



**south dakota**  
**DEPARTMENT OF EDUCATION**  
**Learning. Leadership. Service.**

**School Improvement Grant**  
**LEA (District) Application**

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

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

**Due Date**

**July 1, 2015**

**South Dakota Department of Education**

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

**Grant Period Ends**

**June 30, 2020**

**FY 2015**

**School Improvement Grant (SIG)**

**Cover page**

LEA Name: <b>Oelrichs School District #23-3</b>	LEA Mailing Address: <b>Oelrichs School District 214 West 7<sup>th</sup> St. (P.O. Box 65) Oelrichs, South Dakota 57763</b>
LEA Contact for the School Improvement Grant  Name: <b>Mitchell Stone, Ph.D.</b>  Position and Office: <b>Chief Executive Officer</b>  Contact's Mailing Address: <b>Oelrichs School District 214 West 7<sup>th</sup> St. (P.O. Box 65) Oelrichs, South Dakota 57763</b>	Telephone: <b>605-535-2631</b>  Fax: <b>605-535-2046</b>  Email address: <b>mstone@redstoneeducation.org</b>
LEA Superintendent (Printed Name): <b>Mitchell Stone (Chief Executive Officer)</b>	Telephone: <b>605-535-2631</b>
<b>I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants.</b>  X _____ Signature of the LEA Superintendent	Date: <b>June 30, 2015</b>
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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

Name of Authorized Representative (Type or Print):

\_\_\_\_\_

**Original** Signature of Authorized Representative:

\_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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

SCHOOL NAME	NCES ID #	INTERVENTION			
		Turn-Around	Restart	Closure	Transformation
Oelrichs School Dist.		Priority			X
Oelrichs Elementary		Priority			X
Oelrichs High School		Priority			X
Oelrichs Junior High		Focus			X

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

- a. **The LEA has analyzed the needs of each school for the purpose of the SIG application and selected an intervention for each school. (Must be at the district level)**
- a) **List the members and positions of the committee that conducted the needs analysis and determined the outcome.**

The District under new leadership combined various teams into one leadership team which is also their LEAP team. This team has been analyzing data and assisting in addressing ways to improve student achievement in the Oelrichs School District. The group is emphasizing ways to help students emotionally and socially as well as academically. Motivation and wellness will be key to improving the academic well-being of the school district. The members and positions of the committee that analyzed the data and determined the outcome from March 2015 included:

Name:	Position:
Mitchell Stone, Ph.D.	Chief Executive Officer
LuAnn Werdel, M.Ed	School Improvement Director
Dr. Susie Roth	SST
Shirley Besco	Social Worker
Kellie Katelman	Special Education
Sheri Coleman, M.Ed	Reading Specialist/RTI Coordinator
Jeff Bride	Title I
Tami Hughson	Elementary Teacher
Rhonda Ortloff	Parent
Janet Hensley	SIG Facilitator

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

*Lens 1: Student Achievement*

All students are assessed 3 times per year using Aimsweb to determine growth and instructional gaps to provide interventions and increase achievement. There will also be frequent and consistent progress monitoring through bi-monthly teacher driven formative assessments. The administration will be holding teachers accountable through this progress monitoring system to ensure consistent and adequate student growth. Our RTI system will be implemented fully this upcoming year. The District will also analyze all state-mandated assessments to include Smart Balanced results, attendance and graduation rates. In addition, a focus has been added for instructional coaching and modeling in reading and math. All elementary staff will be involved in SD Counts and a Foundations in Reading class. The leadership team participated in the data retreat provided through the LEAP process on June 10 and 11 in Rapid City.

*Lens 2: Family and Community*

Parents and community members are involved and kept informed about their child or school events in a variety of ways, including back-to-school nights and parent-teacher conferences. Another way we have helped to facilitate community involvement this year was to reestablish the Oglala Learning Lab. Since most of our students come from Oglala (about 15 miles away), we believe it is important for Oelrichs to establish an active presence in that community. Held at the local parish, students and parents have access to tutors and computers. Parents also have an opportunity to provide input to the school through a number of parent committees, including Title I, Title VII and Impact Aid. A monthly newsletter is also published and regular announcements are sent via School Reach. In addition, Board meeting minutes are now published in local media outlet on a regular basis as per state law. Also, beginning in March, notification of parent events and advertisement for new positions are now published in mediums such as the Lakota Country Times which better reflects our student demographic.

*Lens 3: Programs and Structure*

The District has a variety of support programs and structures to ensure academic success. Besides sports, an afterschool program was implemented in March. Students can select one of several activities ranging from welding to rodeo club. In addition, speakers and activities are scheduled on a regular basis to promote healthy choices and lifestyles. For example, the Sweetgrass program from Pine Ridge held several sessions with the students with a focus on "Signs of Suicide". A particularly helpful supplement to fostering a better student climate was this year's book study. Facilitated by Dr Susie Roth, the theme was "Engaging Students With Poverty in Mind." The book studies have helped teachers to better understand how to relate to their students and then how to alter the classroom climate. We are also putting plans in place for next year to include additional cultural components such as language. Another key part to enhancing our school structure was to increase school safety. For example, a camera system is being installed in the school and on the busses. To prepare for next year, programs and structures were analyzed by the Leadership Team at the Data Retreat in June. As a result, the elementary will focus on five focal points: student engagement; health and wellness, school climate; and

family engagement.

#### Lens 4: Professional Practices

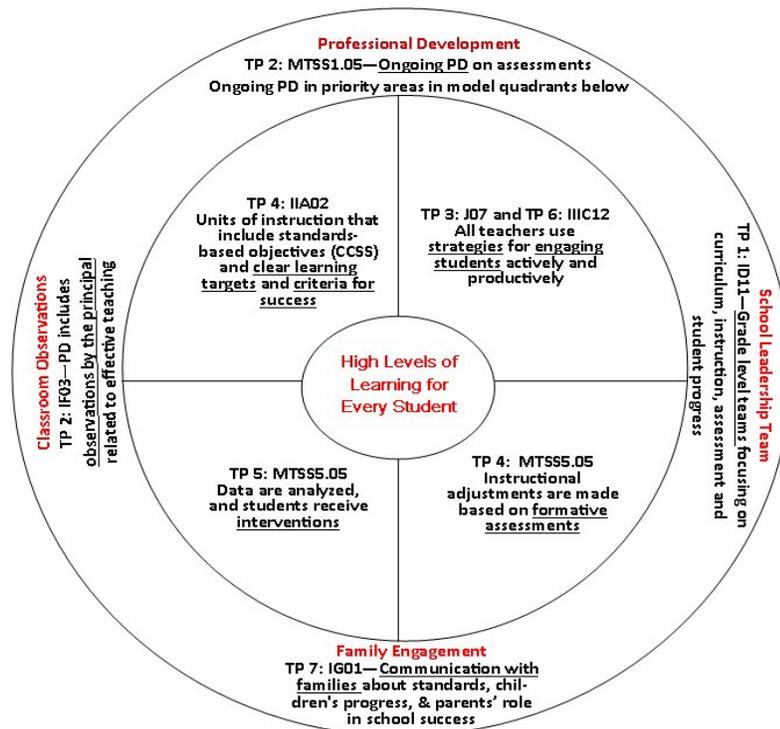
The data will drive all decision-making from the effectiveness of classroom practices and assessments to student engagement to school climate. Professional development will continue to provide our staff with the latest in best practices, including learning targets, assessments, and effective instructional strategies. We will regularly monitor data at monthly in-services held by both local administration and external consultants such as our SST Coordinator. To supplement our quantitative data, we will be focusing on qualitative information to include student, teacher and parent surveys.

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

The Oelrichs original LEAP team analyzed data and developed a school turnaround plan in 2013-14. They determined that **curriculum, instruction, assessment and interventions should be the four main focal points**. Our current Leadership Team has continued to monitor the plan monthly based on the following five critical questions (Question 5 was added in April 2015):

1. What do we want students to learn?
2. How will we ensure high-quality instruction for students (effective classroom questions, strategies, and learning tasks)?
3. How will we know if our students are learning?
4. How will we respond when students do not learn?
5. How will we enrich and extend the learning for students who are proficient?

We then supported our findings with the Danielson model (see below):



**d) Broadly describe the results of that review. Summarize the results of the CAN for each priority and focus school.**

Since March 2015, both Dr. Stone and Ms. Werdel have been actively working with the LEAP Team (noted above) to lead the school's turnaround efforts to include taking leadership roles with the SIG. For example, in 2014-15, the school calendar was based on a 4-day week with no time built in for professional development let alone basic staff meetings. Consequently, a new calendar has been developed for next year which expands learning time for students and allows extended periods for staff interaction and development. Plans are already well-advanced for multiple and on-going Professional Development. Equally important is the time being built into the calendar for staff to work collaboratively together. Both administrators have been given broad flexibility from the Board to ensure successful implementation and oversight of a SIG activities and goals. Results for specific schools includes:

*Oelrichs Elementary School*

- There was some work done with SLOs but nothing was consistent and approaches varied between teachers and grades
- Overall, there was a lack of progress in reading and math based on both Aimsweb and Smarter Balanced Assessments
- While individual teachers were trying various approaches to instruction, there was no clear, cohesive system wide approach such as curriculum maps and pacing guides.
- The teachers were aware of the Turnaround Principles – they were just not sure about implementation.
- Need for more parent and community participation.

*Oelrichs Junior High School*

- The reliance on on-line classes for core classes was not working, particularly because of low student reading levels.
- While individual teachers were trying various approaches to instruction, there was no clear, cohesive system wide approach to classroom instruction.
- Curriculum materials were dated and often not aligned to Common Core
- Overall, there was a lack of progress in reading and math based on both Aimsweb, Smarter Balanced Assessments and DSTEP (science).
- The teachers were aware of the Turnaround Principles – they were just not sure about implementation.

- Need for more parent and community participation.

*Oelrichs High School*

- The reliance on on-line classes for core classes was not working, particularly because of low student reading levels.
- While individual teachers were trying various approaches to instruction, there was no clear, cohesive system wide approach to classroom instruction.
- Curriculum materials were dated and often not aligned to Common Core
- Overall, there was a lack of progress in reading and math based on both Aimsweb, Smarter Balanced Assessments and DSTEP (science).
- The teachers were aware of the Turnaround Principles – they were just not sure about implementation.
- Need for more parent and community participation.

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

Overall, this was a difficult year for Oelrichs School District. The administration in 2013-14 failed to provide strong leadership and continuity in the implementation of Turnaround and SIG components. Subsequently, the new administration hired in August 2015 also failed to provide needed leadership and most teachers operated independently with little structure. As indicated above, new administrators were hired in late February and the Turnaround Process has been reinvigorated with an active LEAP Team. All components of the SIG grant have now been implemented.

*Oelrichs Elementary School*

Strengths:

- Small class sizes with high ratio of staff to students
- Access to multiple resources to include Professional Development and Instructional Coaching
- Friday In-Services (but only after February 2015)
- Pockets of good teaching
- Access to technology
- The use of benchmark data after February 2015

Weaknesses:

- No curriculum maps or vertical alignments
- Inconsistent classroom management strategies
- Lack of leadership for over half of the school year
- Limited time for staff to meet on a regular basis

- Four-day school week not suited to student needs
- Lesson plans varied widely between teachers

*Oelrichs Junior High School*

Strengths:

- Small class sizes with high ratio of staff to students
- Access to multiple resources to include Professional Development and Instructional Coaching
- Friday In-Services (but only after February 2015)
- Access to technology
- The use of benchmark data after February 2015

Weaknesses:

- No set curriculum of instruction tied to standards
- Poor and inconsistent classroom management strategies
- Lack of leadership for over half of the school year
- Limited time for staff to meet on a regular basis
- Over-reliance on on-line learning, particularly given most of our students' low reading levels
- Few electives
- Four day week not suited to student needs

*Oelrichs High School*

Strengths:

- Small class sizes with high ratio of staff to students
- Access to multiple resources to include Professional Development and Instructional Coaching
- Friday In-Services (but only after February 2015)
- Access to technology
- The use of benchmark data after February 2015

Weaknesses:

- No set curriculum of instruction tied to standards
- Poor and inconsistent classroom management strategies
- Lack of leadership for over half of the school year
- Limited time for staff to meet on a regular basis
- Over-reliance on on-line learning, particularly given most of our students' low reading levels
- Few electives
- Four day week not suited to student needs

2.   **The LEA assures that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school**

**improvement funds and that those resources are aligned with the interventions.**

**3. The LEA must describe actions it has taken, or will take, to**

**a. Describe the LEA's capacity to adequately serve the schools identified in the application.**

In February 2015, the CEO was released by the Oelrichs School District. Shortly thereafter, the K-12 principal was dismissed. Dr. Mitchell Stone and LuAnn Werdel from The Red Stone Education Group were then hired to act as co-superintendents over each school. Formed in 2003, The Red Stone Education Group is a non-profit organization established under South Dakota State Statutes and has worked with a variety of low-performing schools across the Dakotas, Montana and Wyoming. Both Dr. Stone and Ms. Werdel have extensive experience as administrators in both tribal and non-tribal schools working with Professional Learning Communities, Collaborative Work Groups, Curriculum and Turnaround models. As part of this, good relationships have been re-established with our key consultants from TIE and the SD Department of Education.

Dr. Stone and Ms. Werdel have been afforded latitude and flexibility to implement the District SIG and Turnaround model and bring about significant change that includes replacement of ineffective staff. For example, in April, the Board non-renewed 5 teachers for poor classroom performance. The Board has also given its full support to returning back to a 5 day week.

A major part of the Turnaround implementation since March 2015 has been the reliance on data to inform decision-making and instruction. The reliance on multiple assessments such as Aimsweb, NWEA Map, Smarter Balanced and teacher formulated assessment is allowing the District to make changes in instructional practice quickly supported with strong professional development activities. In addition, student and parent surveys have shown where interest areas are and we have structured new activities accordingly, such as Health and Wellness and Vocational Education.

**b. Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model.**

Oelrichs School District will continue to use the Transformation Model to ensure we are developing and increasing teacher and school leader effectiveness. As indicated in our Turnaround Plan above, we have identified key areas and have tied these to the Danielson model. Consequently, as part of our LEAP and SIG requirements, each of these areas has been further refined with specific goals. Working with our SST, these goals are now being fashioned into a SMART model – Specific, Measurable, Achievable, Realistic and Time-Sensitive.

The Framework for Teaching (Danielson Model) will be used as the evaluation instrument for teachers. The Oelrichs staff participated in selecting the indicators for the evaluation model to be used. Prior to this, the staff received training in the four domains of the Framework. The South Dakota Framework for Effective Principals will be utilized for administration. These instruments and the student growth rating are combined to create the summative teacher or principal

effectiveness and to determine employment recommendations.

**Assessment/Data:**

We will use a variety of assessment in each of our schools. This data will then be analyzed monthly to determine interventions. We want to be sure we are providing enrichment to students who are progressing on or ahead of pace and we want to be sure we are providing the necessary support structures to those students identified in Tier II or Tier III.

A balanced and coherent system of assessment uses a variety of assessments arranged along a continuum from most formative to most summative. As part of the curriculum work, formative assessments will be designed. Staff will analyze the effectiveness of the assessments. Additional formative assessments will be utilized when necessary. The definition, examples, who is involved in the data review process, how often the data are reviewed, and the purpose of each of these types of assessments are summarized in the table below (Bailey & Jakicic, 2012; Erkens, 2009; Many, 2010; Redding, 2006; Reeves, 2007).

	<b>Classroom Assessments</b>	<b>Common Formative Assessments</b>	<b>Benchmark Assessments</b>	<b>External Summative Assessments</b>
<b>Formative or summative</b>	Most formative	More formative	More summative	Most summative
<b>Definition</b>	Strategies to gather immediate feedback during each lesson about whether each student understands the learning targets	Building-level assessments created for the purposes of (1) instructional and individualized planning and (2) curriculum, instruction, and/or modifications	District-level assessments given in a specified window of time 2-4 times throughout the year	State and norm referenced tests that provide an annual assessment of each student's progress and the school's progress by subject area and grade level.
<b>Examples of practice</b>	Questions, observations, monitoring, exit slips	Tasks assessed with rubrics, short quizzes, student work samples, writing pieces	Quarterly tests or performances, writing samples	Annual state-mandated assessments, ACT, SAT, AP exams
<b>Who is involved in data review</b>	Classroom teachers	Collaborative teams of teachers at the school level	Collaborative teams at the school and district levels	Collaborative teams at the school and district levels
<b>Assessment Frequency</b>	Daily	Approximately once a month	Three times a year	Annually
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To know by student who needs more time and support</li> <li>To provide appropriate learning activities for a student or group of students</li> <li>To give immediate</li> </ul>	<ul style="list-style-type: none"> <li>To provide teachers with frequent information about each student's learning</li> <li>To provide timely enough information to allow for instructional adjustments during a unit of study</li> <li>To determine students eligible for support in a</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and predict student mastery of standards that will be included on state assessments</li> <li>To assess curriculum, instructional strategies and</li> </ul>	<ul style="list-style-type: none"> <li>To determine proficiency percentages</li> <li>To identify areas in which groups of students may have needs</li> <li>To determine if curriculum, instructional strategies, and</li> </ul>

	feedback	pyramid of interventions • To give feedback	pacing • To identify students eligible for ongoing support	pacing were appropriate • To make programmatic and placement decisions
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The concept and principles formulated above regarding a balanced and coherent system of assessment are foundational to understanding the process that Oelrichs will use to promote the continuous use of student data. NWEA MAP tests will be administered three times per year as benchmark assessments and as a ‘gating’ procedure to identify students in need of intervention. The identified students will then be administered the AIMSweb assessment. AIMSweb data will be analyzed to design appropriate intervention instruction. Progress monitoring and interim benchmark monitoring will have specific student targets which enable teachers to see how students are progressing toward mastery of skills and standards. Monitoring student performance with these assessments allows teachers to predict which students will be successful through the core curriculum and to provide differentiated instruction to those students needing additional time and support.

Teachers will administer frequent and formative assessments at the building level to effectively monitor student learning. Thus, ongoing, daily, in-the-moment classroom level assessments align directly with what teachers teach. These quick diagnostic most formative assessments are used to determine each student’s level of mastery of a lesson’s learning targets and then to differentiate instruction by prescribing appropriate learning activities for students or a group of students based on the assessment results. The more formative common assessments are used to provide teachers with frequent information about student learning. These assessments are designed to generate results that are timely enough to allow for instructional adjustments and additional time and support for students during a unit of study.

The most summative external assessments (SBAC) help schools by targeting areas in which groups of students may be underperforming and to determine strengths and needs regarding curriculum, instructional strategies, and pacing. These assessments, do not, however, provide information that is timely enough to assist teachers in making instructional decisions that help individual students learn, as receiving feedback on student progress only once a year is just not often enough.

Oelrichs currently is using the benchmark and external assessments. While some teachers use formative assessment, a systems approach is needed so that these types of assessments occur with every teacher in every classroom. This requires teachers to build their background regarding the types of assessment, how to design these assessments, and how to use the assessment results. Bringing balance and coherence to the assessment system at Oelrichs is a key element of increasing learning for all students.

**Professional Practices (Turnaround Principles 2 & 4):**

Today’s innovations and initiatives represent major changes that are complex and sophisticated. Teachers and administrators must understand what the new practices are, learn how to use them, and transfer the new ways into classroom practice, and this cannot occur without ongoing professional learning. Effective professional learning is the single most powerful pathway to promote continuous improvement in teaching (Killion & Hirsh, 2011).

The learning theory constructivism is based on the principle that learning is an active, meaning-making process in which learners construct meaning from what they experience (Glatthorn & Jailall, 2009). Accordingly, teachers do not change their beliefs, knowledge, and actions because a new regulation or policy is handed down (Darling-Hammond, 1997; Elmore & Burney, 1999). Instead, the process of change requires that teachers have time and opportunities to reconstruct their practice through intensive study and experimentation. In constructivist professional development, educators collaborate with their peers to make sense of teaching and learning in their own contexts. Teachers make changes and improve their practice by reading, reflecting, sharing, implementing, and collaborating with other professionals (Richardson & Placier, 2001; McLaughlin, 1995; Sparks, 1997).

Consistent with constructivist principles, job-embedded learning is learning that occurs while educators engage in their daily work. While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another. The District will provide staff ongoing, high-quality, job-embedded professional development through a number of learning designs. Oelrichs proposes to develop Collaborative Work Groups (CWGs) as the main professional development structure.

*The Main Structure for Developing New Knowledge and Skills: Collaborative Work Groups*  
**Turnaround Principal 2** ensures that teachers are effective and able to improve instruction. To accomplish this, work groups (Murphy & Lick, 2001; 2005) are about a simple but powerful idea—people working in small groups to improve their professional performance. Study groups are a structure to “work on the work” of teaching and learning. Because today’s initiatives require major changes, teachers need a “bridge” to understand the initiatives and acquire new skills. In the study group structure, teachers meet in small groups to increase their capacity through new learning about classroom instruction that meets the needs of students. The CWG design their own learning and implement what they learn in their classrooms for the benefit of their students. Teachers learn about, try out, and reflect on new practices, learning with and from one another over time. In a supportive group, change occurs as teachers learn to describe, discuss, and adjust their practices according to a collectively held standard of teaching quality.

Oelrichs Turnaround Plan which specifies the district’s comprehensive instructional program, as well as data of students’ learning drive the process, and the focus of study, is directly aligned with those plans and data. At Oelrichs, a parameter is that the collaborative work groups will focus directly on effective teaching and learning.

The knowledge and skills essential for teachers to accomplish over time would be the following school wide targets: All teachers can (1) use learning targets, (2) employ effective teaching strategies that engage students actively and productively, (3) use quality formative assessments to assess what their students know and are able to do, and (4) provide interventions based on formative assessments.

CWWs provide the mechanism or structure for teachers to get better in these targeted areas over time. The collaborative groups will be based on each teacher’s specific subject content and would clarify how teachers provide students with additional time and support when students are not proficient and how teachers extend and enrich the learning for students who are proficient (differentiation of instruction).

Staff will first learn what CWG groups are, their purposes, how they function, and the roles and responsibilities of those involved. Providing this orientation information up front allows for the clarification necessary for participants to begin the study in a clear, focused, and purposeful way.

While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another.

CWG groups simultaneously serve many purposes, including the following:

- To collaboratively strengthen classroom practices that will strengthen student learning.
- To study the research-based instructional practices to build conceptual understanding, beliefs, skills, and behaviors of theories, principles, approaches, and strategies.
- To revise existing practices based on new learning.
- To support the implementation of curricular and instructional initiatives.
- To provide a time when teachers can examine student work together, monitoring the impact of their strategies.
- To nurture norms of collaboration, inquiry, reflection, and ongoing growth.

### **c. Additional Professional Practices**

In addition to Collaborative Work Groups, teachers will have opportunities to participate in other constructivist learning designs to include: training by consultants and peers, mentoring, assessment as professional development, instructional coaching, analysis of student work, and walkthroughs.

*Training by Consultants and Peers:* Knowledge and skill development is supported by utilizing external consultants and peer staff members. A variety of external consultants will be invited to monthly in-service trainings and work with the collaborative group and goals set by the LEAP team. Peers will learn from other professionals who have a clear understanding and experience with how a new practice works enhances educators' learning process, particularly when the new learning is not a part of the staff's existing repertoire. During the training process, participants are actively engaged and have opportunities to see demonstrations, ask questions, and obtain feedback.

*Instructional Coaching:* All teachers will be assigned an instructional coach who provides guidance, problem solving resources, modeling, support, and feedback—a professional lifeline. Without this lifeline, new teachers may find it difficult to manage the uncertainty and steep learning curve that often occurs. Additional resources available to new staff include time to observe and meet with other teachers, materials such as books and videos on teaching and learning, and various opportunities for professional development such as a cross-school visitation.

*Assessment as Professional Development:* Ongoing assessments are a vital part of the teaching-learning cycle. Without continuous assessment, student learning is limited to a one-shot, hit-or-miss event—maybe they get it, maybe they don't. Teachers collaboratively research both classroom formative assessments, which allow teachers to know by student who needs more time and support regarding each lesson's learning targets, and formative assessments, which provide teachers with timely information regarding essential learning outcomes, in order to allow for instructional adjustments and feedback to students during a unit of study. This learning structure

provides teachers with opportunities such as developing quality assessments, determining proficiency levels, and creating scoring rubrics.

*Analysis of Student Work:* Teacher teams meet to discuss implementation of the new practices and monitor the impact of the practices on student learning by looking at student work and assessment data. Analyzing student work together gives teachers opportunities to develop a common understanding of what good work is, what common misconceptions students have, and what instructional strategies work.

*Walkthroughs:* Walkthroughs are brief, regular visits to classrooms by instructional leaders that provide snapshots over time of classroom environments and learning experiences. Walkthroughs assist principals in maintaining a focus on teaching and learning, serve as a catalyst for reflective conversations, and provide an opportunity for supportive feedback. Walkthroughs are focused on the school wide targets on which the staff is working. Walkthroughs provide a key means for monitoring and ensuring that staff are successfully implementing the reform strategies.

*School wide targets:* All teachers can (1) use learning targets, (2) employ effective teaching strategies that engage students actively and productively, (3) use quality formative assessments to assess what their students know and are able to do, and (4) provide interventions based on formative assessments. These are the four priorities identified in the turnaround model.

#### **d. Reading Specialist**

In 2014-15, the majority of our students did not either benchmark in reading (Aimsweb) or scored at basic or below basic on the Smart Balanced Assessments. Consequently, to support all of our intervention activities, we have included a full-time K-12 reading specialist. This individual, besides coordinating school-wide reading curriculum development and classroom instruction, will work closely with our MTSS consultant on the RTi process with a focus on Tier II and Tier III interventions.

#### **e. Extended Learning Time (Turnaround Principals 3, 4 and 5):**

As a District, we will ensure our students are provided with extended learning time and opportunities. We also want our staff to have additional time to collaborate. To these ends, Oelrichs has redesigned the school day, week, and year. Specifically, in regard to time for student learning, Oelrichs will provide all students and staff with the following opportunities:

- In 2014-15, the District operated on a 4-day week with no time built into the day for teacher planning time, meetings, etc. In addition, student surveys showed the longer days were not conducive to enhanced learning and engagement. Consequently, the new administration is moving the District to a 5 day week and will be increasing the annual calendar by 15 days to extend learning time for students and permit teacher interaction on a daily basis.
- Our afterschool program will be expanded next year and will assist students in their foundational skills.
- Summer school will be provided for all Junior High students. With a focus on

academic enrichment; this will be for five hours a day for two.

In regard to time for teacher collaboration:

- Every second and fourth Friday of the month will be designated as early dismissal for students which will allow our elementary teachers to meet in collaborative teams from 1:30 to 4:15 p.m. to work on SLOs, curriculum mapping, pacing guides and units of instruction. Agendas and notes will be kept and monitored.
- As indicated above, we are moving back to a 5 day week with extended time built into the day for teacher collaboration. Students will be dismissed daily at 3:30 p.m. but the teachers' work day will run to 4:15 p.m. We plan to use this additional time to hold regularly scheduled CWGs on topics from formative assessments to tiered intervention strategies.

**f. Community Oriented Services (Turnaround Principles 6 and 7):**

The Oelrichs School Leadership Team is committed to providing the necessary support structures and services to all of our students so they can develop the necessary academic and life skills to become successful adults. Parent and community meetings are held, particularly in conjunction with our Title I, Title VII and Impact Aid parent committees. Students and parents were also surveyed. The following areas are the result of wide-spread input:

*1. Student Assistant Team and Community Partners*

The Oelrichs Student Assistance Team (SAT):

- Analyzes student data (i.e. teacher anecdotal records, teacher referrals, office discipline referrals).
- Conducts observations
- Assists with Behavioral Intervention Plans (BIP) for behaviors.
- Utilizes a behavioral specialist for assistance

The SAT is comprised of classroom teachers, Title I teacher, social worker and an administrator. The Oelrichs SAT works from the Masonic Model Student Assistance Program: The Framework of Developmental Assets steps back to look at the whole individual. It pulls many pieces together into a comprehensive vision of what a young person needs to thrive at Oelrichs. In addition to roots in scientific research on adolescent development, the Assets grow out of two types of applied research: Prevention and Resiliency (Newman & Stecher, 2012)

Method: Referrals by teachers are for social, emotional, and academic difficulties in the classroom. Teacher observations are taken for 2-4 weeks along with our SAT coordinator doing classroom observations of the student. Our SAT then meets and reviews the data. Parents and student are called and asked to meet with the team to discuss methods for student improvement. An action plan is put into place and then discussed with both the parent and student. The Action Plan places an emphasis of Positive Behavioral Intervention Supports (PBIS), whether it is external or internal satisfaction. Teachers are also present so they know what the Action Plan

entails.

The county health nurse serves the district and conducts eye checks. We have dental providers, providers for social/emotional well-being and social services that assist in the focus on the health/well-being of our students. There has been a presentation for suicide prevention scheduled.

A number of community based services in partnership with the district include:

- Occupational therapy – the therapist from Hot Springs visits our school once a month to work with our students.
- County health nurse visits twice a year to provide hearing and visual screening, check for scoliosis, record height/weight and provide influenza vaccinations
- Behavioral Management Systems provides individual and family counseling services referred by the Oelrichs School District (managing behaviors, mental illness ex. Depression, Bi-Polar) and connects them to other mental health professionals or community oriented services.
- Working with the state department to receive funding for families.
- Southern Hills Alcohol and Drug Program-Provides guidance to the school and literature. Examples include posters, hand-outs, note pads, pencils and school hoodies that display. Oelrichs is a smoke free zone.
- Catholic Charities-distribute shoes and personal items to the students and at Christmas, stockings containing age/gender appropriate products.
- Girls/Boys Club-This organization assists students in the after school program on homework and provides a curriculum based program for hands on activities.
- Sweet Grass Suicide Prevention Program from the Oglala Sioux Tribe will provide meaningful information about Suicide Prevention.
- QPR training helps staff in recognizing the signs of suicide and assisting with preventative measures.

## 2. Health and Wellness

Our student population is 95% Native American with most coming from Oglala located on neighboring Pine Ridge Indian Reservation. The same percent are classified as qualifying for free and/or reduced lunch. Sadly, many of our students struggle with a variety of emotional and physical issues. Recent statistics from the Indian Health Service (IHS), US Census Bureau and South Dakota Youth Risk Behavior Survey (2013) from Pine Ridge include:

- Unemployment rates hover around 80 percent
- Suicide rate is more than twice the national average
- Teen suicide rate is 4 times the national average
- An estimated 1 in 4 infants are born with fetal alcohol syndrome effects
- Diabetes is more than 8 times the national average
- Heart disease is twice the national average
- Childhood obesity affects one out every two children
- Life expectancy is the lowest in the US and the 2<sup>nd</sup> lowest in the Western Hemisphere.
- Alcoholism has negatively impacted 8 out of every 10 families.

In keeping with the goals of the Department of Education to have students ready for college, career and life skills, Oelrichs must address the physical, social and emotional well-being of their students as they continue to strive for academic success. Consequently, Oelrichs plans to implement a Student Success through Wellness Program. This would include hiring a half time wellness coordinator. Specific objectives and plans are highlighted below:

### **OSD Student Success through Wellness**

Objective: By May 2016, we will have implemented our Wellness Policy by identifying needs, creating specific plans to address needs, training staff/students as needed, creating measures to insure implementation, designing awards/celebrations to recognize successes.

Action Steps:

- Deliver and explain Wellness policy and implementation plan to all staff as well as district advisory and leadership committees.
- Form District Level and Student Level Wellness Teams.
- Create meeting schedule for the school year.
- Review Wellness Policy & complete baseline assessment.
- Identify specific needs
- Design Mission Statement & Team work for the year.
- Design & Submit for approval the OSD 3-year Wellness Implementation Plan.
- Define partnership expectations and agreements.
- Review benefits of available partners; establish relationships & work plans with partners & stakeholders.
- Measure results including test scores.
- Publish results

Measures of success:

- SHI results (School Health Improvement)
- School Health Improvement Plans (SHIPs)
- Training materials, events completed
- Implementation steps/measures in place
- Celebrations/recognition elements in place

### **3. South Dakota Parent Resource Network**

In addition to adding a strong health and wellness component, we plan to strengthen our relationship both with parents and community stakeholders. Oelrichs School District has now partnered with South Dakota Parent Resource Network to educate parents on the *Curriculum of the Home*. Further details include:

- Student learning occurs on many fronts, but none carries more long-term influence on learning than the habits, practices, values, attitudes and relationships of the home. The *Curriculum of the Home* provides a critical foundation for children's academic learning and can be a more powerful predictor of academic success than family status. Throughout children's formative years until the end of high school, parents directly or

indirectly influence **87 percent of student's waking time** outside of school, including neighborhood, peer group, and other associations. This is by far the largest portion of a student's life, and it strongly influences the productivity of the 13% of time students spend in school.

- By understanding the significance of family patterns and practices on student learning, schools and families can come together as partners in learning and supporting the child, in whose success they both have vested interest.
- Research on the family's influence on school learning has a substantial history, and the basic premise can be settled upon with great confidence. With reasonable certainty it can be stated that poverty may statistically predict lower school performance, yet families that provide a stimulating, language rich, and supportive environment defy the odds of socio-economic circumstance. In another words *Curriculum of the Home* – including the family's relationships, practices and patterns of life – is a more powerful predictor of academic learning than the family's status. Schools can work with families to improve the curriculum of the home, regardless of the economic situation. This, then, is a message of great hope.

References:

- Parents and Learning, by Sam Redding, President of the American Development Institute. Published by the International
- Academy of Educations/International Bureau of Education/UNESCO. Based on research by Herbert Walberg, University of Illinois at
- Chicago. Download the entire document at:  
[http://searchlit.org/newmedia/pdf/parents\\_learning.pdf](http://searchlit.org/newmedia/pdf/parents_learning.pdf).

4. *Vocational Education (Junior High and High School):*

Student engagement has been a challenge at Oelrichs. We have some of the lowest reading and math scores in South Dakota and we believe that by offering a variety of electives this will encourage students to be in school and be actively engaged in their learning. We are committed to following the South Dakota Department of Education goal of having all of our students be career and college ready and we will aim to ensure that students leave not only with the basics they need to earn a high school diploma in the state, but also an industry certification.

At the end of 2014-15, a survey was conducted with the student body which showed a very high interest in the vocational area. Another facet of the survey showed many of our students want to be engaged in a more practical, "hands-on" learning environment. In addition, when we had students sign up for a variety of after-school clubs in March, the most popular was welding with over 30 JR/HS students signing up out of a student body of around 65. Consequently, beginning in August, we will offer a variety of welding, carpentry and Applied Science courses.

**g. Compliance Monitoring:**

Oelrichs School District will contract with TIE to provide regular monitoring of the SIG grant. The Chief Executive Officer and School Improvement Coordinator of Oelrichs and the TIE

consultant will review progress on an on-going basis with a formal report twice a year. As part of on-going monitoring, progress on SIG implementation and components will be included as a standing discussion item at our monthly LEAP team meetings.

**C. Recruit, screen, and select external providers, if applicable, to ensure their quality.**

TIE has external providers available that have past experience in evaluation and management of grants. A contract will become in place with TIE with explicit provisions for external grant requirements. The provider will provide on-going information and two formal reports regarding the management and implementation of this grant. The external TIE provider and Oelrichs will have a collaborative partnership that leads to the successful accomplishment of the SIG stated goals, be trained in all state initiatives, be familiar with MTSS, and be knowledgeable about current trends in turnaround schools.

The Oelrichs CEO will use criteria for selection that meets the following requirements: will be knowledgeable about all portions of the SIG grant for each Oelrichs school,

Monitor implementation of the Oelrichs SIG grant goals on an on-going basis to include:

- a. Curriculum development
- b. Collaborative Work Groups
- c. Coordination of SIG work with LEAP work,
- d. Implementation of SIG budget matching designed goals
- e. A formal report will be given twice a year

**d. Align other resources with the interventions. [Turnaround Principles 1,3,4](#)**

An MTSS (Multi-Tiered Systems of Support) will continue to be implemented the District. Julie Popham from the SD Department of Education will work with the Oelrichs School District to provide this Tiered System of support school wide. A triangulated look at data (AIMSweb, Blended Learning Grades, and classroom assessments) will be used to determine interventions with individual students and what good classroom instruction looks like. NWEA MAP will also be used to help determine whether our assessments are being aligned to the Common Core. The DOE will provide technical assistance for the MTSS model, however para-professionals will be needed in order to assist with the interventions at the Tier II and III levels

Resources: financial and budget

- MTSS Model-DOE sponsored
- Extended School year-increasing the school by extending the school day
- Extended School day
- Extra-duty pay for teachers \$25 per hour
- Oglala Outreach Center (Pay Teachers \$25 per hour)
- PD opportunities \$150 per day
- Boys/Girls Club-No Fee for after school program and summer school
- Summer School-will include bussing and staffing
- Blended Learning Summer School-will include bussing and staffing

**e. Modify its practices, procedures, or policies, if necessary, to enable its schools to implement the interventions fully and effectively**

The Oelrichs Policy Manual has several sections in which operational flexibility is given to the administration to make decisions based on what is in the best interest for the Oelrichs School District and increased student achievement. In particular under section B-Board Governance and Operations, the following district policies allow for flexibility in budgeting, staffing and scheduling:

- NEPN Code: BCD Board-Superintendent Relationship
- NEPN Code: CB School Superintendent has the necessary flexibility to manage the school system according to the provisions of law and the board's policies and decisions.
- NEPN Code: CBA Qualifications and Duties of the Superintendent-#4. Recommends the number and types of positions required and assigns and defines the duties of all personnel, subject to approval by the Board. #5. Recommends policies on organizations, finance, instruction, school plant, and all other functions of the school program.
- NEPN Code: CC The Superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.
- NEPN Code: CH The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote and effective and efficient school system.

**f. Sustain the reforms after the funding period ends.**

Given the importance of the components of the SIG grant, the Oelrichs School Districts will do everything it can to continue offering the same level of services and interventions. This will occur on four levels:

- First, through the SIG intervention, we will see reduced dropouts which will in-turn increase our state-aid.
- Second, as we implement new health and wellness activities and vocational programs, we expect to see more students wanting to come to Oelrichs which will again increase our state-aid.
- Third, given that so many of our students come from nearby Pine Ridge, any enrollment from students who live on Reservation will give us increased Impact Aid dollars.
- Fourth, by the end of Year 5, most of our teachers and staff should be trained in the elements of a highly effective school so we can reduce drastically the amount of funds paid to outside consultants.
- Fifth, the Oelrichs School Board has already shown a commitment to hiring support specialists to improve student health and wellness and academic achievement. If we can show a particular component of the SIG is having lasting impact the Board will identify funding sources once SIG funds are no longer available.

**4. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority and focus school identified in the LEA’s application.**

<b>Timeline</b>	<b>Major Events</b>	<b>Benchmarks</b>
<b>Year 1: 2014-2015</b>	<ol style="list-style-type: none"> <li>1. Build staff knowledge and background</li> <li>2. Curriculum development</li> <li>3. Formative assessment development</li> <li>4. Faculty study groups are launched</li> <li>5. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff have a shared understanding and a common vision regarding the four critical questions and the improvement process</li> <li>2. Staff are unpacking the Common Core State Standards (CCSS) and developing clarity about the CCSS; instructional roadmaps are being developed</li> <li>3. The most formative assessments are used on a regular basis; 1-2 common formative assessments (CFAs) have been developed</li> <li>4. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus; staff earn a graduate credit for study group participation</li> <li>5. Communication with parents has increased</li> </ol>
<b>Year 2: 2015-2016</b>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> <li>2. Continue formative assessment development</li> <li>3. Development of effective instructional strategies that engage students</li> <li>4. Health and Wellness Plan development</li> <li>5. Vocational Program developed</li> <li>6. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin work to develop SLOs, curriculum maps and pacing guides.</li> <li>2. The most formative assessments continue to be used on a daily basis; additional (3-4) CFAs have been developed</li> <li>3. Staff are using effective instructional strategies that engage students</li> <li>4. A three-year Health and Wellness plan is developed and approved by the OSD Board</li> <li>5. A three-year vocational plan is in place with course rotations in place and initial equipment purchased and installed</li> <li>6. Communication with parents has increased; relationships with parents have improved</li> </ol>
<b>Year 3: 2016-2017</b>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> <li>2. Continue formative assessment development; implement data cycles</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed viable curriculum in place</li> <li>2. Most CFAs have been developed and are being used approximately once a</li> </ol>

	<p>based on the assessment results</p> <ol style="list-style-type: none"> <li>3. Launch a system-wide approach that clarifies interventions for students who have not learned</li> <li>4. Continue development of effective instructional strategies that engage students</li> <li>5. Health and Wellness Plan implemented</li> <li>6. Vocational Program is fully implemented</li> <li>7. Parent community meetings are held</li> </ol>	<p>month; a data analysis process is in place</p> <ol style="list-style-type: none"> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Students are progressing through the rotation of Vocational Education courses.</li> <li>7. Communication, relationships, and partnerships with parents have been strengthened</li> <li>8. Data show increases in student learning, achievement and health!</li> </ol>
<p><b>Year 4: 2017-18</b></p>	<ol style="list-style-type: none"> <li>1. Continue curriculum development</li> <li>2. Continue formative assessment development; implement data cycles based on the assessment results</li> <li>3. Refine a system-wide approach that clarifies interventions for students who have not learned</li> <li>4. Continue development of effective instructional strategies that engage students</li> <li>5. Health and Wellness Plan implemented</li> <li>6. Vocational Plan is fully implemented</li> <li>7. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed viable curriculum in place</li> <li>2. CFAs have been developed and are being used approximately once a month; a data analysis process is in place</li> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Communication, relationships, and partnerships with parents have been strengthened</li> <li>7. Students in vocational program are working on community based projects as part of their certification</li> <li>8. Data continues to show increases in student learning, achievement and health!</li> </ol>

<p><b>Year 5: 2018-19</b></p>	<ol style="list-style-type: none"> <li>1. Sustainability activities implemented</li> <li>2. Continue curriculum development</li> <li>3. Continue formative assessment development; implement data cycles based on the assessment results</li> <li>4. Refine a system-wide approach that clarifies interventions for students who have not learned</li> <li>5. Continue development of effective instructional strategies that engage students</li> <li>6. Health and Wellness Plan implemented</li> <li>7. Vocational Plan is fully implemented.</li> <li>8. Parent community meetings are held</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional SLOs are added and staff has clarity on the CCSS and clarity on what students should know and be able to do; Oelrichs has a guaranteed viable curriculum in place</li> <li>2. CFAs have been developed and are being used approximately once a month; a data analysis process is in place</li> <li>3. Students who have not met essential learning outcomes receive additional time and support during the unit of study</li> <li>4. Staff are implementing and expanding effective instructional strategies that engage students; students are effectively engaged in the learning-assessment process</li> <li>5. A vehicle is in place for staff learning, study, reflection, and implementation of areas of instructional focus</li> <li>6. Students in vocational training program are seeking apprentices with local providers to gain practical experience and licensure.</li> <li>7. Communication, relationships, and partnerships with parents have been strengthened Data continues to show increases in student learning, achievement and health!</li> </ol>
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**5. The LEA must review each priority and focus school that receives School Improvement Grant funds.**

The administration and LEAP committees will review Priority and Focus School Turnaround Principles and implementation of the SIG grant. The four lenses data will be reviewed by the LEAP committee and reported to all staff. A data retreat will be held for all staff regarding achievement data (Smarter Balanced Assessment). AIMSweb benchmark data will be reviewed three times a year. These data reviews will analyze student achievement with subsequent goals being made. The LEAP goals for reading and math will be monitored. The Parent Network representative will continually review parent communications and interactions. The external provider will review all aspects of the grant on an on-going basis with two formal reports through each year. The LEAP team will review these reports and make recommendations for action steps to modify procedures to ensure continued growth. There will be communication between all groups working with Oelrichs (i.e. MTSS, SST, Oelrichs staff, TIE, school board

etc.)

**6. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its priority and focus schools**

A variety of stakeholders were consulted about the original SIG application. This year, information about the SIG has been communicated by a variety of methods, including monthly reports to the Board. The SIG components were analyzed at monthly LEAP meetings and this information was then subsequently shared with the Collaborative Work Groups in each of the buildings. In addition, the Learning Lab situated on Pine Ridge in Oglala serves to remind parents and community members about the SIG.

**7. The LEA may apply for district-level funds to provide activities for all eligible priority and focus schools in their district receiving a SIG award. If the LEA has more than one priority and focus school eligible for funds, describe any district-level activities the LEA is applying for. (Ex. District has three eligible priority and focus schools that received SIG funds and will provide professional development to all three schools out of district-level funds rather than individual SIG school funds.)**

District SIG activities such as the study group process and Collaborative Work Groups were divided between the school expenditures rather than placement in a district-level fund. The Business Office is acutely aware of the need to track expenditures by school. The external provider and the District CEO with the assistance of the LEAP team will monitor the SIG activities.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority and focus school it commits to serve.**

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

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

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

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

**Example: LEA Proposing a Planning Year for One or More Schools**

<b>LEA XX BUDGET</b>						
	<b>Year 1 Budget (Planning)</b>	<b>Year 2 Budget (Full implementation)</b>	<b>Year 3 Budget (Full implementation)</b>	<b>Year 4 Budget (Full implementation)</b>	<b>Year 5 Budget (Sustainability Activities)</b>	<b>Five- Year Total</b>
<b>Priority ES #1</b>	\$150,000	\$1,156,000	\$1,200,000	\$1,100,000	\$750,000	<b>\$4,356,000</b>
<b>Priority ES #2</b>	\$119,250	\$890,500	\$795,000	\$750,000	\$500,750	<b>\$3,055,500</b>
<b>Priority HS #1</b>	\$300,000	\$1,295,750	\$1,600,000	\$1,400,000	\$650,000	<b>\$5,245,750</b>
<b>Focus MS #1</b>	\$410,000	\$1,470,000	\$1,775,000	\$1,550,400	\$550,000	<b>\$5,755,400</b>
<b>LEA-level Activities</b>			\$150,000	\$150,000	\$100,000	<b>\$400,000</b>
<b>Total Budget</b>	<b>\$879,250</b>	<b>\$4,812,250</b>	<b>\$5,520,000</b>	<b>\$4,950,400</b>	<b>\$2,550,750</b>	<b>\$18,812,650</b>

**Example: LEA Proposing to Implement a Model in One or More Schools on the First Day of the Upcoming School Year**

<b>LEA XX BUDGET</b>						
	<b>Year 1 Budget</b>		<b>Year 2 Budget (Full implementation)</b>	<b>Year 3 Budget (Full implementation)</b>	<b>Year 4 Budget (Sustainability Activities)</b>	<b>Year 5 Budget (Sustainability Activities)</b>
	<b>Pre-implementation</b>	<b>Year 1 (Full Implementation)</b>				
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$650,000	\$450,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$150,000	\$100,000
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$450,000	\$300,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$800,000	\$550,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$150,000	\$100,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$2,200,000</b>	<b>\$1,500,000</b>

Note: An LEA may fill out both charts if it is applying for a planning year for some, but not all,

of the schools it proposes to serve.

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

The LEA must assure that it will—

- (1)  X Use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements.
- (2)  X Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds.
- (3)  X Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4)  X Ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.



