pat Stone is the school's coach. She meets with each staff member of the school every month when she comes to visit. Pat checks to make sure we are following the strategic plan and weather things are working or not. Each staff member creates a personal plan to determine the things they are responsible for and updates it each month. The coach provides accountability for the school ranging from the superintendent to every other member of the staff. It is important for the school to continue the use of NAHPLC as we work towards removing our school from school improvement. We have used Title VII funds to pay for the NAHPLC program in previous years. Our student count has dropped in the last three years because of a stricter attendance policy and some students have chosen to attend school elsewhere. Title VII funds as well as impact aid and state aid are based on our student count. With the decrease in students and freeze in impact aid and state aid we cannot

cover the cost of the NAHPLC program that has begun to turn our school around. We need outside funding to be able to continue this program.

The North West Area Mobile Trailers were piloted this year to see how the classes would benefit our students and if our students would be interested in taking these types of classes. The positive response by our students has been overwhelming. The hospitality and tourism trailer taught the students about preparing food and marketing the products they had made. Students used their math skills and many even learned new skills when preparing food. Students also used the reading skills they had developed to understand the technical jargon that is specific not only to the hospitality and tourism trailer but to all the classes offered by the mobile trailers. The other class offered this spring was Basic Mechanics. Again students applied math and reading they learned in the classroom to practical situations in fixing small engines. Students can take what they have learned in these classes and use it at home to help their families or they can use it to start their own business. This program was paid for from our ARRA stimulus funds last year. In order for these classes to continue we needed to look for outside funding as the stimulus money was for one year only. Our school received no increase from state aid and impact aid which we were going to use to pay for the program.

The e-learning center, where students can take alternative classes and use it for credit recovery, has been successful on a small scale because the number of seats available to students is limited. The school would like to expand the e-learning center and offer advanced and credit recovery classes in the high school. The e-learning center is in a building by itself. In order to do this we would need to purchase an additional 5 laptop computers the first year of the grant that could be used anywhere in the high school. This would allow students to take an advanced placement English class in the English classroom if the e-learning center was full. The high school will be gaining at least 10 more students than last year as 14 graduated and there are 24 eighth graders entering high school next year. The second year of the grant we would expand again by placing 10 laptop computers in the high school where students can take these classes. The high school should also gain at least 7 students as currently there are 12 juniors and 19 seventh graders prepared to move on. The APEX program is about three years old now. We have funded the purchase of new computers and equipment from our general fund but that is not receiving any increase in funding from the state of South Dakota and our budget cannot support the new equipment that we need to make this program successful.

Reading/Language Arts made AYP in the high school but is not quite considered a strength yet but it is not a major weakness either. We would like to create a summer reading program where students have access to the library during the summer months. Currently the library is closed and there is no public library in Wakpala. Many of our community members live in poverty and buying books for their children to read is not a priority. Many

times over the summer students loose skills they have gained the previous school year and we have to work early in the school year to try and catch the students back up. Weaknesses of the high school are math and the lack of student growth and progress. Since there has been success in the e-learning center with the APEX program for students who have taken credit recovery math and advanced math, the school would like to use the APEX program for the high school math classes. Students will be enrolled in APEX math, a computer based credit program. Students will be able to progress at their own pace and even be enrolled in different classes at the same time. In the freshman math class a student may be entered in pre-algebra while another advanced student may be enrolled in geometry. A highly qualified math teacher will facilitate the classes helping student when they come to something that they do not understand. In order to do this a mobile lab would have to be set up in the math classroom. This lab would consist of 15 computers with software and a cart to store the computers. A wireless system would need to be installed for the school in order for all of the laptops to be used during class. There are not enough internet jacks in the classroom to support so many computers being used at once. The second year of the program we would add an additional 10 computers to the other classrooms in the school in order for students to be able to take advanced classes in any subject and still be in the classroom with a highly qualified teacher. This is a new idea for our school.

Students with disabilities continue to struggle on the state assessment and are another area of weakness. Our High School SPED teacher and paraprofessionals need more training in differentiated instruction and RTI. When sending staff to be trained research has shown that getting quality professional development makes the difference in how well staff take the training and uses it. We would send some of the staff to the national conference on differentiated instruction to get the best possible training available.

The Lakota language program at the high school is not as strong as it is in the elementary. This year a conservational Lakota class was started. The few students who took this class began to develop some language skills that helped them with their English classes and with their writing skills as well. We are hiring a new conservational Lakota teacher this year and training needs to be done at the summer language institute. As the elementary students who have excelled in Lakota language move into high school in the next couple of years, the high school must be ready for them and continue to challenge them in the language. There is a correlation in the elementary between students with good Lakota language test scores and good DSTEP scores and we want this to happen at the high school. This will take several years to develop and track but we feel it will be successful.

c. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

The Smee School District serves only one elementary school and one high school and both are tier III schools. Many of the programs and strategies used within the Smee District are

used at the elementary and high school. Since the Smee District only serves two schools our rationale is to serve the Wakpala High School.

- (4) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II 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. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

Wakpala high school is in tier III. There are no schools identified in tier I or II. Even though the district is not required to chose one of the four intervention models like tier I and II schools, it has been following an improvement model that is very similar to the transformational model. Native American High Performance Learning Communities (NAHPLC) is a form of the transformational model that the school has been following for three years. NAHPLC is a locally implemented school improvement process licensed by Konkapot, Inc., which services schools predominately serving Native American youth. It focuses on research-based improvement practices relating only to Native youth and their communities. The Wakpala High School believes that for change to occur, the educational environment must address the specific needs of the Native American students that the school serves.

NAHPLC is based on and assessed in the following Ten Dimensions: 1. Community based participatory decision making and vision 2. Spirituality 3. Tribal, community, and family support and involvement 4. Maximum use of technology 5. Literacy and English language development 6. Reaching and maintaining heritage language and indigenous culture 7. High expectations as articulated in goals and standards 8. Aligned assessment 9. Professional staff connected to the community culture 10. School culture congruent with home culture. The school has a great deal of capacity to support and execute this model. The school board, community and staff have supported and embraced the NAHPLC model. The school has been working with NAHPLC for several years and have funded this improvement model through Title IV funds. Our student enrollment has decreased this past year and our funding from Title IV is not enough to pay for our NAHPLC program. With no increase in state aid and no increase from impact aid (one of our major funding sources) we have had to turn to grants in order to hopefully continue our NAHPLC program as well as other programs in the school. The school currently contracts with Pat Stone and Knokopot Inc. who visit the school monthly and coach the administration and staff and evaluate the district during a whole school assessment on the NAHPLC program. The school has adequate staff to support the NAHPLC program with the exception of the technology curriculum. The NAHPLC model is supported by the school board, parents, community, staff, and even students. The high school has a partnership with two other schools on the Standing Rock Reservation that also contract with the NAHPLC program. The partnership

with these schools is a common link with NAHPLC and we coordinate some professional development together.

The school also has a strong partnership with Sitting Bull College, also located on the Reservation. Seniors have taken dual enrollment classes from Sitting Bull College and have earned college credit while still in high school.

The Smee School District has used the NAHPLC school improvement model for four years. The model has been used to focus the district and work on 3 or 4 dimensions per year. The 10 dimensions of the NAHPLC model are broken down to focus on reading, math, and language.

- (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. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

Wakpala community member Mary Rouseau, attended a conference in Albuquerque NM in the winter of 2006 where Pat Stone, the Native American High Performance Learning Communities founder, was speaking on the transformational model for Native American Schools. Mary brought the information about the NAHPLC program to the Wakpala school administration and to the Standing Rock Sioux Tribe. In June of 2006 Pat Stone came to the Standing Rock Reservation and gave a presentation to all the schools on the reservation and the Tribal Education program at Little Eagle South Dakota. In September of 2006 the Tribal Education Consortium was formed with the help of Pat Stone to help the schools work together for the youth of the reservation.

After the consortium was formed the Standing Rock Tribe decided to approve funding to pilot the NAHPLC transformational model in three schools on the reservation. The Smee School District was in restructuring mode through the school improvement process and had hired a new superintendent, high school principal, and elementary principal starting with the 06-07 school year. The decision was made by the administration and school board to write the grant to be a pilot school for the NAHPLC transformational model. The school was chosen to be a pilot school and the tribe paid for the first two years of the program.

Pat Stone and the NAHPLC team came to the school mid school year in 2006-2007 and completed a Whole School Assessment to see where the school stood on the 10 dimensions that the program is based on. After the assessment was completed a strategic plan was created in May 07 where three dimensions were chosen to work on for the 2007-2008 school year. This process is repeated each year and Pat Stone visits the school each month to serve as a coach for staff and students in using the NAHPLC model. The NAHPLC program is researched based and data driven. The high school recruits external providers based on the research and data showing the effectiveness of a program or strategy. The programs that work best are the ones that have a follow-up component built into the program. The Building

Leadership Team and School Board and involved in the selection procedures for external providers. This is a requirement for any future external providers who may work with the school. It is also a requirement that follow up is done with the school in a form of coaching to ensure the program is being followed and to help with questions that staff may have.

- (6) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

The Turnaround Model

Section I.A.2(a)

1. 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?*
2. 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 s 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 paras? 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.*
3. 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.)*
4. How will the district provide staff ongoing, high-quality, job-embedded professional development?
 - *List resources available to new staff.*
 - *Will there be mentoring program or, literacy and/or math coaches available?*

- *How will the professional development be aligned with the school's comprehensive instructional program?*
 - *Indicate how the professional development will be designed in collaboration with school staff.*
5. 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?*
6. 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 district 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 district ensure alignment with State academic standards?*
7. Describe the process the district 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?*
8. Describe how the district 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 (a minimum of 300 additional hours per school year is supported by research) .*
 - *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.*
9. 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)

1. 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?*
2. 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?
3. How will funds from this grant be used to support the restart model?

School Closure Model

Section I.A.2(c)

1. 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?*
2. 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?*

□ The Transformation Model

Section I.A.2(d)

- (1) Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]
1. 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.*
 2. Describe how the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [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 district 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)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
 - *Are designed and developed with teacher and principal involvement;*
 - *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?;*
 - *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)?*
 - *How will the district ensure that the professional development is aligned with the school's comprehensive instructional program?*
 - *How will the district 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?*
 - *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.)*
 3. Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.
- (2) Comprehensive instructional reform strategies.
4. 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 district 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 district ensure alignment with State academic standards?*
5. Describe the process the district 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?*
6. Describe any optional instructional reform strategy the LEA chooses to implement.
- (3) Increasing learning time and creating community-oriented schools.
7. Describe how the district 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 (a minimum of 300 additional hours per school year is supported by research)*
 - *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.*
8. 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.*
- (4) Providing operational flexibility and sustained support.
9. Describe the operational flexibility that will be given to this school.
- *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?*
10. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- *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?*
11. Describe any other optional strategies for providing operational flexibility and intensive support.

- (7) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.
- a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

The Wakpala High School is in Tier III

- (8) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- a. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

The Wakpala Elementary School is in Tier III

- (9) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

Wakpala High School: Wakpala Elementary for the past four years has used and will continue using the NAHPLC transformational model to drive the improvement of the school. NAHPLC is a continuous improvement model based on 10 dimensions of Native American school improvement. These dimensions are community based participatory decision making, Spirituality, Tribal, community, and family support and involvement, Maximum use of technology, Literacy and English language development, Reaching and maintaining heritage language and culture, High expectations, aligned assessment, Professional staff connected to the community culture, and school culture congruent with home culture. Within these dimensions are expectations that the school works towards. As schools work towards these expectations using a variety of strategies to improve attendance, math, reading, writing, behavior, collection of data, shared decision making, awareness of culture, and many more, the school begins to improve.

The process of NAHPLC starts in the spring of each school year with a whole school assessment. Independent reviewers come into the school and interview staff and students about certain dimensions. They look at the classrooms and other areas of the school looking at the things that are happening. Upon completion of the whole school assessment the results are given to the school and the school is scored from 1 to 5 with 5 the highest on each dimension. The a planning team consisting of administrators, teachers, parents, community members, and school board members come together for two days and create a strategic plan for the next school year. The plan includes three dimensions that the committee chooses to focus on for the upcoming school year. All 10 dimensions are worked on but particular attention is paid to three. These three goals are broken down into strategies. The strategies are broken down into actions and who is responsible for the actions. Finally the actions are

met with outcomes to determine if the action of the strategy was successful or not. These strategies focus on things like attendance, math reading, testing, language and so much more.

The piece that makes NAHPLC really work is the follow up with the coach. Pat Stone is the school's coach. She meets with each staff member of the school every month when she comes to visit. Pat checks to make sure we are following the strategic plan and whether things are working or not. Each staff member creates a personal plan to determine the things they are responsible for and updates it each month. The coach provides accountability for the school ranging from the superintendent to every other member of the staff. It is important for the school to continue the use of NAHPLC as we work towards removing our school from school improvement. The NAHPLC program was started four years ago and we must continue the program in order for our school to be successful. Funding from Title VII decreased because of lower enrollment as stated earlier and Impact Aid has not been given an increase. This is where we draw our funding from and we do not have enough funding to pay for the services we receive from the NAHPLC program.

The Northwest Area Schools mobile trailers was a piloted program that was brought into the school at the beginning of the year. The mobile trailers offer practical real world classes that we are unable to offer to the students at the high school. There were 75% of our student body who took the two classes offered this year. In these classes students use math skills they have learned in class. Some of our students are below grade level in math and struggled to see the importance of math in their lives. After taking these classes this year students are able to make a connection to how they are going to use what they are learning in their math classroom. The class also taught students math skills that were specific to the particular class. Each class also has a specific language that they use. The language in a basic mechanics class is very different than in hospitality and tourism class. Students use their reading skills to understand vocabulary and read the technical books that go with the classes. The trailers are on a rotation with other schools and students have the opportunity to take classes in hospitality and tourism, basic mechanics, health occupations, building trades, CAD/CAM, electricity, graphic design, and metal fabrications. The mobile trailers offer more choice for students when selecting classes. The school would like to continue to offer these classes on a consistent basis instead of a piloted program.

Outside funds are needed to continue this program as it was funded last year by ARRA stimulus funds. The funds were for one year only. We are not getting any increases from state aid and impact aid and our budget cannot support the program this year without additional funding from an outside source.

Creating APEX math program: The high school math class will use the APEX online math program as its course of study. A highly qualified math instructor will facilitate the class. Students will be enrolled in the class that is appropriate for their ability level and will be able to work at their own pace. If a student is struggling in a class they can take more time to work with the instructor. If a student is not having any problems they may work ahead and not be held back by others in the classroom. In order for the program to work an additional 15 computers with software are needed in the classroom to ensure that all students have a

computer to work on. A school wide wireless network is also needed for the computers to have internet access so the APEX program can be utilized. There are not enough internet jacks in the classroom for all 15 computers.

CGI math has been a great tool in the elementary but has had limited use in the high school. We will be having our high school math teacher trained in CGI and using it in the classroom as supplemental instruction to the APEX program. The program provides two weeks of training for teachers each summer and a coach comes to the school four times per year for follow up visits with the staff. The CGI concept, in allowing students to approach an answer in different ways, works well with our Native American students.

Response To Intervention and Differentiated Instruction are strategies that help struggling students make gains in the classroom. Reaching students with disabilities in the elementary has kept grades 9-12 from reaching AYP for several years in a row. Research has indicated that RTI and differentiated instruction are effective interventions in reaching students with disabilities who are struggling in math and reading. Wakpala High School will look at implement RTI starting with the 2010-2011 school year. An in-service has been set for the end of May to begin to introduce RTI to the staff. The special education teachers and staff need to become experts in RTI and differentiated instruction in order for these interventions to work. SPED staff will be attending a national conference on RTI and differentiated instruction that will allow them to be able to train individuals on RTI. Different members of the SPED team will attend the training each of the three years of the grant. It is difficult to predict what prices of airline tickets, rental cars, gas, and lodging will be two and three years in advance, so prices will be based on research conducted for the upcoming year.

Expanding the e-learning center so there are more choices for the high school students when students make their class schedule is a priority. Currently there is no physical room in the building for expansion to take place. Therefore a mobile wireless lab would be purchased where students would be able to use computers in classrooms of the main school building to take AP or credit recovery classes when there is no room at the e-learning building. In order for the teachers to be able to bring the lab into each classroom a rucus wireless system will be installed for wireless access throughout the school. With the upgrade to a school wide wireless system switches must be upgraded to handle the wireless system and increased use of applications and users on the system. Two promethean boards will also be purchased for two high school classrooms so staff will be able to consistently be able to use the boards in all the classrooms as many lessons are developed using the boards.

- (10) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

The Wakpala Public School is in Tier III

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

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).

Examples: Program Director: \$40,000 @ .5 FTE = \$20,000
Program Assistant: \$15,000 @ 1 FTE = \$15,000

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).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530
\$15,000 X 7.65% (Social Security-Medicare) = \$3,000

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

Examples: 3 trips X 400 miles X .37= \$4,440
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

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.

Examples: Digital cameras - 3 @ \$150 = \$450
Laptop computer -1 @ \$900 = \$900

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

Examples: Art supplies - \$200
Reading books - \$300
Software for Math assistance program - \$175

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.

Example: Company A – Provide professional development workshop - \$1,200

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

Example: Professional development conference – New York

Airfare - \$550
Registration - \$250
Meals – 3 days @ \$36 per day = \$108
Lodging – 2 days @ \$175 = \$350
Miscellaneous – Cab - \$50

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011
Project Year 2: July 1, 2011 – June 30, 2012
Project Year 3: July 1, 2012 – June 30, 2013

Personnel:

No personnel will be hired at Wakpala High School

Employee Benefits:

There are no employee benefits at the Wakpala High School

Travel:

There are no travel expenses expected under this budget item for Wakpala High School.

Equipment:

Year 1: School wide Wireless system (Microsoft Windows Server CAL 2008 OLP Licenses, \$807.84; Microsoft Windows Server R2 Standard, \$55; Microsoft Windows Server R2 Enterprise, \$172.50; Ruckus Wireless Education Bundle \$4,997.50) = **\$6,032.84** Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920 Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) = **\$24,562** Switches to allow upgrade to school wide wireless system. (5 HP pro-curve switch 2610-48 power @ \$1,781 each, \$8,905; 1 HP pro-curve switch 6600 24G @ \$1,550.50) = **\$10,455.50** 2 prometean boards to allow all classrooms in the high school to have access to them at all times. (2 prometean boards including installation @ \$4,000 each) = **\$8,000** Total for Year 1 = **\$49,050.34** This equipment is for the expansion of the e-learning center and the APEX math class.

Year 2: Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total for Year 2 = **\$24,562** This equipment is to be divided among the classrooms for easy access to expand the alternative classes that are offered by our APEX program.

Year 3: No equipments will be needed for year 3

Supplies:

There are no supplies budget for this grant. The Smee School District will purchase any supplies that may be needed

Contractual:

Year 1: Native American High Performance Learning Communities (NAHPLC): The Wakpala High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** North West Area Schools(NWAS) mobile trailers: The Wakpala High School will contract with NWAS to provide mobile classrooms for high school students. = **\$75,000** Cogitatively Guided Instruction (CGI) Math: The High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Total for Year 1 = **\$104,000**

Contractual services will remain the same for the 2nd and 3rd year of the grant.

Year 2: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** North West Area Schools(NWAS) mobile trailers: The Wakpala High School will contract with NWAS to provide mobile classrooms for high school students. = **\$75,000** Cogitatively Guided Instruction (CGI) Math: The and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Total for Year 1 = **\$104,000**

Year 3: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** North West Area Schools(NWAS) mobile trailers: The Wakpala High School will contract with NWAS to provide mobile classrooms for high school students. = **\$75,000** Cognitatively Guided Instruction (CGI) Math: The and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Total for Year 1 = **\$104,000**

Professional Development:

Year 1: National Conference on Differentiated Instruction in Las Vegas, NV (Improving students with disabilities gains and achievements on DSTEP test)

Registration for 2 attendees @ \$509 = \$1,018

Flight and hotel rooms for 2 people @ \$600 as found on Travelocity = \$1,200

Meal allowance \$40 per day for 5 days for 2 people = \$400

Car Rental as found on Travelocity = Staff will ride with elementary staff who are attending the same conference

Gas allowance for car rental = Staff will ride with elementary staff who are attending the same conference

Total = **\$2,618**

Lakota Language summer institute at Ft. Yates, ND (Continuous improvement of Lakota Language)

Registration and supplies for one attendee @\$2,000 = **\$2,000**

Attendees will drive a school vehicle to the institute and return home each night.

Year 1 total **\$4,618**

2 different staff members will attend the Differentiated instruction conference each of the three years.

Year 2:

Registration for 2 attendees @ \$509 = \$1,018

Flight and hotel rooms for 2 people @ \$600 as found on Travelocity = \$1,200

Meal allowance \$40 per day for 5 days for 2 people = \$400

Car Rental as found on Travelocity = Staff will ride with elementary staff who are attending the same conference

Gas allowance for car rental = Staff will ride with elementary staff who are attending the same conference

Total = **\$2,618**

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Year 1 total **\$4,618**

Indirect Costs

The Wakpala High School has an indirect cost rate of 2.78%

Year 1: $\$157,668.34 \times 2.78\% = \$4,383.18$

Year 2: $\$133,180 \times 2.78\% = \$3,702.40$

Year 3: $\$108,618 \times 2.78\% = \$3,019.58$

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Wakpala High School

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)
1. Personnel	\$0	\$0	\$0	\$0
2. Employee Benefits	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0
4. Equipment	\$49,050.34	\$24,562	\$0	\$73,612.34
5. Supplies	\$0	\$0	\$0	\$0
6. Contractual	\$104,000	\$104,000	\$104,000	\$312,000
7. Professional Development	\$4,618	\$4,618	\$4,618	\$13,854
8. Total Direct Costs (line 1-7)	\$157,668.34	\$133,180	\$108,618	\$399,466.34
9. Indirect Costs*	\$4,383.18	\$3,702.40	\$3,019.58	\$11,105.16
10. Total Costs (lines 8-9)	\$162,051.52	\$136,882.40	\$111,637.58	\$410,571.50

*Use restricted indirect cost rate (same rate as regular Title I program)