



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

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: Smee School District	Applicant's Mailing Address: 12250 SD Hwy 1806 Wakpala, SD 57658	
LEA Contact for the School Improvement Grant Name: Chris Fried . Position and Office: Federal Programs Director Contact's Mailing Address: 12250 SD Hwy 1806 Wakpala, SD 57658	Telephone: 605-845-3040 Fax: 605-845-7244 Email address: chris.fried@k12.sd.us	
LEA Superintendent (Printed Name): Keith McVay	Telephone: 605-845-3040	
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): __Chris Fried_____

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
Wakpala Elementary				X				
Wakpala High 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 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).*
 Members involved in the needs assessment include Keith McVay Superintendent, Shirley Boyd Elementary Principal, Brian Thompson High School Principal, Melvin Hill after school program coordinator, Amanda Hermes Business Manager, Candace Sherwood Special Education Director and Community Member and Parent, Jodi Madison Nurse and Health Educator, Chris Fried Federal Programs Director and Parent, Suzanne Albers High School Teacher, Lori Mullen Elementary Teacher, and Pat Stone NAHPLC Coach. The Johnson O’Mally Committee and Wakpala Parent Advisory Group were also involved in discussion of the needs assessment. The JOM and WPAG did not

help conduct the needs assessment but were made aware of the results and did have input into the outcomes of the assessment. Members include Jeff Cadotte parent, Judy Cadotte parent, Rebecca Left Hand parent, Deshannon Raba parent, Toni Eagleman parent.

- b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.* The committee went back and looked at the students mid-year testing results that were completed in January 2010. The DACS and STAR scores for grades k-12 in math and reading were the test scores used. The committee also looked at the 2009 DSTEP scores in math and reading for students in grades 3-8 and 11. A student risk survey for students in grades 7-12 was also completed in February 2010. The risk survey asked students about behaviors relating to alcohol, drugs, harassment, sexual activity and lifestyle choices.

The committee looked at the highly qualified status of teachers and the subjects or grades they are teaching in. The committee also looked at a software matrix that explains what software was available to use and what software the teachers were using in their classrooms and how proficient they were in using those programs. This helped us to understand what software the teachers were using to supplement their instruction in the classroom. The committee also looked at the programs and strategies that were available to the teachers and how often each of those were being used by the staff and whether they were effective or not on student achievement.

Community and parent input was taken during parent teacher conferences in March and during JOM/WPAG meetings in February and March. The committee revisited the Native American High Performance Learning Communities (NAHPLC) whole school assessment that was completed in April of 2009. The committee also reviewed the schools Strategic Plan in February and March. The strategic plan is a continuous school improvement plan the school uses as part of the NAHPLC program. It is reviewed and updated at a minimum of once per month with administration and teaching staff.

- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.* The needs assessment was conducted in several different parts and at several different times. Student data and academic programs were reviewed on February 10th during the Building Leadership Team (BLT) meeting. Testing data was put together by Rebecca Lefebre and Jeanne Janson. Pat Stone led the BLT in a review of programs the district is using and if they are improving student achievement. The student risk survey was

completed on February 12th by the school nurse and reviewed the following week by the BLT. The technology coordinator completed the software matrix the first week of March and was reviewed by the BLT the 10th of March. Discussion about student needs between teachers/administrators and community members and parents was held during parent/teacher conferences on March 18th.

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

- d. 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.*

Wakpala Elementary School: The review of the needs assessment showed that reading/language arts and vocabulary were areas of concerns. Students were making good progress in math but some students were still not at grade level. Students with disabilities were having a hard time making progress in math and reading. Students technology skills were mostly basic or below basic with only a few proficient. Lakota language is an important part of the curriculum for community members and parents of elementary students. Attendance was noted as steadily increasing and nearing 94%. The NAHPLC school improvement model is working to bring the school out of improvement. NAHPLC brings the school staff together to work on areas within the school that are determined to be in need of improvement. Work must continue and the school must move to a higher level of technology and focus in order for the school to continue to move towards the achievement goals.

Wakpala High School: Results showed that math is a concern at the high school as students are making minimal gains but not catching up to grade level. Reading is showing improvement but vocabulary is a weak area. Students 21st century technology skills are below grade level. Results also showed that learning options for classes for students in grades 7-12 are important to them. The graduation rate was noted as increasing over the past three years. NAHPLC is also working in the high school like it is in the elementary for the Wakpala School. The High School must also move to a higher

level of technology use and focus in order for the school to continue to move towards the achievement of its goals.

- e. 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.*

Wakpala Elementary School: Strengths of the elementary school are the use of the CGI math program. This program has helped increase the number of students who score proficient in the DSTEP test in math, although we still have students who are not at grade level. Attendance of the elementary students has been increasing and we are one of the highest in the state compared to other Native American schools. Parent involvement in activities and conferences has improved and turnout at events has been tremendous. Teaching the Lakota language is a strength as students in elementary scored highest on the Standing Rock Reservation when the pre-test was taken and the middle school students were awarded with the highest Lakota language scores in the state at the Lakota language summit.

Weaknesses of the elementary school are student achievement in reading, specifically vocabulary. Looking at the local assessments results for DACS the lowest scoring category for each grade is vocabulary. Another weakness of the elementary school is the 21st century technology skills of the students are basic and below basic according to the results of our technology literacy test. These skills are needed as students live in a 21st century world.

Wakpala High School: Strengths of the high school are the steady increase of the graduation rate from 36% to 64% in three years. The e-learning center where students can take alternative classes and credit recovery classes has been successful on a small scale because the number of seats available to students is limited. Reading/Language Arts made AYP in the high school but is not quite considered a strength yet but it is not a major weakness either.

Weaknesses of the high school are math and the lack of student growth and progress. Students with disabilities continue to struggle on the state assessment and are another area of weakness. The options students have in high school when deciding which classes to enroll in are limited. This year the northwest area mobile unit was piloted as an option for students when enrolling in classes. This has served over half the students and could help move this weakness into a strength if it is able to continue. Another weakness related to students options for enrolling in classes was the e-learning center because of the limited number of students it can take. Access to computers limits the number of students who can use the program for credit recovery and other classes. This limiting of the number of students being able to use the e-learning center is the part that causes it to be a weaknesses.

- f. 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.*

The Smee School District serves only one elementary school and one high school and both are tier III schools. Many of the programs and strategies used within the Smee District are used at the elementary and high school. Since the Smee District only serves two schools our rationale is to serve both schools.

- (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.*

The Smee School District has two schools, Wakpala elementary and Wakpala high school, in tier III. There are now schools identified in tier I or II. Even though the district is not required to choose one of the four intervention models like tier I and II schools, it has been following an improvement model that is very similar to the transformational model. Native American High Performance Learning Communities (NAHPLC) is a form of the transformational model that the district has been following for three years. NAHPLC is a locally implemented school improvement process licensed by Konkapot, Inc., which services schools predominately serving Native American youth. It focuses on research-based improvement practices relating only to Native youth and their communities. The Smee School District believes that for change to occur, the educational environment must address the specific needs of the Native American students that the District serves. NAHPLC is based on and assessed in the following Ten Dimensions: 1. Community based participatory decision making and vision 2. Spirituality 3. Tribal, community, and family support and involvement 4. Maximum use of technology 5. Literacy and English language development 6. Reaching and maintaining heritage language and indigenous culture 7. High expectations as articulated in goals and standards 8. Aligned assessment 9. Professional staff connected to the community culture 10. School culture congruent with home culture.

The district has a great deal of capacity to support and execute this model. The school board, community and staff have supported and embraced the NAHPLC model. The district has been working with NAHPLC for several years and have funded this improvement model through Title IV funds. Our student enrollment has decreased this past year and our funding from Title IV is not enough to pay for our NAHPLC program. With no increase in state aid and no increase from impact aid (one of our major funding

sources) we have had to turn to grants in order to hopefully continue our NAHPLC program as well as other programs in the school. The district currently contracts with Pat Stone and Knokopot Inc. who visit the school monthly and coach the administration and staff and evaluate the district during a whole school assessment on the NAHPLC program. The district has adequate staff to support the NAHPLC program with the exception of the technology curriculum. The NAHPLC model is supported by the school board, parents, community, staff, and even students. The Smee District has a partnership with two other school districts on the Standing Rock Reservation that also contract with the NAHPLC. The partnership with these schools is a common link with NAHPLC and we coordinate some professional development together. The school also has a strong partnership with Sitting Bull College, also located on the Reservation. Seniors from Wakpala High School have taken dual enrollment classes from the college and have received college credit while still in high school.

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

- 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 administration team from the Smee school district which consists of Keith McVay Superintendent, Shirley Boyd Elementary Principal, Brian Thompson High School Principal, Chris Fried Federal Programs Director, Amanda Hermes Business Manager, Jodi Madison Nurse, Candace Sherwood SPED Director, and Melvin Hill 21st century learning center director, will provide oversight on the SIG. The administration team meets once per week and the SIG will be an agenda item each week. Chris Fried will be responsible for updating information on the SIG and tracking the data in regards to the increase of number of proficient students in reading and math on the DSTEP and growth on local assessments DACS reading and math and STAR reading and math.

- (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 Smee School District does not have any tier I schools and will serve both tier III schools in its district.

- (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 Smee School District is not required to choose one of the four intervention models as it only serves tier III schools.

- 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?*

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

The Smee School District was in restructuring mode through the school improvement process and had hired a new superintendent, high school principal, and elementary principal starting with the 06-07 school year. The decision was made by the administration and school board to write the grant to be a pilot school for the NAHPLC transformational model. The school was chosen to be a pilot school and the tribe paid for the first two years of the program. Pat Stone and the NAHPLC team came to the school mid school year in 2006-2007 and completed a Whole School Assessment to see where the school stood on the 10 dimensions that the program is based on.

After the assessment was completed a strategic plan was created in May 07 where three dimensions were chosen to work on for the 2007-2008 school year. This process is repeated each year and Pat Stone visits the school each month to serve as a coach for staff and students in using the NAHPLC model. The NAHPLC program is researched based and data driven. The Building Leadership Team and School Board are involved in the selection procedures for external providers. In order for an external provider to be chosen by the Smee School District, it must be a researched based provider. The Smee School District also requires that follow up is done with the school in the form of coaching to ensure the program is being followed and to help with questions that staff may have.

- d. 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+, Rtl, Reading First, etc. Address resources in terms of funding, staffing, partnerships, and support.*

Smee School District utilizes Title I, Impact Aid, State aid, Title VII, ARRA, SDI + and PBIS discipline to help assist with previous and current interventions the school is using. Currently state aid from South Dakota and Impact Aid from the US Department of Education are not increasing. Our student enrollment has been slowly dropping in the past three years so our Title programs are not receiving less funding. The cost of continuing our current interventions and implementing new ones to address the weaknesses in the needs assessment is more than we are able to support as a district. This is why we are looking at the School Improvement Grant 1003(g) to help us continue the improvement we have seen with our programs already in place and to implement the new programs we think will help address the weaknesses we identified in our needs assessment. We will still use the resources listed above to help assist with the interventions under the SIG. The District also uses these assessments to help determine student strengths and weaknesses: SRA reading, DACS math and reading and science, STAR math and reading. The district has adequate staff members to implement the strategies and interventions, with the exception of a full time technology teacher at the elementary school. The k-6 technology teacher will work with students on 21st century skills needed in their classrooms for writing (online state writing test) curriculum, reading curriculum, and math curriculum.

The School District has support in the interventions from the school board, community, school staff, and tribe. As discussed in the previous questions the Standing Rock Tribe approved NAHPLC for schools on the reservation to use as a school improvement model.

- e. 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.*

Current policies and practices are in line to fully implement the interventions and activities it has proposed in the school section. The NAHPLC transformational model has been in place at the district for four years and all staff are familiar with the routines and procedures.

- f. 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.*

The district will search for other grants to help sustain the efforts after the SIG funds are depleted. The district also feels that many of the efforts will become familiar and routine to the school and community and that these reform efforts will become the norm for the district. In three years education funding from the State of South Dakota and funding from Impact Aid will be reinstated to its pre recession numbers and the reform efforts that need to continue to be funded will be able to.

- (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.

The Smee School District only has schools in Tier III

- (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).* The Smee School District only serves tier III schools.

- (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.*

1. Native American High Performance Learning Communities (NAHPLC): This is a continuous school improvement model based on the 10 dimensions: Community-Based Participatory Decision-Making and Vision, Spirituality, Tribal, Community, and Family Support and Involvement, Maximum Use of Technology, Literacy and English Language Development, Reaching and Maintaining Heritage Language and Indigenous Culture, High Expectations as Articulated in Goals and Standards, Aligned Assessment, Professional Staff Connected to the Community Culture, and School Culture Congruent with Home Culture of school improvement for Native American schools. It is a scientifically based researched program that is very similar to the transformative model of improvement. The only part of the transformational model the school has not worked on in the past four years is the increased learning time. Even without this we have shown growth in the School District as evidence of the district no longer is school improvement. This is for Wakpala Elementary and High School.

2. Cogitatively Guided Instruction (CGI) for math: This is a problem solving math strategy that allows students to find multiple ways to the solution of a problem. It allows students to use creative thinking and problem solving strategies. This program was started three years ago as a strategy to improve math scores on the DSTEP test. This program has proven effective for our students up to grade 5. Students testing proficient or advanced on the DSTEP test have improved by 43% since the CGI program started. Our teachers in grades 6-12 have not embraced the program like the lower elementary have. We want to continue the CGI program and expand it in grades 6-12. This is for Wakpala Elementary and High School.

3. North West Area School (NWAS) Mobile Trailers: These trailers move from school to school and offer classes in hands on fields of work. Trailers include Hospitality and Tourism, Basic Mechanics, CAD/CAM, Health Occupations, Building Trades, Metal Fabrication, Electricity, and Graphic Design. The 2009-2010 school year was a pilot year for the NWAS mobile classrooms. All the trailers take math and reading and relate the subjects to real life situations. The reading in the classes is very technical in nature and math is required in all

classes to figure measurements, formulas, calibrations, and such. This is for Wakpala High School

4. 21st century technology: This activity will be a combination of an improvement in the 21st century technology skills of students and availability of resources for staff and students to teach and use the skills and use interventions and strategies related to math and reading. A prek-6 technology teacher will teach 21st century technology classes. The technology teacher will use the computer lab that was set up for the elementary classes to use. This leaves the elementary classes without access to a computer lab for supplemental instruction. The high school math class will be utilizing the APEX program, which is an online math program, for a math intervention. APEX has been successful for the past two years in helping students make gains in math and even take advanced math classes. There are six periods a day when math classes are offered and 15 laptops from the current high school lab will need to be used in the math classroom. This will leave only five computers available to the high school lab. Two wireless mobile labs of 20 laptops each will help alleviate the unavailability of the computers in the school because of the elementary technology class and high school math class. Upgrades to a school wide wireless system and switches must be made in order for the laptops to be used throughout the district and will be needed to keep up with the increased use of technology. This will be a new program for the district. This is for Wakpala High School and Wakpala Elementary. Technology teacher is for Elementary only.

5. Implementing Response To Intervention (RTI): Special Education staff will attend a national conference on differentiated instruction and RTI to enable them to become trainers for the district. RTI is a new program that the school is looking at. Differentiated instruction is also a program that staff need training on to help students with disabilities. This is for Wakpala Elementary and High School.

6. Summer Reading Program: Wakpala students do not have access to a library during the summer because the town does not have a public library. Staffing will be arranged to open the library twice a week for students to check out books to read during the summer. This is a new program for the district. This is for Wakpala Elementary and High School

7. Vocabulary Building Program: A program to increase students vocabulary is being researched. During local assessments of students, (DACs) vocabulary is a weakness for a majority of students. A program to help address the lack of vocabulary is needed to help close the gap in proficiency in reading. This is a new program for the district. This is for Wakpala Elementary

8. Lakota Language: Continued development of the Lakota Language curriculum will occur during the summer months with other language teachers from the Standing Rock Reservation. Studies have shown that students who have a high self esteem perform better in school than those that don't. Students who speak two languages have a high self esteem and the Lakota language is an important part of the students culture as well. We feel that the Lakota language plays an important part of helping improve our reading scores because of the self

esteem they feel from speaking the language so well. This program has been in place for three years. This is for Wakpala Elementary

- (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).*

The Smee School District will increase the proficient students in math from 42% to 52% and in reading from 33% to 43% at the Wakpala Elementary and Wakpala High School in math from 5% to 15% and in reading from 30% to 40% as determined by the DSTEP test.

- (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.*

The Smee School District serves only tier III schools.

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.

District Budget categories for consideration in required budget narrative.

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

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

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

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

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

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

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

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

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

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

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

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

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

Example: Professional development conference – New York
Airfare - \$550
Registration - \$250
Meals – 3 days @ \$36 per day = \$108
Lodging – 2 days @ \$175 = \$350
Miscellaneous – Cab - \$50

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

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

Grant Periods:

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

Personnel:

ELEMENTARY

Year 1: PreK-6th Technology Teacher @ 1 FTE Salary = **\$37,000**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 1 total = **\$47,000**

Year 2: PreK-6th Technology Teacher @ 1 FTE Salary = **\$38,480**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 2 total= **\$48,480**

Year 3: Prek-6th Technology Teacher @ 1 FTE Salary = **\$40,019.20**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 3 total = **\$50,019.20**

Salary was based on 2009-2010 negotiated agreement. Increase in salary will be adjusted up or down based on future negotiations between District staff and school board.

HIGH SCHOOL

No personnel will be hired at the high school

Employee Benefits:

ELEMENTARY

Year 1: \$37,000 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment) = **\$10,730**
Year 2: \$38,480 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment) = **\$11,159.20**
Year 2: \$40,019.20 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment)= **\$11,605.56**

HIGH SCHOOL

There are no employee benefits at the high school

Travel:

There are no travel expenses expected under this budget item for the elementary school or high school.

Equipment:

ELEMENTARY

Year 1: School wide Wireless system (Microsoft Windows Server CAL 2008 OLP Licenses, \$807.84; Microsoft Windows Server R2 Standard, \$55; Microsoft Windows Server R2 Enterprise, \$172.50; Ruckus Wireless Education Bundle \$4,997.50) = **\$6,032.84** Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) = **\$24,562** Switches to allow upgrade to school wide wireless system. (5 HP pro-curve switch 2610-48 power @ \$1,781 each, \$8,905; 1 HP pro-curve switch 6600 24G @ \$1,550.50) = **\$10,455.50** Total for Year 1 = **\$41,050.34** This equipment is to be used for the teaching of 21st century technology skills with the elementary technology teacher.

Year 2: Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, 1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total for Year 2 = **\$24,562** This equipment is to be divided among the classrooms for easy access to utilize new technology skills that have been developed during year 1 of the grant and are continued through year 2 and 3.

Year 3: No equipments will be needed for year 3

HIGH SCHOOL

Year 1: School wide Wireless system (Microsoft Windows Server CAL 2008 OLP Licenses, \$807.84; Microsoft Windows Server R2 Standard, \$55; Microsoft Windows Server R2 Enterprise, \$172.50; Ruckus Wireless Education Bundle \$4,997.50) = **\$6,032.84** Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) = **\$24,562** Switches to allow upgrade to school wide wireless system. (5 HP pro-curve switch 2610-48 power @ \$1,781 each, \$8,905; 1 HP pro-curve switch 6600 24G @ \$1,550.50) = **\$10,455.50** 2 promethean boards to allow all classrooms in the high school to have access to them at all times. (2 promethean boards including installation @ \$4,000 each) = **\$8,000** Total for Year 1 = **\$49,050.34** This equipment is for the teaching of 21st century technology skills at the elementary and the expansion of the e-learning center and class options at the high school.

Year 2: Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total for Year 2 = **\$24,562** This equipment is to be divided among the classrooms for easy access to utilize new technology skills that have been developed and to continue expansion of the e-learning center that occurred during year 1 of the grant and are continued through year 2 and 3.

Year 3: No equipments will be needed for year 3

Supplies:

There are no supply expenses budget for this grant. The district will purchase any supplies that may be needed

Contractual:

ELEMENTARY

Year 1: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cognitively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

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

Year 2: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cognitively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training

during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

Year 3: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cogitatively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

HIGH SCHOOL

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

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

Year 2: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** North West Area Schools(NWAS) mobile trailers: The Wakpala High School will

contract with NWAS to provide mobile classrooms for high school students. = **\$75,000**
Cogitatively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Total for Year 1 = **\$104,000**

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

Professional Development:

ELEMENTARY

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

Registration for 3 attendees @ \$509 = \$1,527
Flight and hotel rooms for 3 people @ \$600 as found on Travelocity = \$1,800
Meal allowance \$40 per day for 5 days for 3 people = \$600
Car Rental as found on Travelocity = \$500
Gas allowance for car rental = \$100
Total = **\$4,527**

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

Registration and supplies for one attendee @\$2,000 = **\$2,000**
Attendees will drive a school vehicle to the institute and return home each night.
Year 1 total **\$6,527**

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

Year 2:

Registration for 3 attendees @ \$509 = \$1,527
Flight and hotel rooms for 3 people @ \$600 as found on Travelocity = \$1,800

Meal allowance \$40 per day for 5 days for 3 people = \$600

Car Rental as found on Travelocity = \$500

Gas allowance for car rental = \$100

Total = **\$4,527**

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

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

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

Year 1 total **\$6,527**

Year 3: Registration for 3 attendees @ \$509 = \$1,527

Flight and hotel rooms for 3 people @ \$600 as found on Travelocity = \$1,800

Meal allowance \$40 per day for 5 days for 3 people = \$600

Car Rental as found on Travelocity = \$500

Gas allowance for car rental = \$100

Total = **\$4,527**

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

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

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

Year 1 total **\$6,527**

HIGH SCHOOL

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

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

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

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

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

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

Total = **\$2,618**

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

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

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

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

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

Year 2:

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

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

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

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

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

Total = **\$2,618**

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

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

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

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

Year 3:

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

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

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

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

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

Total = **\$2,618**

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

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

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

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

Indirect Costs
ELEMENTARY



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

Year 1: $\$149,807.34 \times 2.78\% = \$4,164.64$

Year 2: $\$135,228.20 \times 2.78\% = \$3,759.34$

Year 3: $\$112,651.76 \times 2.78\% = \$3,131.72$

HIGH SCHOOL

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

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

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

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

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

Name of School: Smee 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	\$47,000	\$48,480	\$50,019.2	\$145,499.20
2. Employee Benefits	\$10,730	\$11,159.20	\$11,605.56	\$33,494.76
3. Travel	\$0	\$0	\$0	\$0
4. Equipment	\$90,100.68	\$49,124	\$0	\$139,224.68
5. Supplies	\$0	\$0	\$0	\$0
6. Contractual	\$148,500	\$148,500	\$148,500	\$445,500
7. Professional Development	\$9,326	\$9,236	\$9,236	\$27,978
8. Total Direct Costs (line 1-7)	\$305,656.68	\$266,499.20	\$219,360.76	\$791,516.61
9. Indirect Costs*	\$8,497.26	\$7,408.68	\$6,098.23	\$22,004.17
10. Total Costs (lines 8-9)	\$314,153.94	\$273,907.88	\$225,458.99	\$813,520.81

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

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 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.