



**south dakota**  
**DEPARTMENT OF EDUCATION**

**Learning. Leadership. Service.**

**School Improvement Grants  
LEA (District) 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

**Due Date**

**May 2, 2011**

**South Dakota Department of Education**

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

**Grant Period Ends**

**June 30, 2014**

**FY 2010**

**School Improvement Grant (SIG)**

**Cover page**

Legal Name of Applicant: Sisseton School District 54-2	Applicant's Mailing Address: 516 8 <sup>th</sup> Avenue West	
LEA Contact for the School Improvement Grant Name: Dr. April Moen . Position and Office: Title I Director  Contact's Mailing Address: 516 8 <sup>th</sup> Avenue Sisseton, South Dakota 57262	Telephone: (605) 698-7613 ext. 221  Fax: (605) 698-7404  Email address: april.moen@k12.sd.us	
LEA Superintendent (Printed Name): Dr. Stephen Schulte	Telephone: (605) 698-7613 ext.114	
<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: 5/2/2011	
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): Dr. April Moen

Original Signature of Authorized Representative: April Moen

Date: 5/2/2011

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

**Guidelines**

**Purpose of Grant**

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must “award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.” From a grant received pursuant to that provision, a State educational agency (SEA) must subgrant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such subgrants, an SEA must “give priority to the local educational agencies with the lowest-achieving schools that demonstrate — (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116.” The regulatory requirements expand upon these provisions, further defining LEAs with the “greatest need” for SIG funds and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

The Consolidated Appropriations Act, 2010, which was signed into law by President Obama on December 16, 2009, included two critical changes to the SIG program. First, the Consolidated Appropriations Act, 2010 allows SEAs and LEAs to use SIG funds to serve certain “newly eligible” schools (*i.e.*, certain low-achieving schools that are not Title I schools in improvement, corrective action, or restructuring). Second, the law increases the amount that an SEA may

award for each school participating in the SIG program from \$50,000 annually to \$2 million annually.

### ***Clarification of Available School Improvement Funds***

There are two opportunities for additional funding for Title I schools in improvement status. These funds are distributed according to statute in Title I Part A 1003(a) and 1003(g).

The funds available under School Improvement 1003(a) - Formula grants have been and will continue to be allocated on a formula basis to all districts with Title I schools in improvement. These funds are to be used at each Title I school in school improvement based on the allocation for that school.

School Improvement Grants 1003(g) are additional funds available to districts with Tier I, II, or III schools as identified as Persistently Lowest Achieving (PLA) schools. Districts may apply for these grants on behalf of Title I school in improvement, corrective action, restructuring, or alternative governance designated as Tier I schools. The remaining Title I schools in improvement status, listed as Tier III schools, may be served with SIG funds after priority schools are served. Districts may also apply for Tier II schools which are high schools eligible for, but not receiving Title I funds.

### ***Eligible Applicants***

An LEA that receives Title I, Part A funds and that has one or more Tier I, Tier II, or Tier III schools may apply for a SIG grant. Note that an LEA that is in improvement but that does not have any Tier I, Tier II, or Tier III schools is not eligible to receive SIG funds.

### ***Allocations***

The minimum award for each school will be \$50,000 per school for each of the three years (unless a shorter time period is needed). An LEAs maximum award will be no more than \$2 million per year for a three year period for each Tier I, II, or III school served.

If an SEA does not have sufficient SIG funds to support fully and effectively each school for which its LEAs have applied throughout the period of availability, an SEA must give priority to LEAs seeking to fund Tier I or Tier II schools.

### ***Based on Need and Commitment***

In addition to the objective measures used to determine need for the 1003(a) funds (poverty, enrollment, and level of need), each DISTRICT with eligible schools applying for funds under section SIG 1003(g) must demonstrate the need for the additional school improvement funds and commitment to carry out the requirements.

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more schools in Tier I, II, or III.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following

rigorous interventions in each Tier I and Tier II school that the LEA commits to serve: Turnaround, Restart, School Closure, or Transformational Models.

#### ***Four Models***

Districts with Tier I or II schools must select one of the following models to implement.

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

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

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

**Transformation model:** The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

#### ***Conditions of Eligibility***

SDDOE will consider applications from districts with Persistently Lowest Achieving (PLA) Tier I, II, or III schools.

#### ***Waiver to Implement a Schoolwide Program***

Requests for waivers to enable a Tier I or Tier II Title I participating school operating a targeted assistance program to operate a schoolwide program so it can implement a turnaround, restart, school closure, or transformational model should be made directly to the United States Department of Education. Such a waiver is necessary because a school operating a targeted assistance program may only provide Title I services to students who are most at risk of failing to meet State's student academic achievement standards; it may not provide services for the school as a whole. In order to operate a schoolwide program, a school must meet the 40 percent poverty eligibility threshold.

The LEA must indicate for which schools it will implement the waiver. The waiver must be published for public comment prior to submission.

### ***Budget and Accounting***

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

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

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

### ***Duration***

Grant Periods:

Project Year 1: July 1, 2011 – June 30, 2012

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

Project Year 3: July 1, 2013 – June 30, 2014

These funds are contingent on renewed federal funding.

The SEA must renew the LEA's SIG grant with respect to each Tier I or Tier II school that meets the annual student achievement goals established by the LEA and makes progress on the leading indicators. The SEA may renew the LEA's SIG grant with respect to a school that does not meet its annual goals as it has discretion to examine factors such as the school's progress on the leading indicators or the fidelity with which it is implementing the model in deciding whether to renew the LEA's SIG grant. For a grant to be renewed with respect to a Tier III school, the school must meet the goals established by the LEA and approved by the SEA, or make progress toward meeting those goals. See section II.C(a)(i)-(ii) of the final requirements. If the SEA determines that one or more of an LEA's schools do not warrant renewed funding, the SEA may continue to award the LEA SIG funds for other eligible schools. The SEA would reduce the LEA's grant, however, by the amount allocated for the schools for which funding is not being renewed.

### ***The Application Process***

*Review and Approval Process:* LEA applications will undergo review by a panel with facilitation. The panel will consist of members of the Committee of Practitioners and the School Support Team. Additional panel members will be recruited with expertise in curriculum, administration, and teacher evaluation. A rubric will be used to determine if LEA applications meet the

requirements of the grant and warrant approval. Each element will be scored based on the following scoring rubric:

**Strong:** Responses were thorough with sufficient detail

**Moderate:** Responses were satisfactory needing minor clarifications

**Limited or None:** Responses were attempted but lacking specificity or no response was given

The complete scoring rubric is attached at the end of the document.

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

*Timeline:* Upon approval of the State Application, the LEAs will be given a copy of the draft application package. A Live Meeting will be held at that time to go over the application and grant requirements. Districts will be asked to indicate their intent to apply for Tier I and II schools. Tier III applications will be sent out if warranted, based upon the number of Tier I and II schools LEAs intend to commit to serve and the amount of funding available. Technical assistance will be provided by department staff at the request of the district. LEA applications must be submitted within 30 working days. Awards are expected to be announced within three weeks after submission. Districts receiving grant awards may begin pre-implementation immediately, but no later than the first contract day for the 2011-2012 school year.

Applications must be submitted electronically by email. The application may be single spaced with appropriate spacing between sections, with font size of 12 or greater. Electronic submissions must be sent to Beth Schiltz. A follow-up paper copy of the cover page signed by the authorized representative and the school principal must be sent.

### ***Technical Assistance***

A Live Meeting will be held to provide LEAs with the LEA application and School Sections. An over view of PLA identification, SIG requirements, the four intervention models, and application procedures will be provided.

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

**Contact Information**

For grant application questions:

Dr. Kristine Harms (773-6509)

Beth Schiltz (773-4716)

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[Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

For fiscal questions:

Rob Huffman (773-4600)

Paul Schreiner (773-7108)

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[Paul.Schreiner@state.sd.us](mailto:Paul.Schreiner@state.sd.us)

**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
Westside Elementary School				X				

**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 each of the district’s Tier I, II, and III schools.

**(1) (Tier I, II, & III)** The LEA has analyzed the needs of each school 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 assessment and determined the outcome.

**Planning District Improvement Team Roster**

- Dr. Al Kusters, School Support Team Member
- Dr. Stephen Schulte, Superintendent
- Mrs. Kim Hill, Outside Consultant from ESA-1
- Mr. Jim Frederick, High School Principal
- Mr. Dan Yost, Westside Elementary School Principal
- Mrs. Karen Whitney, Sisseton Middle School Principal
- Mrs. Linda Loberg, New Effington Elementary School Principal
- Dr. April Moen, Title I Director/School Improvement Coordinator



Mrs. Michelle Greseth, Special Education Director  
Mrs. Cheryl Jenner, Technology Director  
Mrs. Carol Thelin, Title I School wide Data Analyst, Reading Recovery  
Mrs. Kathy Peterson, South Dakota Math Counts Teacher in Training, 4<sup>th</sup> Grade Teacher  
Mrs. Brenda Gomarko, High School Physical Education/ACT Groups  
Ms. Sarah Gerhold, SPED, Middle School Language Arts  
Mrs. Janet Just, High School Math Teacher  
Mrs. Chandra Donnell, Parent  
Mr. and Mrs. Paul Osborne, Parents  
Mr. Tim Azure, Parent  
Ms. Jennie Evenson, School Board Member  
Mr. LeRoy Hellwig, School Board Member

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.

With the publication of the 2010 Dakota STEP scores, the district finds itself on Level 1 for math and on Level 1 for school improvement in reading.

The objective over the next two years is to make AYP in math and in reading at all attendance centers. In addition, Westside Elementary School (Tier III) will be working hard to improve their attendance.

- ❖ Technology Needs Assessment: The Sisseton School District has performed both formal and informal assessment on student and teacher needs within the district. We feel that this is not just a once every two or three year project, but it is an ongoing assessment. The Technology Committee meets quarterly to go over the hardware and software needs of the district as well as looking at the training needs of the employees. Formal assessments are done at the end professional development trainings, and the school district has taken part in the online assessment tool “Taglit” – Taking a Good Look at Instructional Technology. Parent nights and questionnaires have been sent home to get feedback from parents. We have developed Professional Learning Communities (PLC) in each building to review workshops and come up with the needs of the instructors to help integrate technology. Assessing our needs is an ongoing process in the district.
- ❖ Data (qualitative-informal/formal surveys, narratives, comments, interviews) was retrieved from parent advisory committee meetings throughout the year, and parent comments during data retreat for the further implementation of technology and academics infused in the classroom for all students at Westside Elementary School.
- ❖ Data (qualitative-informal/formal surveys, narratives, reflection) was continually retrieved from teachers through weekly and bi-weekly Professional Learning Communities for the further development, guidance and facilitation of technology to be integrated into the Language Arts and Math classroom.
- ❖ Data (qualitative-informal surveys, comments, interviews) was continually received from local community members through monthly school board meetings, parent/teacher conferences and local community events that represented the need for further integration

of technology and academics in order to prepare the 21<sup>st</sup> Century Learner for all of our students in Sisseton.

- ❖ Data (qualitative-narratives/informative surveys/questions and quantitative-achievement, report cards, DSTEP, DRA) was received from students from the technology that is currently used and the academic need to further this academic/technology integration project for all students in Sisseton in order to meet the goals for AYP using multiple tools/instructional methods for all learning styles in Sisseton.

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

- ❖ Since the fall of 2009, the District Improvement Team has spent time meeting with Dr. Al Kusters (SST) and our ESA 1 representative, Kim Hill analyzing and finding the subgroups that were proficient or advanced on the Dakota STEP assessment. In addition, the team analyzes standards data (CRT) to locate and discuss areas of concern in both reading and math, district wide. The team also spends time discussing current trends and implications during the normal school day that has brought the district to Level 1 District Improvement. The teachers also collaborate in order to devise a plan to work together to promote the success of all students to target the areas of need in regards to academic concern for the district. The data analysis model used during this time was based on the work of Judy Sergeants' Data Retreat® model which is endorsed by the South Dakota Department of Education.

September 28, 2010: District Data Retreat

November 12, 2010: District Professional Development

December 13, 2010: Plan will be presented to Sisseton School Board Meeting

**Reading CRT Data:** Areas of strength and areas of need were analyzed using Emetrics standards-based assessment data. As a result, staff determined areas of concern in standards instruction to create grade level objectives to enhance reading instruction on grade K-12. While analyzing reading standards data, staff examined the Dakota Step blueprint for the reading indicators that make up over 50% of the reading assessment. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, staff placed more emphasis on these two indicators

**Math CRT Data:** Areas of strength and need were analyzed using Emetrics standards-based assessment data. As a result, staff determined areas of concern in standards instruction to create grade level objectives to enhance mathematics in grade K-12. While analyzing math standards data, staff examined the Dakota Step blueprint for the math strands that make up over 50% of the math assessment. Algebra and Number Sense Strands were determined to be the areas in which the most crucial math skills are embedded. Therefore, staff placed emphasis on these two strands.

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

### **Summarization of Needs Assessment-Reading**

**(Tier III) Westside Elementary-** While the ALL group and subgroups assessed did not make AYP, they are making gains in each subgroup. They are approximately 2% points away from the AMO in all areas of reading instruction based on Confidence Interval calculations. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, Westside staff placed more emphasis on these two indicators.

**(Tier III)Sisseton Middle School-** The Native American and White subgroup made AYP in reading. While the remaining subgroups did not make AYP, it is important to note that they are less than 2% points away from the AMO based on Confidence Interval calculations. Indicators 3 and 5 were determined to be the areas in which needed to be examined further.

**(District)New Effington Elementary-** Grades 3 and 4 are performing at a lower level of proficiency than grades 5 and 6. Reading Indicator 3 showed an area of concern in  $\frac{3}{4}$  grades assessed.

**(District)Sisseton High School-** Sisseton High School eleventh graders made AYP in each subgroup. As a result, 9-12 teachers will continue to implement programs and practices that enhance reading instruction for all students. Indicator 3 was determined to be the area in which needed to be examined further

### **Summarization of Needs Assessment-Math**

**(Tier III)Westside Elementary-** While the ALL group and subgroups assessed did not make AYP, they are **making gains in each subgroup**. They are approximately **2% points away from the AMO in all areas of math instruction** based on Confidence Interval calculations. Number Sense 1 and 3 were determined to be the areas in which the most crucial math skills are embedded and in need of further enhancement.

**(Tier III)Sisseton Middle School-** The **SPED and White subgroup made AYP in math**. While the remaining subgroups did not make AYP, it is important to note that they **are less than 2% points away from the AMO** based on Confidence Interval calculations. Algebra Indicator 4 was an area of concern for 6<sup>th</sup> grade. Algebra Indicator 2 and Statistics Indicators 2 were an area of concern for 7<sup>th</sup> grade. Number Sense Indicator 2 was identified as a concern for 8<sup>th</sup> grade.

**(District)New Effington Elementary-** Grades 3 and 4 are performing at a lower level of proficiency than grades 5 and 6. Number Sense was identified as an area of concern at all grade levels

**(District)Sisseton High School-** Sisseton High School eleventh graders **made AYP in each subgroup**. As a result, 9-12 teachers will continue to implement programs and practices that enhance reading instruction for all students. Number Sense Indicator 2 was identified as an area of concern.

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

#### Westside Elementary School

##### Strengths

- Balanced Literacy Training and support for staff and students at Westside
- SD Counts Teacher Leader/ESA Technical Support ongoing throughout the school year. Ongoing professional development/graduate level coursework for staff(professional development) implementation into the classroom
- Parent Advisory Committee working collaboratively with teachers and students in the classroom (volunteering). Meeting monthly for discussions and updates for Westside and implementation of school improvement efforts.
- Bi-weekly Professional Learning Communities meeting with administration present for accountability in order to implement framework and concepts from balanced literacy class and SD Counts class.

- Afterschool program includes tutoring of students working collaboratively with our Supplementary Education Service program
- Tutoring/SES for students in grades K-5 based on academic needs in reading and math.
- Individual needs of students are met through flex grouping in the classroom and using small guided instructional groups to meet the academic needs of all students

**Weaknesses**

- Percent proficient and advanced not met to reach the AMO
- Standards strengths and areas of concern
- Attendance – daily challenges with attendance not reaching the goal of 94%
- Continued Parent Involvement
- Programs and practices - collaboration/professional development congruent with needs of students
- Professional Development goals in place – short/long term – monitoring/accountability/support
- Assessments being used to guide instruction on a continual basis
- Curriculum and instruction – aligned with standards
- Specific standards of strength highlighted/excellent and weaknesses mastered

**Reading Criterion Referenced Data (CRT) Data**

While analyzing reading standards data, Westside staff examined the Dakota Step blueprint for the reading indicators that make up over 50% of the reading assessment. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, Westside staff placed more emphasis on these two indicators.

Grade	Reading Indicator of Weakness	Reading Indicator of Strength
3	R.2 @ 51%	R.4 @ 58%
4	R.2 @ 52%	R.1 @ 61%
5	R.3 @ 43%	R.4 @ 59%

**South Dakota Reading Standards Indicators**

Indicator 1: Students can recognize and analyze words.

Indicator 2: Students can comprehend and fluently read text. (use of electronic devices, technology resources for additional reading research, questioning and comprehension)

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses. (use of electronic devices will allow students to take notes, develop interpretations, and form responses from text structures)

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.  
 Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts. (use of electronic devices and current technology purchases such as promethean boards, laptops, computers will further the research of responding to diverse, multicultural and time period texts.

### MATH

While analyzing math standards data, Westside staff examined the Dakota Step blueprint for the math strands that make up over 50% of the math assessment. Algebra and Number Sense Strands were determined to be the areas in which the most crucial mathematics skills are embedded. Therefore, Westside staff placed more emphasis on these two strands.

Grade	2009-2010 Math Strand of Strength	2010-2011 Math Strand of Weakness
3	Number Sense Indicator 3 Objective Met	Number Sense Indicator 1
4	Number Sense Indicator 3 Objective Met	Number Sense Indicator 3
5	Number Sense Indicator 1 Did not meet	Statistics Indicator 1

#### Math Number Sense Indicators

**Indicator 1:** Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

**Indicator 3:** Develop conjectures, predictions, or estimations to solve problems and verify or justify the results. (use of electronic devices, current technology devices will provide additional research, application and practice for the above needed indicator practice.

#### Math Statistics Indicator

**Indicator 1:** Use statistical models to gather, analyze, and display data to draw conclusions. (electronic devices, and current technology devices will allow for students to display models, gather, analyze and display data to interpret and draw conclusions)

- f. Provide the rationale the district used to determine which schools to serve with SIG funds and which schools not to serve.

Westside Elementary School is placed on further levels for school improvement for reading and math which serves them for SIG funds.

- (2) (Tier I & II) 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. **N/A Tier III School**

- 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.*
- 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.*

**(3)** (Tier I) 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. N/A Tier III School*

**(4)** (Tier I, II & III) The LEA must describe actions it has taken, or will take.

- a. Design and implement interventions consistent with the final requirements.

### **Westside Elementary School Schoolwide Reading and Math Goals/Objectives/Interventions:**

The following strategies will be implemented, reinforced, and evaluated in order to meet grade level objectives and enhance the overall performance of students in grades 3-5 in math and reading instruction.

**Strategy #1** –We will have a balanced literacy coach and math coach at the K-5 level. The coaches will be instructing a reading team and math team of teachers that consist of 1 teacher from each grade level and SPED teachers from each level in order to train for SD Math Counts (CGI course) and Balanced Literacy. These teams will have a model classroom for language arts and math in each grade level. The team leaders from reading and math will present to their PLC’s two times a month on the Thursday after their Monday or Wednesday class to share the information they are learning from their professional development courses for reading and math. Teachers will be encouraged to observe and take part in the model classrooms. The reading and math coaches will be available for assistance, collaboration and observations in the reading and math classrooms throughout the building to provide support for this system change for reading and math.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers**

**Evaluation** – Achievement (Grades 3-5 math/reading Fall/Winter/Spring) Developmental Reading Assessment data (Fall/Winter/Spring) & Dakota STEP test scores Spring 2010-Spring 2011

**Strategy #2** – We will continue Professional Learning Communities (PLCs), hold grade level teacher meetings twice a month, and K-12 district meeting days. Discussions will be on the following from the PLC monitoring form:

- \_\_\_ SD Counts/CGI Math Professional Development
- \_\_\_ Balanced Literacy Professional Development
- \_\_\_ Content Standards/Curriculum Mapping
- \_\_\_ Data Analysis & Implications for Instruction
- \_\_\_ Small Group/Co-Teaching
- \_\_\_ School Improvement Goals

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

Agendas from Bi-Monthly PLC meetings (documentation of meeting minutes will be kept on file in the Title 1 Director's office)

**Strategy #3** – We will offer afterschool tutoring for K-5 students in the areas of reading and math by highly qualified teachers and qualified paraprofessionals.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Tutors/Administration/Teacher Leaders/General Education Teachers, Family Members**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May,

**Strategy #4** – We will have Small Groups (Inclusion) based on flexed grouping identified by South Dakota Standard needs: Kindergarten-5<sup>th</sup> Grade (Reading/Math) These flex small groups are to be part of or at a separate time in order to provide the 90 minute reading and math instruction throughout the school day in K-5.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**\*READING: If students are not ‘on grade level’ by winter DRA test scores, these students will be given additional reading instruction by the highly qualified teacher in order to increase the grade levels of reading school wide.**

**\*MATH: If students are not ‘on grade level’ by winter achievement test scores, these students will be given additional math instruction by the highly qualified teacher in order to increase the grade levels of math school wide.**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #5** - We will offer summer school for students who have not achieved all grade level standards and/or need extended academic services. Grades K-5

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Summer School Staff/Administration/Parents/Family Members**

**Evaluation** - DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #6** – We will offer Supplementary Educational Services (SES) to eligible students due to our level 4 status in math.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: SES Coordinator/Tutoring Facilitator/Title I Director**

**Evaluation** – SES assessments

**Strategy #7**- We have hired paraprofessionals for small group/1:1 instruction for student academic strengths and weaknesses at all levels.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**Evaluation**- DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

The following information is a narrative description of each of the strategies in place to enhance instruction for all students in math and reading.

- ❖ The school will continue working on small intervention groups in grades K-5 based on the areas of reading or math need in regard to the South Dakota state standards that are assessed in summative form and formative form from D-STEP and Achievement Series. The students (Grades 3-5) will be assessed (Performance Based Assessment) at the beginning (October), middle (December/January) and of the year (May) with an entire assessment (summative) in both reading and math. The students will be instructed in small-flex groups (inclusion) based on a standard of strength or weakness in reading or math. The students will spend 3-4 weeks of concentrated instruction within these small inclusion flex-groups for intervention. The students will then be assessed (formative) using achievement small tests or standardized check lists after the intervention in order to see strengths and weaknesses. It is at this time that the teacher and inclusion support team will meet to discuss the summative and formative assessments to re-build the flex groups within their classrooms based on different strengths and weaknesses from the formative assessments. The progression of small groups will continue on a 3-4 week basis using continual informal ongoing observations, discussions/assessments, interventions will then be discussed and made. The special education staff and paraprofessionals in a co-teaching model are involved in this process. This form of assessment/intervention/small groups is then also used as documentation if a referral is to be made on a student. The final outcome is to see progress in regard to the overall AYP of our school to reach the AMO for reading and math in regard to the Dakota STEP assessment. The students are then assessed at the end of the year (May) as a summative result.
  
- ❖ Based on the 2010-2011 DRA scores and achievement Math (Winter benchmark), the students that are below grade level will be required to work with the highly qualified teacher and/or the certified SPED staff working with the classroom during an additional intervention reading time besides the regular reading and math time in order to raise the below grade level to on or above by the spring benchmark.
  
- ❖ The school will continue the tutoring program that will highlight areas of need with regards to reading and math. This is an effort that not only builds the school's curriculum and learning that is taking place, it also builds the communication and parent involvement, as parents are the responsible party in picking up and being involved in their child's tutoring program at school. Frequent phone calls/emails/letters home from the school in regard to the progress of these children also play a huge role in the tutoring program and help build communication between the school and parents. The school is working to meet the individual child's need during the tutoring program – this enhances the differentiated teaching methods that are encouraged through a tutoring program. The students in the tutoring program will be working on word problems for math and our math goals as well as using specific reading and writing strategies that follow with our school improvement plan. Each student will have a specific tutoring plan in place to meet his/her academic strengths and weaknesses.

- ❖ Sisseton Public School has implemented their own Academy of Learning, Supplementary Education Service program for our students that are eligible. Tutors have been hired to work directly with these students in order to provide an individualized tutoring program that will target the areas of strength/weakness in reading and math in order to support our school improvement goals.
- ❖ The school is continuing professional development in areas of math and reading that are specifically tailored to the above standards. The school's Title I director works closely with professionals that are trained in specific reading and math areas that will bring the highest form of instruction to the teachers. In return we are looking for the highest instruction to be given to our students. A Reading Recovery Teacher Leader has been hired to train a group of highly qualified K-5 teachers from the school in order to further our reading strategies and their uses in the classrooms and small inclusion groups.
- ❖ The school continually works on bridging the gap between the parents and the school. In order to do this, we are incorporating parent classes, professional development with regard to parent communication for teachers as well as working with Connie Herman and the SD PIRC to continue our efforts with the Solid Foundations program to enhance our current parent involvement policies. We are working together with our parent involvement/Solid Foundations/PAC team to further our plan that was formulated from our Solid Foundations walk through to continue to provide a school climate and culture that is conducive for parents and family support. We are continually working to provide an educational center that promotes parent involvement.
- ❖ The school works closely with Title VII to promote the relationships and learning of our Native American students. The Title VII staff works each day to encourage attendance as well as to foster relationships in which learning can take place. The Title VII staff works in the school to help bridge the learning gaps for our Native American children. The Title VII staff is also working each day in the classrooms tutoring our students.
- ❖ The school has a contract with a Supplementary Educational Service to provide tutoring services for the economically disadvantaged students through the use of tutoring in their homes. This is a tutoring service that provides summative results and works one-on-one with students to build their academics through the use of laptops in the home.
- ❖ The school will offer summer school to students that have not mastered or need extended services to reach the South Dakota standards at grade level for grades K-5.

b. Recruit, screen and select external providers, if applicable, to ensure their quality. N/A

c. Align other resources with the interventions.

Continual collaborative efforts with Math Counts (K-6), Reading Up(3-8), Balanced Literacy(K-8) and Title I Intervention(K-8) will support the use of SIG funds with the current funding sources and interventions in place along with the interventions to take place. The funds and programs working together have an overall goal and mission to help our students reach our overall annual reading and math goals. The continued partnerships with ESA-1,SST, Math Counts and assistance from SD DOE will continue throughout the upcoming three year project in order to help support our school help our students to be successful. The SIG funds will work collaboratively with our current hardware and software purchases in order to use all that has been purchased to fully integrate technology and curriculum into the classroom. By doing so, we plan to meet multiple diverse learning styles as well as to prepare our students to be the 21<sup>st</sup> century learner. The integrationist will work closely with our current technology plan and programs as well as with our classroom teachers during professional learning communities to be able to collaborate and build lessons that are standard based infusing technology into the classroom using all resources available that Westside has to offer.

- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

With the purchase and use of the funds from SIG, practices and policies will be written and put into place with the assistance of all stakeholders. The assistance of building leadership teams, parents, community members and board members will take place in writing the proper procedures and policies for the technology that will be put into place for the SIG funding. The district will work together with the building parent advisory committees to inform and implement the interventions that are put into practice with the presentation of the SIG funds. The technology integrationist, classroom teachers, and current technology plan and procedure will be in place for the use of the SIG grant funding program. Professional Development will be offered for the use and practice of the hardware that will be purchased. The integrationist will work closely with the teachers in order to provide the best training and procedure possible for full learning implementation.

- e. Sustain the reforms after the funding period ends.

The Sisseton School District will work with the SIG grant during the three year period using 1003a, Title I and district funds in collaborative effort. Throughout the 3 years of SIG funding, a transition will be in place in order to sustain the programs and practices once SIG funding is over. This will provide and sustain research based programs and practices for our students after SIG funding is over in order for our students to continue with our schoolwide school improvement efforts to make AYP.

- (5)** (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and 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 first year pre-implementation and the remaining three year implementation time period. The timeline should be from the district perspective.* **N/A Tier III School**

- (6) (Tier I & II) 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 districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.* N/A

**Tier III School**

- (7) (Tier III) 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.

**(Tier III Westside Elementary School)** A portable electronic device will be available to each student with a 3 year progression to be used for our schoolwide strategies of in school, afterschool and summer school use. The electronic devices offer instructional practices of differentiated practices for all levels of learning in order to meet the annual reading and math goals of our students to make AYP in reading and math. Year one implementing 5<sup>th</sup> grade and staff, year two implementing 4th grade, and year three implementing all elementary students. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies and inquiry based mathematical instruction. Students will be able to annotate and respond to texts in an efficient way along with increasing motivation and engagement. By increasing the availability of reading and language arts across the content areas, students will utilize online curriculum resources, ebooks, and have immediate access to research sources while analyzing nonfiction, historical fiction, and historical documents. The electronic devices would not only be for literacy, small guided reading instruction but also be used to develop fluency in number sense and multiple strategies for solving problems as well as building conceptual understanding of mathematics. The electronic devices extend the learning in preparation for the 21<sup>st</sup> century technology level of understanding that opens a level of learning for diverse learners that are often not met in the traditional classroom setting. The devices will also be made available for formative assessment tools in the area of reading for running records and for math using the Richardson formative math assessment software. This would be the first step toward a wireless and paperless classroom according to our technology schoolwide plan along with our school improvement annual reading and math goals and schoolwide strategies.

\*The electronic devices for the three year projected plan and further will support the following strategies from our schoolwide/improvement plan with the use of evaluation and assessment for students and staff.\*

\*A technical assistant/curriculum integrationist will be in place for the 3 year project to support the integration of the SIG program funds into the current programs.

**Strategy #3** –We will offer afterschool tutoring for K-5 students in the areas of reading and math by highly qualified teachers and qualified paraprofessionals.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Tutors/Administration/Teacher Leaders/General Education Teachers, Family Members**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May,

**Strategy #4** – We will have Small Groups (Inclusion) based on flexed grouping identified by South Dakota Standard needs: Kindergarten-5<sup>th</sup> Grade (Reading/Math) These flex small groups are to be part of or at a separate time in order to provide the 90 minute reading and math instruction throughout the school day in K-5.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**\*READING: If students are not ‘on grade level’ by winter DRA test scores, these students will be given additional reading instruction by the highly qualified teacher in order to increase the grade levels of reading school wide.**

**\*MATH: If students are not ‘on grade level’ by winter achievement test scores, these students will be given additional math instruction by the highly qualified teacher in order to increase the grade levels of math school wide.**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #5** - We will offer summer school for students who have not achieved all grade level standards and/or need extended academic services. Grades K-5

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Summer School Staff/Administration/Parents/Family Members**

**Evaluation** - DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**(8)** (Tier III) 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.

**Goal #1 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.**

***Objective 1*** - To improve reading comprehension so that elementary students show a gain on the Dakota STEP in the spring of 2014

**Goal # 2 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.**

**Objective 1** - To improve math problem solving skills so that elementary students in grades 3-5 at West Side show a gain on the Dakota STEP test in the spring of 2014

**Westside Elementary School: K-2 Students:**

Objective: To improve math problem solving skills and reading comprehension in order to show a measureable gain by using Kindergarten formative/summative assessments (progress monitoring). Grades 1-2 on DACs Performance Based Assessment.

- (9)** (Tier I & II) 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.* **N/A Tier III School**

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

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

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

**School Budget categories for consideration in required budget narrative.  
Aggregate school level budgets into a district level budget.**

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

**Grant Periods:**

Project Year 1: July 1, 2011 – June 30, 2012  
 Project Year 2: July 1, 2012 – June 30, 2013  
 Project Year 3: July 1, 2013 – June 30, 2014

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

- ❖ 1 Technology/Integration/Assistant for electronic Devices: \$31,000 @ 1 FTE = \$31,000 (year 1-3)
  - Throughout the one-three year grant period, the integrationist will develop along with the classroom teacher appropriate technology lessons correlated with SD state standards utilizing all hardware, software and internet access at Westside Elementary School in order to continue to raise student achievement to meet AYP each year.
  - The integrationist will attend grade level Professional Learning Community meetings 1x/week for curriculum planning and integration.
  - The integrationist along with classroom teachers will schedule class modeling, instruction and integration in each classroom at least 1x/week.
  - The integrationist will assist the current technology/computer related services as needed.

<b>Totals:</b>	<b>Year 1</b>	<b>\$31,000</b>
	<b>Year 2</b>	<b>\$31,000</b>
	<b>Year 3</b>	<b>\$31,000</b>

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

- ❖ 1 Technology/Integration/Assistant for electronic Devices: \$31,000 x 14.3% = \$4,433
- ❖ 1 Technology/Integration/Assistant for electronic Devices: \$4,800 @ 1 FTE = \$4,800

<b>Totals:</b>	<b>Year 1</b>	<b>\$9,233</b>
	<b>Year 2</b>	<b>\$9,233</b>
	<b>Year 3</b>	<b>\$9,233</b>

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

N/A

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

- ❖ 160 electronic devices @ \$717 = \$112,911 year 1
- ❖ 160 electronic devices @ \$717 = \$112,911 year 2

- ❖ 160 electronic devices @ \$717 = \$112,911 year 3
- ❖ A portable electronic device will be available to each student with a 3 year progression to be used for our schoolwide strategies of in school, afterschool and summer school use. The electronic devices offer instructional practices of differentiated practices for all levels of learning in order to meet the annual reading and math goals of our students to make AYP in reading and math. Year one implementing 5<sup>th</sup> grade and staff, year two implementing 4th grade, and year three implementing all elementary students. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies and inquiry based mathematical instruction. Students will be able to annotate and respond to texts in an efficient way along with increasing motivation and engagement. By increasing the availability of reading and language arts across the content areas, students will utilize online curriculum resources, ebooks, and have immediate access to research sources while analyzing nonfiction, historical fiction, and historical documents. The electronic devices would not only be for literacy, small guided reading instruction but also be used to develop fluency in number sense and multiple strategies for solving problems as well as building conceptual understanding of mathematics. The electronic devices extend the learning in preparation for the 21<sup>st</sup> century technology level of understanding that opens a level of learning for diverse learners that are often not met in the traditional classroom setting. The devices will also be made available for formative assessment tools in the area of reading for running records and for math using the Richardson formative math assessment software. This would be the first step toward a wireless and paperless classroom according to our technology schoolwide plan along with our school improvement annual reading and math goals and schoolwide strategies.

<b>Totals:</b>	<b>Year 1</b>	<b>\$112,911</b>
	<b>Year 2</b>	<b>\$112,911</b>
	<b>Year 3</b>	<b>\$112,911</b>

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

- ❖ 8 carts @ \$350 = \$ 2,800 year 1-3
- ❖ 4 hubs @ \$ 40 = \$ 160 year 1 -3
- ❖ 160 Power Cables @ \$4.40 = \$ 462 year 1-3
- ❖ 160 Apps Software @ \$ 75 = \$12,000 year 1 -3

<b>Totals:</b>	<b>Year 1</b>	<b>\$15,422</b>
	<b>Year 2</b>	<b>\$15,422</b>
	<b>Year 3</b>	<b>\$15,422</b>

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

- ❖ Contracted/Technical Services \$14,000 year 1-3  
Funds for personnel/team implementation and continuation of the electronic devices and integration of curriculum into the classroom

<b>Totals:</b>	<b>Year 1</b>	<b>\$14,000</b>
	<b>Year 2</b>	<b>\$14,000</b>

**Year 3                    \$14,000**

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

- ❖ Professional Development/Training/Stipends for Staff/In-Service                    \$6,000 years 1-3
- ❖ Professional Development will be offered for the use and practice of the hardware that will be purchased. The integrationist will work closely with the teachers in order to provide the best training and procedure possible for full learning implementation.

<b>Totals:</b>	<b>Year 1</b>	<b>\$6,000</b>
	<b>Year 2</b>	<b>\$6,000</b>
	<b>Year 3</b>	<b>\$6,000</b>

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

- ❖ 1.95% Rate

<b>Year 1</b>	<b>\$1,475</b>
<b>Year 2</b>	<b>\$1,475</b>
<b>Year 3</b>	<b>\$1,475</b>

## Sisseton School District

### Budget Information Title I School Improvement 1003(g)

#### Budget Summary

Schools	Project Year 1 7/01/11 - 6/30/12 (a)		**Project Year 2 7/01/12 - 6/30/13 (b)	**Project Year 3 7/1/13 - 6/30/14 (c)	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>Name of School &amp; Tier</b> Westside Elementary School Tier III	0	\$190,041	\$190,041	\$190,041	\$570,124
<b>Name of School &amp; Tier</b>					
<b>Name of School &amp; Tier</b>					
<b>Name of School &amp; Tier</b>					
<b>District - Level Activities</b>					
<b>Total Costs</b>	0	\$190,041	\$190,041	\$190,041	\$570,124

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

\*\* Contingent upon renewed federal funding

**D. 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.

**E. 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 SD DOE has requested and received the waivers below.

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.

- Waive section 1116(b)(12) of the ESEA “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

**F. WAIVERS: The SEA has not requested waivers of requirements applicable to the LEA’s School Improvement Grant. The LEA may apply for the following waiver.**

The SD DOE has not requested the waiver below.

The LEA must check each waiver that the LEA will apply. If the LEA does not intend to apply for the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver. The waiver must be published for public comment prior to submission.

- 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.

