



south dakota
DEPARTMENT OF EDUCATION
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School Improvement Grants LEA Application

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

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1810-0682
Expiration Date: 06/30/2010

South Dakota Department of Education
 Kneip Office Building, Title I Office
 700 Governors Drive
 Pierre, SD 57501

FY 2009
School Improvement Grant (SIG)
Cover page

Legal Name of Applicant: BELLE FOURCHE SCHOOL DISTRICT	Applicant's Mailing Address: 2305 13TH AVE BELLE FOURCHE, SD 57717	
LEA Contact for the School Improvement Grant Name: Steve Willard . Position and Office: Superintendent Contact's Mailing Address: 2305 13th Ave Belle Fourche, SD 57717	Telephone: (605) 723-3355 Fax: (605) 723-3366 Email address: Steve.Willard@k12.sd.us	
LEA Superintendent (Printed Name): Steve Willard	Telephone: (605) 723-3355	
I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants. X _____ Signature of the LEA Superintendent	Date:	
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

LEA APPLICATION REQUIREMENTS

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 Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Belle Fourche Education Connection			X					X
Belle Fourche Middle School				X				Modified Transformation

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

Specific information for each Tier I, II, and III school that the district applies to serve will be addressed in each school level section. Please answer these questions from a district perspective, taking into consideration all of the district’s Tier I, II, and III schools.

- (1) The LEA has analyzed the needs of each school and selected an intervention for each 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).*

Representatives from both schools met to determine individual school needs. Superintendent, building principals, and school improvement consultant attended both meetings to ensure consistency across the district (** represents members attending both meetings). Members present included:

**Steve Willard, Superintendent-Belle Fourche School District
 **Karen Wagner, School Improvement Consultant BFSD
 Kevin Smidt, Principal-Belle Fourche Middle School
 Julie Hatling, BFMS Math Teacher
 Melissa Ruml, BFMS Math Teacher
 Stacey McCarty, BFMS Special Education Teacher
 Andrea Olson, BFMS Language Arts Teacher
 Joann Stephens, BFMS Language Arts Teacher
 Reva Potter, BFMS Language Arts Teacher
 Penny Louks, BFMS Language Arts Teacher
 Amanda Kidder, BFMS Encore Teacher
 Dick and Kim Myers, BFMS Parents
 Brian Aspen, District Home School Liaison
 Bev Banks, Member-Belle Fourche School Board
 Pam Lange, ESA 7 Consultant-TIE
 Mathew Raba, Principal-Belle Fourche High School
 Kevin O’Dea, Lead Teacher-Belle Fourche Education Connection (BFEC)
 Damon Lange, Teacher-BFEC
 Melissa Nore, Special Education Teacher-BFEC
 Annie Hanson, Teacher-BFEC
 Jeri Reifschneider, Para-professional-BFEC
 Paul Quickstad, Para-professional-BFEC
 Lori Lei, BFEC Parent/Community
 Tom Nary, Member-Belle Fourche School Board

- 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.*

The Belle Fourche District-wide School Improvement Plan was the main source utilized by the administration to determine if the SIG grant would further assist the District and individual schools that qualified in further meeting our school improvement goals. The goals and strategies within the K-12 plan helped to guide each building through the review of the four lenses of data.

After each of the stakeholders meetings an analysis of the notes and feedback was conducted from a District K-12 perspective. Student data and academic achievement was based on the DStep, DACS and Achievement Series results. It was confirmed there is a need to continue with the current goals as listed in the plan as additional data reviewed supported the math and reading focus already established.

Teacher and program observations and perceptions were presented based on staff feedback from the October data retreat. The staff needs assessment summary was reviewed and discussed. This needs assessment outlines the current district focus for professional development activities, staff perceptions and feedback based on test results, and current curriculum practices. Family and community data from spring 2009 surveys were included which outlined perceptions based on family, student, and community feedback. Again, all of this information has been included in the current District-wide School Improvement Plan which was adopted by the Belle Fourche School Board January 2010.

Specifically, Belle Fourche Middle School underwent an audit in January of 2009. This data was included in the analysis of district needs as well as the restructuring plan for Level 5 school improvement status.

Since BFEC is on Level 1 for math and BFMS is on Level 5 for reading and math it was determined to continue with the goals and objectives from the District School-wide School Improvement Plan.

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);*

A comprehensive needs assessment was conducted October 16, 2009 during the K-12 district-wide data retreat. Follow-up needs assessment were conducted for Belle Fourche Education Connection (BFEC) and Belle Fourche Middle School (BFMS) during their mini retreats. BFEC conducted additional needs assessment/data reviews on January 22, 2010 and March 10, 2010. BFMS conducted mini retreats on January 22, 2010, March 19, 2010 and March 30, 2010. This data and feedback is very current so it was utilized in the analysis of the District needs and specifically the needs of BFEC and BFMS.

***WHO** was involved with the analysis of the data;*

The members listed in question #1a of this application were all involved in the analysis of the data. The members listed specifically serve Belle Fourche Education Connection and Belle Fourche Middle School sites. With two different schools involved the analysis of data was re-evaluated from a district perspective to determine if there was a need to pursue the SIG application.

In addition to the building stakeholders, Belle Fourche School District has a district school improvement council which meets monthly to address school improvement needs as it relates to data, instruction, professional development and the patrons of the school district. This council is another resource for providing feedback. These meetings are utilized as a means to address school improvement for the district and were involved in the SIG data discussions relating to the grant. Members of the district school improvement council include:

Steve Willard, Superintendent
Bev Banks, Board Member
Sue Whitman, Board Member
Marilyn Webb, Board Member
Pat Deering, Elementary Principal
Mathew Raba, High School Principal
Kevin Smidt, Middle School Principal
Char O'Dea, Elementary Teacher
Joann Stephens, Middle School Teacher
Nick Redden, High School Teacher

HOW the comprehensive needs assessment was accomplished.

For both meetings, DStep, test results were broken down by standard and indicator with results recorded by grade level. Four year growth reports for reading and math were also utilized to determine patterns and needs over a period of time.

Areas of strength and weaknesses were discussed and recorded for reading and math. Discussion followed as to the instructional interventions teachers utilize to address the standards measured on the DStep. Perceptions/observations were recorded for student data. Teacher and program perceptions were addressed and discussed as it related to the effectiveness based on DStep results. These observations were noted. The final piece of data related to the family and community perceptions based on surveys conducted in the spring of 2009.

Through the data analysis it was determined to continue with the goals/objective and strategies outlined in the current District-wide school improvement plan. Specific goals for reading and math are listed in question #6 and #8 of this application.

- c. 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 each school.*

The district focus is technology access to improve student learning/achievement, increased professional development opportunities for staff, curriculum development, and additional support for staff planning and collaboration.

Specific building outcomes include:

BFEC Outcomes:

- increase technology access for students and staff through equipment purchases;
- expand curriculum opportunities through the use of technology;
- increase professional development opportunities for staff emphasizing technology application, and curriculum development with a focus on improving reading and math skills through specific instructional strategies;
- provide additional support for staff planning and collaboration;
- increase student and staff instructional time.

Middle School Outcomes:

- increase reading and math access for students through the hiring of additional math and reading literacy teachers;
- expand curriculum opportunities through the use of technology via supplemental on-line programs for reading and math;
- increase professional development opportunities for staff emphasizing technology application, and curriculum development with a focus on improving reading and math skills through specific instructional strategies;
- provide additional support for staff planning and collaboration;
- increase student and staff instructional time.

- d. List the strengths and weaknesses for each 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.*

When the district reviewed both schools, the prioritized areas for the SIG applications were similar. Listed below are both schools' strengths, weaknesses and prioritized areas. The district utilized this data to determine both schools should apply for the grant opportunity.

BFEC:

Strengths:

- flexible schedule for students and staff;
- alternative instructional opportunities for non-traditional students;
- student/staff instructional ratio;
- highly qualified staff;
- transition plan is well defined;
- goals and strategies for school improvement have been established based on data review and identified needs.

Weaknesses:

- technology equipment and curriculum access;
- math and reading instructional strategies training and implementation;
- professional development opportunities;
- curriculum options;
- ample time and financial resources available for training staff to support student instructional needs;
- alignment of courses to the state standards;
- consistent evaluation measures of student progress through formative and summative assessments.

The **prioritized areas** for the SIG funds are:

- technology equipment purchase and training;
- curriculum development to meet state standards with an emphasis on technology;
- development of formative and summative assessment protocols to measure student achievement;
- increase math and reading training support for all staff through on-site math, reading and technology coaches;
- increase the availability of outside consultants to collaborate and train staff in the areas of reading, math, and technology, provide support in the review of data and on-going monitoring of student performance.

BFMS:

Strengths:

- flexible schedule for students and staff;
- monthly early release time for staff collaboration;
- student/staff instructional ratio at the 7th and 8th grade levels;
- highly qualified staff;
- transition plan is well defined;

- goals and strategies for school improvement have been established based on data review and identified needs;
- professional development opportunities across content areas;
- ample time and financial resources available for training staff to support student instructional needs;
- math and reading literacy teachers at the 5th and 6th grade levels;

Weaknesses:

- technology equipment and supplemental curriculum access;
- systemic implementation of math and reading instructional strategies 5-8 as provided through professional development training opportunities;
- alignment of courses to the state standards;
- consistent evaluation measures of student progress through formative and summative assessments;
- staffing to target reading and math instructional needs especially for the sub groups not making AYP.
- absence of reading and math literacy teachers in 7th and 8th grade.
- student/staff instructional ratio at the 5th and 6th grade levels.

The **prioritized areas** for the SIG funds are:

- technology equipment purchase and training;
- increased literacy staff in the areas of reading and math;
- increase math and reading training support for all staff through on-site math and reading coaches;
- development and implementation of consistent formative and summative assessment protocols to measure student achievement grades 5-8;
- increase the availability of outside consultants to collaborate and train staff in the areas of reading, math, and technology, provide support in the review of data and on-going monitoring of student performance.

- e. Provide the rationale the district used to determine which schools to commit to serve with SIG funds and which schools not to serve. *Must address each Tier I and II school first, and then address each of the district's Tier III schools, if applicable.*

Initially, Belle Fourche District had one school that qualified as a Tier II priority need which is the Belle Fourche Education Connection (BFEC). It was determined BFEC should apply due to the Level 1 math school improvement status, the “at risk” population served, and the needs of the school as determined by the stakeholders.

The Department of Education announced the availability of funds for Tier III schools, and the district determined the SIG funds would provide additional opportunities for the Belle Fourche Middle School to further support and expand school improvement efforts. BFMS is on Level 5 School Improvement restructuring plan and components of the Transformation model will help BFMS narrow the focus for addressing the expansion of curriculum, staffing, technology use, and professional development opportunities. Again, the school improvement Level 5, and the data analysis conducted via the stakeholders meetings supported the commitment to apply.

- (2) 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.
- a. Describe the LEA’s capacity to adequately serve the schools identified in the application. *What capacity does the district have to execute and support a turnaround or transformational model? Will the district contract with any person or organization to assist with the implementation of the turnaround or transformational model? What resources does the district have in terms of staffing, funding, support, partnerships, etc. that will assist the district in successfully implementing the chosen interventions? Differentiate what has already taken place and detailed plans for the future.*

For the past ten years, the Belle Fourche School District has made a commitment to address student growth, reward staff for increasing student outcomes, identify and implement research based instructional strategies to address student needs, provide job-embedded professional development activities and use data to evaluate instruction. Limited funding has presented barriers for the district for full implementation. The District has provided minimal financial support through the general fund budget to support the school improvement process. Whenever possible the district has utilized grant sources such as SDI+, TCAP, minimal professional development stipends, Title I program funding sources to carry out school improvement efforts. The goal is to expand these outcomes through additional financial support such as the SIG.

The Transformation Model has been selected for **BFEC**. The current professional development model adopted by the district and BFEC fits with this model.

BFMS has chosen components of the Transformation Model as it closely aligns with the current Level 5 School Improvement restructuring plan. By enhancing activities through the SIG application achievement will improve.

For both schools the following resources have been utilized:

Current Resources:

- administrative oversight by the high school principal;
- professional development through established days for all staff via the school calendar;
- minimal ESA 7 consultation through TIE
- Black Hills Special Services Cooperative contract services for building staff and outside consultants;
- minimal financial support for training, curriculum implementation and the hiring of staff;
- Black Hills State University higher education partnership;
- SDI+ grant through TIE

The above resources will continue, however, the plan is to expand technology instruction which will require the purchase of equipment and training. The job embedded professional development activities will be increased through outside consultation with TIE, Black Hills Special Services Cooperative, and Black Hills State University staff. Again, these opportunities have been limited due to lack of funding. Outside consultants will be used to support the development of curriculum, increase the use of reading and math instructional strategies, alignment of curriculum to state standards and use of student data to support instructional decisions. Staff training and planning time will be increased, along with student instructional time. Contracted time with

outside consultants will increase the amount of support provided to staff. The focus will be improving student's reading and math skills through training, modeling, evaluating data, developing student plans and aligning curriculum to core content standards in all academic areas. Math and reading literacy teachers will focus on specific math and reading strategies to target students in sub groups that are not making adequate progress on the DStep.

- b. Describe district administrative oversight. *(Your answer must include who from the district will provide oversight of the SIG and how that will be accomplished.)*

The oversight will be the responsibility of the district superintendent, individual building principals, and the district business manager. Through collaboration with the school improvement consultant and ESA 7/TIE representative, an evaluation/monitoring process will be developed to measure each component of the SIG applications – per location.

- (3) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. *The LEA must indicate the barriers or reasons why it lacks the capacity to serve all Tier I schools. Examples might be funding, minimum staffing for oversight, inability to close schools, geography or rural nature of district, lack of charter schools in the state, lack of qualified principals applying over the past years, district improvement, school improvement, multiple requirements to address.*

The district did not have a Tier I school.

- (4) The LEA must describe actions it has taken, or will take.
- a. Design and implement interventions consistent with the final requirements. *Describe what the district has done to this point to design the interventions described in the school level sections. Broadly address all of the schools the district has committed to serve.*

The District has and will continue to utilize outside consultant services through TIE, Black Hills Special Services Cooperative, and Black Hills State University to serve both **BFEC** and **BFMS**. We will continue to utilize these external providers due to the highly trained staff who are knowledgeable in research based professional development models, and the requirements by the federal and state for school improvement. Additional rationale for using the current providers is the fact district staff has experienced success with current professional development activities and have confidence in these professionals.

In order to maintain success in our professional development delivery, the administration, staff, and external providers will conduct planning sessions to identify specific needs of the staff. The planning sessions will include the four lenses data to ensure there is a comprehensive approach in identifying needs. A specific plan for each individual school was started during the recent data retreat and will continue to outline the needs for training/support, planning, and outcomes. With SIG approval, building committees will immediately review and adapt activities that correlate with the each school's SIG application plan. Each building will develop an action plan with specific outcomes and a schedule which states the type of evaluation/monitoring system to be used.

- b. 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?*

The District has and will continue to utilize outside consultant services through TIE, Black Hills Special Services Cooperative and Black Hills State University to serve both **BFEC** and **BFMS**. We will continue to utilize these external providers due to the highly trained staff who are knowledgeable in research based professional development models, and the requirements by the federal and state for school improvement.

Additional rationale for using the current external providers is due to the success **BFMS** and **BFEC** has experienced with the professional development activities delivered by the external consultants. Staff has confidence in these professionals and their expertise.

Each individual Building Leadership Team will serve on a committee to select and approve external providers for professional development and content coaches. Criteria will be developed based content area curriculum needs, experience in the related field and the development of a monitoring system for the SIG grant.

- c. Align other resources with the interventions. *Describe other resources available to the district that will be leveraged to assist with interventions under SIG. Include participation in SDI+, RtI, Reading First, etc. Address resources in terms of funding, staffing, partnerships, and support.*

The District will continue to be involved in the SDI+ which targets performance-based compensation for principals and teachers that increases student achievement through improving teaching and learning. This model will enhance and compliment the SIG process.

The support model from ESA7, BHSU, BHSSC will be continued through the financial support provided by the SIG funds.

The district will continue to provide support to administration and staff for meeting school improvement expectations such as written plans, strategic planning with goals and outcomes, monitoring plans and the evaluation of progress/outcomes.

- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. *Describe policies and practices that will need to be changed in order to fully implement the selected interventions. What barriers exist? Indicate the willingness of the district to modify procedures along the way if needed.*

The current district policies and procedures align to the requirements of the SIG application. However, if modifications are needed, the district will support any and all changes necessary for each individual school to be successful in implementing the SIG.

- e. Sustain the reforms after the funding period ends. *Describe how the district will continue the reform efforts once the SIG funds no longer exist. Address funding, staffing, and other resources that will be needed to sustain the reforms.*

Based on the criteria from NCLB, and the school improvement process, the district recognizes and supports the need for increased student achievement. If the reforms implemented in each building substantiate increased achievement, the district will continue support of these efforts through the use of general, school improvement and/or grant funds.

- (5) 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. *Highlight major events and benchmarks for all schools over the three year implementation time period. The timeline should be from the district perspective.*

TIME FRAME	BENCHMARKS
July-August	<ul style="list-style-type: none"> ▪ Planning with staff and administration to establish professional development goals for math, reading and technology ▪ Create a professional development calendar for the district-wide professional development days and extra non-contract hours/days for PD ▪ Continue curriculum development
August-on-going	<ul style="list-style-type: none"> ▪ Conduct monthly building level leadership team meetings ▪ Establish stakeholder bi-yearly meeting dates ▪ Hold daily staff common plan time sessions ▪ Friday Intersession for staff planning and increased student learning time ▪ Establish formative and summative assessment implementation
August Pre-Service Days	<ul style="list-style-type: none"> ▪ Building planning preliminary review of DStep test results ▪
July-on-going	<ul style="list-style-type: none"> ▪ Begin reading, math and technology monthly consultation
September-on-going District Professional Development Days	<ul style="list-style-type: none"> ▪ Data Retreat ▪ Follow-up mini data sessions ▪ Implement professional development activities per the calendar developed in July and August
September-on-going	<ul style="list-style-type: none"> ▪ Coaching sessions for reading, math and technology
May-June	<ul style="list-style-type: none"> ▪ Summer school planning ▪ Implementation of summer school session

- (6) 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. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. 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).*

Overall, the District has chosen to target reading and math goals for ALL students to make efforts more comprehensive. The reading and math goals for the district have been outlined in the District-wide School Improvement plan and will continue to be our focus.

District Reading Goal

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

District Math Goal

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

BFEC (Tier II) Goals:

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP math test in the spring of 2010 as defined by the AMO set by the State of South Dakota.

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP reading test in the spring of 2010 as defined by the AMO set by the State of South Dakota.

- (7) 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. *Briefly describe the activities for all Tier III schools served. Specifics of the activities will be provided in each school section.*

The district has one **Tier III** school – Belle Fourche Middle School.

Overview:

Belle Fourche Middle School is currently at Level 5 of the School Improvement process and has developed a restructuring plan through the requirements of the Title I School Improvement regulations. The restructuring plan is included in the **BFMS SIG** application as it addresses components of the Transformation Model in the SIG application. The School Improvement stakeholders determined the current goals, objectives, and strategies outlined in the school improvement plan so they need to be the main focus for the SIG application. Components will be added to meet the criteria of SIG with the Transformation Model being the guide to assist in identifying the needs and activities to improve student achievement for BFMS students. In addition to the school improvement plan the SIG application includes an up-date of the activities proposed to meet the needs of the school, teachers and students.

1) Improve student achievement through the expanded use of technology with on-line supplemental reading and math programs and expanded instructional strategies within the curriculum.

Rationale: Currently, a supplemental on-line reading program has been utilized in 5th and 6th grade. Pre and post assessments reflect significant gains in comprehension and reading fluency from the Read Plus program. Online math programs are also being piloted on a trial basis.

Activities:

- Expand the implementation of the supplemental on-line reading program grades 5-8.
- Identify a math supplemental on-line program that will enhance student achievement.
- Purchase technology equipment.
- Provide staff training and mentoring to support full implementation.
- Utilize pre and post assessments to monitor supplemental program effectiveness.
- Compare this data to the DStep results to align to standards.
- Utilize outside technology consultation to support staff training.

2) Improve student achievement through the use of on-site reading and math literacy teachers grades 5-8.

Rationale: Currently, BFMS has utilized reading and math teachers at the 5th and 6th grade levels to support the regular classroom teachers in the implementation of the reading and math curriculum. BFMS has made a financial commitment to fund the 5th and 6th positions. There is a need to expand staffing to target reading and math skills for the 7th and 8th grades to determine the impact on student achievement.

Activities:

- Add staff for implementing specific reading and math instructional strategies aligned to reading and math content standards grades 5-8.
- Develop reading and math plans by grade level to address specific student needs based on the DStep test results.
- Utilize DACS and Achievement Series test results to determine effectiveness.
- Utilize the on-line programs to increase supplemental and enrichment instructional time for all students in grades 5-8 through study hall, student free time, the after school program and during Intersession Fridays.

3) Increase on-site training and support in the areas of reading and math through the use of reading and math coaches.

Rationale: Currently, BFMS utilizes the coaching and mentoring model with outside consultants but the amount of time is limited. Expanded time will allow for more support and systemic implementation to improve student achievement through staff training and on-site follow through.

Activities:

- Contract with outside consultants through expanded collaboration with Black Hills State University, and Black Hills Special Services Cooperative/TIE specific to the reading and math content areas.

- Provide staff with expanded learning time through the use of payment of stipends to work with the math and reading coaches outside of school time.
- Utilize current staff development activities such as the SDI+ Take One and National Board Certification to enhance the coaching/mentoring training process.
- Provide further training in the implementation and use of formative and summative assessments to drive instruction and measure student achievement. The DACS and Achievement Series will assist in determining effectiveness.
- Provide travel incentives for training and on-site visits of effective programs for staff.
- Continue to utilize the SDI+ building leadership teams and collaborative work groups for dialogue and planning.

4) Increase the availability of outside consultation to evaluate data, provide support in identifying research based training models to support the on-going monitoring of student performance at BFMS.

Rationale: Currently, the District, and specifically BFMS have been involved in training which involves Richard Stiggins, Robert Marzano, and Richard and Rebecca DuFour’s professional development training models. All have been identified as researched-based. These training models will be continued and expanded upon through the resources the SIG grant provides.

The building principal, building leadership team, and outside consultants will align the professional development activities and training support to the above reform strategies adopted by the District and BFMS. Consultants will be required to substantiate research-based training models. It should be noted that the outside consultants BFMS will use have an in-depth understanding of research-based program needs as it relates to school improvement reform. This is part of the rationale as to why the district and BFEC will continue to utilize outside resources.

Activities:

- Establish contracts with outside consultants through Black Hills State University, and Black Hills Special Services Cooperative/TIE.
- Assist in on-going data review, and training with formative and summative assessment tools.
- Provide training and guidance through research based training models which support staff in the implementation of sound instructional strategies and the development of curriculum to align with content standards.
- Provide travel opportunities for the staff training which supports research based models.
- Continue to utilize early release time for staff to address data, training, and dialogue.
- Utilize the SDI+ building leadership, and collaborative work group model to support planning and dialogue. Minutes will be kept to reflect outcomes.
- Utilize building professional development days for training and dialogue per the building professional development plan.

- (8) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. 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).*

Overall, the District has chosen to target reading and math goals for ALL students to make efforts more comprehensive. The reading and math goals for the district have been outlined in the District-wide School Improvement plan and will continue to be our focus.

District Reading Goal

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

District Math Goal

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

BFMS (Tier III) Goals:

69% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP **Reading** test in the spring of 2010 as defined by the Annual Measurable Objective set by the State of South Dakota.

72% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP **Math** test in the spring of 2010 as defined by the Annual Measurable Objective set by the State of South Dakota.

- (9) 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. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.*

Teachers and para-professionals have daily collaboration time as an on-going means to consult and plan. The principal will also be involved on an as need basis but no less than once a month. The building leadership team format through SDI+ will be the model implemented as minutes are kept and targeted outcomes identified. Monthly early release time for staff will also be maintained and utilized for planning and dialogue regarding the school improvement process/model.

In March, the SIG stakeholder committees met to review data and identify needs for the SIG application. This committee includes all stakeholders from the school, family/community, and outside agencies. The stakeholders will meet formally twice a year to review the school improvement process, SIG outcomes to provide input regarding to needs.

DISTRICT BUDGET:

BELLE FOURCHE SCHOOL DISTRICT SIG BUDGET NARRATIVE

Travel: The district will need additional travel money to support the implementation of the SIG grants at each school. The purpose is to use the money to cover travel for that is not included in the individual school applications. This will support the training, project monitoring and evaluation of the project.

Years 1-3:

- Mileage/gas reimbursement-\$2,000.00
 - Lodging-\$2500.00
 - Meals-\$2500.00
 - Registration-\$3,000.00
- TOTAL PER YEAR-\$10,000.00**
TOTAL FOR 3 YRS.-\$30,000.00

Contractual: The district will need additional outside consultation support to assist in training, project evaluation and monitoring beyond what each school has included. This will be utilized for national consultants to present to the staff and contractual work through Black Hills Special Services Cooperative/TIE, and Black Hills State University.

Years 1-3:

- 10 days @ \$500.00/day-\$5,000.00
 - Formative and Summative Assessment national presenters-\$5,000.00
 - Math and Reading national presenters @\$5,000.00 each-\$10,000.00
- TOTAL PER YEAR-\$20,000.00**
TOTAL FOR 3 YRS-\$60,000.00

Professional Services: This will cover additional costs for travel of staff to conferences.

Years 1-3:

- Airfare-\$1,000.00
 - Registration-\$1,000.00
 - Meals/Lodging-\$2,500.00
 - Miscellaneous-\$300.00
- TOTAL PER YEAR-\$4,300.00**
TOTAL FOR 3 YRS-\$12,900.00

IN DIRECT COST PER YR \$700.00
TOTAL PER YEAR BUDGET-\$35,000.00
TOTAL FOR THREE YRS-105,000.00

South Dakota Department of Education Budget Information American Reinvestment and Recovery Act (ARRA) Title I School Improvement 1003(g)				
Name of School: Belle Fourche School District				
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	10,000.00	10,000.00	10,000.00	30,000.00
4. Equipment	0	0	0	0
5. Supplies	0	0	0	0
6. Contractual	20,000.00	20,000.00	20,000.00	60,000.00
7. Professional Development	4,300.00	4,300.00	4,300.00	12,900.00
8. Total Direct Costs (line 1-7)	34,300.00	34,300.00	34,300.00	102,000.00
9. Indirect Costs*	700.00	700.00	700.00	2,100.00
10. Total Costs (lines 8-9)	35,000.00	35,000.00	35,000.00	105,000.00
District In-direct cost rate 2.04%				

*Use restricted indirect cost rate (same rate as regular Title I program) **BFSD Rate-2.04%**

OVERALL BUDGET SUMMARY:

The BFEC Tier II and BFMS Tier II budget summaries are provided below to assist in interpreting the total District budget request. A budget summary is included in each school's application.

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

Name of School: **Belle Fourche School District**
TOTAL BUDGET

**Budget Summary
Belle Fourche Education Connection
Belle Fourche Middle School
Belle Fourche School District**

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	BFEC-28,960.00 BFMS-0 DISTRICT-0 TOTAL-28,960.00	BFEC-28,960.00 BFMS-0 DISTRICT-0 TOTAL-28,960.00	BFEC-28,960.00 BFMS-0 DISTRICT-0 TOTAL-28,960.00	BFEC-86,880.00 BFMS-0 DISTRICT-0 TOTAL-86,880.00
2. Employee Benefits	BFEC-4,055.00 BFMS-0 DISTRICT-0 TOTAL-4,055.00	BFEC-4,055.00 BFMS-0 DISTRICT-0 TOTAL-4,055.00	BFEC-4,055.00 BFMS-0 DISTRICT-0 TOTAL-4,055.00	BFEC-12,165.00 BFMS--0 DISTRICT-0 TOTAL-12,165.00
3. Travel	BFEC-9,100.00 BFMS-10,000.00 DISTRICT-10,000.00 TOTAL-29,100.00	BFEC-9,100.00 BFMS-10,000.00 DISTRICT-10,000.00 TOTAL-29,100.00	BFEC-9,100.00 BFMS-10,000.00 DISTRICT-10,000.00 TOTAL-29,100.00	BFEC-27,300.00 BFMS-30,00.00 DISTRICT-30,000.00 TOTAL-87,300.00
4. Equipment	BFEC-54,600.00 BFMS-36,200.00 DISTRICT-0 TOTAL-90,800.00	BFEC-43,800.00 BFMS-36,200.00 DISTRICT-0 TOTAL-80,000.00	BFEC-15,000.00 BFMS-36,200.00 DISTRICT-0 TOTAL-51,200.00	BFEC-113,400.00 BFMS-108,600.00 DISTRICT-0 TOTAL-222,000.00
5. Supplies	BFEC-18,635.00 BFMS-18,720.00 DISTRICT-0 TOTAL-37,355.00	BFEC-19,415.00 BFMS-16,065.00 DISTRICT-0 TOTAL-35,480.00	BFEC-13,340.00 BFMS-15,390.00 DISTRICT-0 TOTAL-28,730.00	BFEC-51,390.00 BFMS-50,175.00 DISTRICT-0 TOTAL-101,565.00
6. Contractual	BFEC-47,500.00 BFMS-235,110.00 DISTRICT-20,000.00 TOTAL-302,610.00	BFEC-47,500.00 BFMS-237,765.00 DISTRICT-20,000.00 TOTAL-305,265.00	BFEC-47,500.00 BFMS-238,440.00 DISTRICT-20,000.00 TOTAL-305,940.00	BFEC-142,500.00 BFMS-711,315.00 DISTRICT-60,000.00 TOTAL-913,815.00
7. Professional Development	BFEC-9,750.00 BFMS-14,300.00 DISTRICT-4,300.00 TOTAL-28,350.00	BFEC-9,750.00 BFMS-14,300.00 DISTRICT-4,300.00 TOTAL-28,350.00	BFEC-9,750.00 BFMS-14,300.00 DISTRICT-4,300.00 TOTAL-28,350.00	BFEC-29,250.00 BFMS-42,900.00 DISTRICT-12,900.00 TOTAL-85,050.00
8. Total Direct Costs (line 1-7)	BFEC-172,600.00 BFMS-314,330.00 DISTRICT-34,300.00 TOTAL-521,230.00	BFEC-162,580.00 BFMS-314,330.00 DISTRICT-34,300.00 TOTAL-511,210.00	BFEC-127,705.00 BFMS-314,300.00 DISTRICT-34,300.00 TOTAL-476,305.00	BFEC-462,885.00 BFMS-942,990.00 DISTRICT-102,900.00 TOTAL-1,508,775.00
9. Indirect Costs*	BFEC-2,400.00 BFMS-5,670.00 DISTRICT-700.00 TOTAL-8,770.00	BFEC-2,420.00 BFMS-5,670.00 DISTRICT-700.00 TOTAL-8,790.00	BFEC-2,295.00 BFMS-5,670.00 DISTRICT-700.00 TOTAL-8,665.00	BFEC-7,115.00 BFMS-17,010.00 DISTRICT-2,100.00 TOTAL-26,225.00
10. Total Costs (lines 8-9)	BFEC-175,000.00 BFMS-320,000.00 DISTRICT-35,000.00 TOTAL-530,000.00	BFEC-165,000.00 BFMS-320,000.00 DISTRICT-35,000.00 TOTAL-520,000.00	BFEC-130,000.00 BFMS-320,000.00 DISTRICT-35,000.00 TOTAL-485,000.00	BFEC-470,000.00 BFMS-960,000.00 DISTRICT-105,000.00 TOTAL-1,535,000.00

*Use restricted indirect cost rate (same rate as regular Title I program) **BFSD 2.04%**

TIER II
BELLE FOURCHE EDUCATION CONNECTION
SCHOOL IMPROVEMENT GRANT
BUDGET NARRATIVE

Personnel: The budget for this area includes payment of stipends for training outside the regular contracted day for staff. It also reflects payment to increase instructional time for students and staff throughout the year through after school, Friday intersessions and summer school. There are two calculation rates utilized 1) per day and 2) hourly.

Stipends for Professional Development/Planning: *Years 1-3*

- Certified- 20 days per year @ \$110.00 per day for 4 staff=\$8,800.00
Years 1-3
- Para Pros-20 days per year @ \$80.00 per day for 2 staff=\$3,200.00
Years 1-3

TOTAL PER YEAR-\$12,000.00

Increased learning time Intersession/after school/summer school: *Years 1-3*

- Certified-summer school 16 days @ \$200.00 per day for 2 staff=\$6,400.00
(based on about 6 hours per day)
Years 1-3
- Para Pro-16 days @ 6 hrs/day @ \$8.00 per hour for one staff=\$768.00
Year 1-3
- Certified-after school/Intersession @ \$16.00/hr for 204hrs for 2 staff=\$6,528.00
Year 1-3
- Para-pro after school/Intersession @ \$8.00/hr for 204 hrs for 2 staff=\$3,264.00

TOTAL PER YEAR-\$9,792.00

GRAND TOTAL FOR 3 YRS-\$86,880.00

Employee Benefits: Benefits include social security, retirement, unemployment, workers compensation etc. No insurance is included.

Benefits based on 14%-*Years 1-3*

TOTAL PER YEAR-\$4,055.00

GRAND TOTAL FOR 3 YRS-\$12,165.00

Travel: Travel for students includes trips for career awareness/exploration and curriculum enhancement activities. Travel for staff is for lodging and meals, reimbursement for use of the district school vehicles, registration for training sessions that will assist staff to meet the SIG goals. Examples are: TIE conference, state-wide reading and math conferences, assessment training for DACS/Achievement Series, on-site visitations, etc.

Student Travel: *Years 1-3*

- 4 Trips per year=\$1,500.00

Staff Travel: *Years 1-3*

- Mileage/gas reimbursement-\$1,600.00
- Lodging-\$2,000.00
- Meals-\$2,000.00
- Registration-\$2,000.00

TOTAL PER YEAR-\$9,100.00

GRAND TOTAL FOR 3 YRS-\$27,300.00

Equipment: The entire budget will be utilized to purchase computers for student and staff use. It includes mobile labs, laptops, desk top computers, digital cameras, DVD players and TVs. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: Year 1

- Mobile lab yr. 1(24 unit)=\$25,000.00
- 6 desk tops yr. 1=\$5,100.00
- 4 teacher laptops yr. 1=\$6,000.00
- 2 Smart Boards yr. 1=\$11,200.00
- Wireless Ports yr. 1=\$1,200.00
- Media Cart yr. 1=\$1,000.00
- DVD players yr. 1=\$400.00
- TVs yr. 1=\$3,200.00
- Projector=\$1,500.00
- TOTAL PER YEAR-\$54,600.00**

Technology Needs: Year 2

- Mobile lab yr. 2 (24unit)=\$25,000.00
- 6 desk tops yr. 2=\$5,100.00
- 2 Smart Boards yr. 2=\$11,200.00
- Media Cart yr. 2=\$1,000.00
- Projector=\$1,500.00
- TOTAL PER YEAR-\$43,800.00**

Technology Needs: Year 3

- Up-grades/maintenance=\$5,000.00
- Additional equipment=\$10,000.00
- TOTAL PER YEAR-\$15,000.00**
- GRAND TOTAL FOR 3 YRS-\$113,400.00**

Supplies: With the increased technology access, the supply budget will assist in the license costs for the reading and math programs, and the purchase of the Kindle library for reading materials, costs for initial set-up, new textbook purchases, supplemental materials and consumable supplies to support the day-to-day implementation of instructional strategies for the curriculum.

Supply Needs: Year 1

- 12 Kindle library Reading Books \$300.00 ea-\$3,600.00
- Kindle Reading Download Charge@ \$2,000.00 ea-\$4,000.00
- Read Plus License-\$3,100.00
- Math Program License-\$3,100.00
- New Textbook Purchases-\$1,900.00
- Supplies-\$3,635.00
- TOTAL PER YEAR-\$18,635.00**

Supply Needs: Year 2

- 6 Kindle library packaged Reading Books @ \$300.00 ea-\$1,800.00
- Kindle Reading Download Charge-\$2,000.00
- Read Plus License--\$3,100.00
- Math Program License-\$3,100.00
- New Textbook Purchases-\$3,000.00
- Supplies-\$3,000.00
- Math Manipulatives-\$2,000.00
- Reading Supplemental Materials-\$1,415.00
- TOTAL PER YEAR-\$19,415.00**

Supply Needs: Year 3

- Read Plus License-\$3,100.00
- Math Program License-\$3,100.00

- Textbooks-\$3,000.00
 - Supplies-\$3,000.00
 - Supplemental math/reading materials-\$1,140.00
- TOTAL PER YEAR-\$13,340.00**
GRAND TOTAL FOR 3 YRS-\$51,390.00

Contractual: BFEC will contract with outside consultants for the technology, math, reading, data review, training for assessment, differentiated instruction, project evaluation and monitoring. The consultants will be from Black Hills State University, and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time and training with on-site work, observations, mentoring, and coaching.

Consultants Needs: Years 1-3

- Technology Coach 20 days @\$500.00/day-\$10,000.00
 - Math Coach 10 days @\$500.00/day-\$5,000.00
 - Reading Coach 10 days @\$500.00/day-\$5,000.00
 - Assessment training/coaching 10days@\$500.00/day-\$5,000.00
 - Data review /AYP follow-up 15 days @\$500.00/day-\$7,500.00
 - Differentiated Instruction training 10 days @\$500.00/day-\$5,000.00
 - Math consultation/course work 10days @\$500.00/day-\$5,000.00
 - Project monitoring/evaluation 10 days @\$500.00/day-\$5,000.00
- TOTAL PER YEAR: \$47,500.00**
GRAND TOTAL FOR 3 YRS-\$142,500.00

Professional Development: Travel for conferences with emphasis on reading, math, curriculum development, assessment, and technology. The primary focus will be out of state travel.

Professional Development: Years 1-3

- Airfare-\$3,500.00
 - Registration-\$1,600.00
 - Meals/Lodging-\$4,200.00
 - Miscellaneous-\$450.00
- TOTAL PER YEAR: \$9,750.00**
GRAND TOTAL FOR 3 YRS-\$29,250.00

TIER III
BELLE FOURCHE MIDDLE SCHOOL
SCHOOL IMPROVEMENT GRANT
BUDGET NARRATIVE

Travel: Travel for staff is for lodging and meals, reimbursement for use of the district school vehicles, registration for training sessions that will assist staff to meet the SIG goals. Examples are: TIE conference, state-wide reading and math conferences, assessment training for DACS/Achievement Series, on-site visitations, etc.

Staff Travel: Years 1-3

- Mileage/gas reimbursement-\$2,000.00
 - Lodging-\$2,500.00
 - Meals-\$2,500.00
 - Registration-\$3,000.00
- TOTAL PER YEAR- \$10,000.00**
GRAND TOTAL FOR 3 YRS-\$30,000.00

Equipment: The entire budget will be utilized to purchase computers for student and staff use. It includes mobile labs and equipment that will enhance instruction and the delivery of the supplemental programs in reading and math. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: *Year 1*

- Mobile lab yr. 1(24 unit)=\$25,000.00
 - 2 Smart Boards yr. 1=\$11,200.00
- TOTAL PER YEAR-\$36,200.00**

Technology Needs: *Year 2*

- Mobile lab yr. 2 (24unit)=\$25,000.00
 - 2 Smart Boards yr. 2=\$11,200.00
- TOTAL PER YEAR-\$36,200.00**

Technology Needs: *Year 3*

- Mobile Lab yr. 3=\$25,000.00
 - 2 Smart Boards yr.3=\$11,200.00
- TOTAL PER YEAR-\$36,200.00**
GRAND TOTAL FOR 3 YRS-\$108,600.00

Supplies: With the increased technology access, the supply budget will assist in the license costs for the reading and math programs and the purchase of new textbook and materials to support the day-to-day implementation of instructional strategies for the curriculum.

Supply Needs: *Year 1*

- Read Plus Supplemental Program License-\$6,000.00
 - Math Program Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$6,720.00
- TOTAL PER YEAR-\$18,720.00**

Supply Needs: *Year 2*

- Read Plus Supplemental Program License--\$6,000.00
 - Math Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$4,065.00
- TOTAL PER YEAR-\$16,065.00**

Supply Needs: *Year 3*

- Read Plus Supplemental Program License-\$6,000.00
 - Math Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$3,390.00
- TOTAL PER YEAR-\$15,390.00**
GRAND TOTAL FOR 3 YRS-\$50,175.00

Contractual: BFMS will contract with outside consultants for the technology, math, reading, data review, training for assessment, differentiated instruction, project evaluation and monitoring. The consultants will be from Black Hills State University and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time, and training with on-site work, observations, mentoring, and coaching. The reading and math literacy staff will be contractual.

Consultants Needs: *Years 1-3*

- Technology Coach 10 days @\$500.00/day-\$5,000.00
 - Math Coach 80 days @\$500.00/day-\$40,000.00
 - Reading Coach 80 days @\$500.00/day-\$40,000.00
 - Assessment training/coaching 10days@\$500.00/day-\$5,000.00
 - Data review /AYP follow-up 10 days @\$500.00/day-\$5,000.00
 - Differentiated Instruction training 10 days @\$500.00/day-\$5,000.00
 - Project monitoring/evaluation 10 days @\$500.00/day-\$5,000.00
- TOTAL PER YEAR-\$105,000.00**

Literacy Teacher Needs: *Year 1*

- 1-Reading Literacy Teacher full-time salary/benefits-\$43,370.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$86,740.00
- TOTAL PER YEAR-\$130,110.00**

Literacy Teacher Needs: *Year 2*

- 1-Reading Literacy Teacher full-time salary/benefits-\$44,255.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$88,510.00
- TOTAL PER YEAR-\$132,765.00**

Literacy Teacher Needs: *Year 3*

- 1-Reading Literacy Teacher full-time salary/benefits-\$44,480.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$88,960.00
- TOTAL PER YEAR-\$133,440.00**
GRAND TOTAL FOR 3 YRS-\$711,315.00

Professional Development: Travel for conferences with emphasis on reading, math, curriculum development, assessment, and technology. The primary focus will be out of state travel.

Professional Development: 6 staff-*Years 1-3*

Airfare-\$6,000.00

- Registration-\$2,400.00
 - Meals/Lodging-\$5,900.00
- TOTAL PER YEAR: \$14,300.00**
GRAND TOTAL FOR 3 YRS-\$42,900.00

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

By submitting this application, the LEA assures that it will do the following:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
 I agree.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
 I agree.
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
 I agree.
- (4) Report to the SEA the school-level data required under section III of the final requirements.
 I agree.

D. WAIVERS: The SEA has requested waivers of requirements applicable to the LEA's School Improvement Grant. The LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.