

**Contact Information Page**

**McKinney-Vento Homeless (REQUIRED CONTACT)**

|                     |                          |                |                                 |
|---------------------|--------------------------|----------------|---------------------------------|
| Laura Johnson Frame | Required Section Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
|---------------------|--------------------------|----------------|---------------------------------|

**Title I Contact (REQUIRED CONTACT)**

|            |                          |                |                         |
|------------|--------------------------|----------------|-------------------------|
| Dawn Smith | Required Section Contact | (111) 111-1111 | DawnL.Smith@state.sd.us |
|------------|--------------------------|----------------|-------------------------|

**Title I, Part A (School Improvement) Sample Colony (REQUIRED CONTACT)**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (School Improvement) Sample Elem (REQUIRED CONTACT)**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title III (LEP and Immigrant) (REQUIRED CONTACT)**

|             |                          |                |                         |
|-------------|--------------------------|----------------|-------------------------|
| Sara Waring | Required Section Contact | (111) 111-1111 | Sara.Waring@state.sd.us |
|-------------|--------------------------|----------------|-------------------------|

**General Narratives**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Edit    | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Needs Assessment**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Rural Education Achievement Program (REAP)**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (Improving The Academic Achievement Of The Disadvantaged)**

|                     |           |                |                                 |
|---------------------|-----------|----------------|---------------------------------|
| Steve Fiechtner     | Contact   | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Kim Fischer         | Contact   | (111) 111-1111 | Kim.Fischer@state.sd.us         |
| Laura Johnson Frame | Contact   | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact   | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Read Only | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact   | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact   | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (School Selection)**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (School Wide Programs) Sample Colony**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (Targeted Assistance - Private) Sample Catholic School**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact | (111) 111-1111 | Sara.Waring@state.sd.us         |

**Title I, Part A (Targeted Assistance) Sample Elem**

|                     |         |                |                                 |
|---------------------|---------|----------------|---------------------------------|
| Steve Fiechtner     | Contact | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |

|                  |         |                |                              |
|------------------|---------|----------------|------------------------------|
| Jerry Meendering | Contact | (111) 111-1111 | Jerry.Meendering@state.sd.us |
| Beth Schiltz     | Contact | (111) 111-1111 | beth.schiltz@state.sd.us     |
| Dawn Smith       | Contact | (111) 111-1111 | DawnL.Smith@state.sd.us      |
| Sara Waring      | Contact | (111) 111-1111 | Sara.Waring@state.sd.us      |

**Title I, Part A (Targeted Assistance) Sample MS**

|                     |                  |                |                                 |
|---------------------|------------------|----------------|---------------------------------|
| Steve Fiechtner     | Contact          | (111) 111-1111 | Steve.Fiechtner@state.sd.us     |
| Laura Johnson Frame | Contact          | (111) 111-1111 | Laura.Johnson-Frame@state.sd.us |
| Jerry Meendering    | Contact          | (111) 111-1111 | Jerry.Meendering@state.sd.us    |
| Beth Schiltz        | Contact          | (111) 111-1111 | beth.schiltz@state.sd.us        |
| Dawn Smith          | Contact          | (111) 111-1111 | DawnL.Smith@state.sd.us         |
| Sara Waring         | Contact          | (111) 111-1111 | Sara.Waring@state.sd.us         |
| Diane Lowery        | Superintendent   | (111) 111-1111 | diane.lowery@state.sd.us        |
| Rob Huffman         | Business Manager | (111) 111-1111 | robyn.huffman@state.sd.us       |

**Local Education Agency (LEA)**

**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 Statement of Assurances of this application, 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, and that the board of the above named applicant has authorized me as its representative to file this application as recorded in the minutes of the board meeting held on: **May 12, 2008**

Application was submitted electronically on **June 5, 2008 9:03 am** by **Diane Lowery**

## STATEMENT OF ASSURANCES

### GENERAL ASSURANCES:

The local education agency (LEA) hereby assures the South Dakota Department of Education that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
4. The applicant will adopt and use proper methods of administering each such program, including —
  - the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The applicant will —
  - submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
9. Funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of federal funds, be made available, and in no case supplant such State, local, and other non-Federal funds.
10. Equitable participation of non-public schools (if any) will be provided. The applicant will consult with officials of non-public schools in a meaningful and timely manner, provide non-public participants genuine access to equitable services and equal expenditure of funds.

### PRO-CHILDREN ACT OF 1994 ASSURANCE

I hereby acknowledge that the LEA of which I am the authorized representative, has adopted the provisions of the Pro-Children Act of 1994. (The Pro-Children Act requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments.)

### GUN FREE SCHOOLS ACT ASSURANCE

I hereby acknowledge that the LEA, of which I am the authorized representative, has adopted a Gun Free Policy that is in compliance with SDCL 13-32-4.

### Constitutionally Protected Prayer in Public Schools cERTIFICATION

I hereby certify that the LEA, of which I am the authorized representative, has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in its public elementary and secondary schools.

As a condition of receiving federal funds under terms of the Elementary and Secondary Education Act ("ESEA") of 1965, as amended by Section 9524 of the No Child Left Behind Act of 2001, this certification is required by October 1st of each year. The South Dakota Department of Education in its role as the official public education state agency in South Dakota will annually send to the U.S. Secretary of Education a list of those LEAs in South Dakota that have not submitted the required certification or against which complaints have been made that the LEA is not in compliance with this provision.

### TITLE I, PART A ASSURANCES

The local educational agency hereby assures the South Dakota Department of Education that the LEA will:

1. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
2. Provide technical assistance and support to schoolwide programs;
3. Work in consultation with schools as they develop their schoolwide plans and assist schools as the schools implement schoolwide plans or undertake activities under targeted assistance programs so that each school can make adequate yearly progress (AYP) toward meeting the State

content and academic achievement standards;

4. Fulfill such agency's school improvement responsibilities under section 1116 including taking actions under paragraphs (7) and (8) of section 1116(b);
5. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
6. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the *earliest grades* at schools that receive Title I funds;
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
8. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
9. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
10. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
12. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
13. Use the results of the State academic assessments and other measures or indicators chosen to the agency to review annually the progress of each Title I school to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments within 12 years from the end of the 2001-2002 school year (2013-2014);
14. Ensure that the results from the State academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
15. Assist each Title I school in developing or identifying examples of high-quality, effective curricula that is aligned with the State's content and academic achievement standards;
16. Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

### **TITLE I, PART C (Migrant) ASSURANCES**

The local educational agency hereby assures the South Dakota Department of Education that:

1. funds received under this part will be used only—
  - a. for programs and projects, including the acquisition of equipment, in accordance with section 1306; and
  - b. to coordinate such programs and projects with similar programs and projects within the State as well as with other Federal programs that can benefit migratory children and their families;
2. such programs and projects will be carried out in a manner consistent with the objectives of section 1114 (schoolwide programs), subsections (b) and (d) of section 1115 (target assistance schools), subsections (b) and (c) of section 1120A (Supplement, Not Supplant and Comparability of Services), and part I;
3. in the planning and operation of programs and projects there is consultation with parent advisory councils for programs of 1 school year in duration, and that all such programs and projects are carried out—
  - a. in a manner that provides for the same parental involvement as is required for programs and projects under section 1118 (Parental Involvement), unless extraordinary circumstances make such provision impractical; and
  - b. in a format and language understandable to the parents;
4. in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;
5. the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;
6. to the extent feasible, such programs and projects will provide for—
  - a. advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
  - b. professional development programs, including mentoring, for teachers and other program personnel;
  - c. family literacy programs, including such programs that use models developed under Even Start;
  - d. the integration of information technology into educational and related programs; and
  - e. programs to facilitate the transition of secondary school students to postsecondary education or employment; and

7. PRIORITY FOR SERVICES- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

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**TITLE II, PART A ASSURANCES**

The local education agency hereby assures the South Dakota Department of Education that:

1. The local education agency will target funds to schools within the jurisdiction of the LEA that:
  - a. Have the lowest proportion of highly qualified teachers;
  - b. Have the largest average class size;
  - c. Are identified for school improvement under section 1116(b).
2. The local education agency will carry out high-quality professional development activities that reflect the principles expressed in the definition of the terms in Title IX, Part A, Section 9101 (34).
3. The local education agency will carry out professional development activities that reflect scientifically-based research according to Title IX, Part A, Section 9101 (37).
4. The local education agency will comply with Title IX, Section 9501 of ESEA regarding participation by private school children and teachers.

**TITLE II, PART D ASSURANCES**

The local education agency certifies that it will comply with the Child Internet Protection Act.

**TITLE IV, PART A ASSURANCES**

The local education agency hereby assured the South Dakota Department of Education that:

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1. The LEA has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
  2. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
  3. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;
  4. The applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes--
    - (A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
    - (B) security procedures at school and while students are on the way to and from school;
    - (C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
    - (D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and
    - (E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that--
      - (i) allows a teacher to communicate effectively with all students in the class;
      - (ii) allows all students in the class to learn;
      - (iii) has consequences that are fair, and developmentally appropriate;
      - (iv) considers the student and the circumstances of the situation; and
      - (v) is enforced accordingly;
  5. The application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application;

**TITLE V, PART A ASSURANCES**

The local education agency hereby assured the South Dakota Department of Education that:

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1. The LEA will comply with the provisions of section 5142 concerning the participation of children enrolled in private, nonprofit schools.
  2. The LEA will keep such records, and provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).
  3. The LEA agency will annually evaluate —
    - (A) programs carried out under this part;
    - (B) the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year;
    - (C) the evaluation will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - (D) the evaluation will be submitted to the SEA at the time and in the manner requested by the SEA.

### **TITLE III, PART A ASSURANCES**

The eligible entity hereby assured the South Dakota Department of Education that:

1. The eligible entity consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing its plan.
2. Each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year.
3. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part.
4. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children.
5. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
6. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.
7. The eligible entity certifies that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under Title III part are fluent in English and any other language used for instruction, including having written and oral communications skills.

### **ADDITIONAL ASSURANCES**

#### **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## General Narratives

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### 1. What are the District's Mission, Vision and/or Beliefs?

*(Information concerning how to develop a vision is located in our library section.)*

#### **Statement**

“Empowering All Students to Succeed in a Changing World.”

#### **Vision Statement**

The Sample District creates a safe and positive educational environment that is achievement oriented by promoting high expectations through academic excellence, high quality teaching, rich co-curricular activities, and parental and community involvement.

#### **Beliefs**

- All students can and want to learn, given appropriate instruction and sufficient time.
- All District employees and their roles are important in educating children.
- The District should promote all staff, parents, and students to be positive role models.
- Students' success is enhanced by school, parental, and community partnerships.
- All students are provided continuous opportunities to learn and succeed.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from participation in a wide variety of academic experiences and involvement in activities.

### 2. How will the district prepare and disseminate the annual District and school assessment report to all stake holders in the district? [Section 1111(h)(2) of ESEA]

*Your answer must include the following:*

*A statement that the report includes information about the district;*

*A statement that the report includes information about each school and list the schools;*

*A statement that the report will include information about all the students taking the test, including disaggregated information for all applicable subgroups:*

- 1)all student,
- 2)ethnicity,
- 3)students with disabilities,
- 4)Limited English Proficiency,
- 5)economically disadvantaged,
- 6)gender,
- 7) Migrant.

*Should a subgroup not need to be reported by your district, indicate so in your answer;*

*A statement about how this report will be disseminated such as mailed out to all stakeholders, presented at the board meeting, reported in the local paper, placed on the district website, placed in the community center, etc.;*

*(Assessment Report and Sample Report Template)*

In the early fall, Sample District will publish an assessment report that includes overall district information and information for each school – Sample Elementary School, Sample Middle School, Sample High School, and Sample Colony School.

Sample District will use the DOE provided template and will fill in all of the information from the DOE provided website. Reading, math, and science will be reported. The district also makes other assessment information available to parents periodically during the year.

This report will include information about all the students taking the test, including disaggregated information for all applicable subgroups. The report will show the following categories. 1)all student, 2)ethnicity, 3)students with disabilities, 4)Limited English Proficiency, 5)economically disadvantaged, 6)gender, and 7)Migrant. The district does not reach the minimum reportable number for Migrant and that information will be indicated on the report. The district does not publicly report any information that would be personally identifiable, using ten as the minimum number for a student group.

We will disseminate the report to the parents and stakeholders at the beginning of the school year in the following fashion.

Report to the School Board in August and September.

Report in the local newspaper .

Report information placed in district/school newsletter with link to district website and state website.

Report on the school district website with a link to the DOE website.

Print report along with a color printout from the DOE website showing all schools and district and post at the city library.

Print report along with a color printout from the DOE website showing all schools and district and make available in th district office and each school.

### **3. How will the district prepare and disseminate the annual district and school accountability report to all stake holders in the district? [Section 1111(h)(2)(B-C) of ESEA]**

*Your answer must include the following statements:*

*The report includes information about the district;*

*The report includes information about each school and list the schools;*

*The report will include information about all students, including disaggregated information for all applicable subgroups: 1) all student, 2) ethnicity, 3) students with disabilities, 4) Limited English Proficiency, 5) economically disadvantaged, 6) gender, 7) migrant. Indicate subgroup not needing to be reported by your district;*

*The report must also include: 1) participation rate, 2) graduation rate, 3) attendance, 4) percentage of classes not taught by Highly Qualified Teachers, 5) percentage of classes not taught by Highly Qualified Teachers Disaggregated by Poverty Quartile (Highest Quartile of Poverty Schools vs Lowest Quartile of Poverty Schools) 6) AYP Status for the district, each school and all applicable student groups, 7) and District and school improvement information. Address each item in your answer;*

*About how this report will be disseminated (e.g. mailed out to all stakeholders, presented at the board meeting, reported in the local paper, placed on the district website, placed in the community center, etc.);*

*NCLB Report Cards should be disseminated early fall.*

In the early fall, Sample District will publish an accountability report that includes overall district information and information for each school – Sample Elementary School, Sample Middle School, Sample High School, and Sample Colony School.

Sample District will use the DOE provided template and will fill in all of the information from the DOE provided website. Reading and math will be reported.

This report will include information about students meeting full academic year criteria, including disaggregated information for all applicable subgroups. The report will show the following categories. 1)all student, 2)ethnicity, 3)students with disabilities, 4)Limited English Proficiency, 5)economically disadvantaged, 6)gender, and 7) Migrant. The district does not reach the minimum reportable number for Migrant and that information will be indicated on the report. The district does not publicly report any information that would be personally identifiable, using ten as the minimum number for any student group.

The report will also include: 1) participation rate, 2) graduation rate, 3) attendance rate, 4) percentage of classes not taught by Highly Qualified Teachers, 5) percentage of classes not taught by Highly Qualified Teachers Disaggregated by Poverty Quartile (Highest Quartile of Poverty Schools vs. Lowest Quartile of Poverty Schools) 6) AYP Status for the Sample district, each school, and all applicable student groups, and 7) District and school improvement information, if applicable.

We will disseminate the report to the parents and stakeholders at the beginning of the school year in the following fashion.

Report to the School Board in August and September

Report in the local newspaper

Report information placed in district/school newsletter with link to district website and state website.

Report on the school district website with a link to the DOE website

Print report along with a color printout from the DOE website showing all schools and district and post at the city library.

Print report along with a color printout from the DOE website showing all schools and district and make available in the district office and each school.

#### **4. Describe the District's process for providing the individual student assessment reports to parents. [Section 1111(h)(6)(B)(i) of ESEA]**

*You must include in your answer information about:*

*DSTEP Report, Dakota STEP – A, & DELP (Dakota English Language Proficiency)*

*Achievement Levels*

*Achievement Descriptors*

*Scaled Score*

*Cut Score range*

*The timeframe and process for distribution*

Sample District will print the individual student assessment reports from the Infinite Campus website. These reports include math, reading, and science. The reports include the achievement levels, achievement descriptors, scaled scores, and cut score range.

Our district will send these reports through the mail by September 1 to parents with a cover letter explaining how to interpret the information. Parents are encouraged to contact the school with questions.

#### **5. How is the district working to address No Child Left Behind Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning?**

*Your answer must include:*

*A list of the efforts that your district has taken to insure that the physical environment and school routines have been structured in such a way as to promote good behavior.*

*Efforts made to prevent drug and alcohol use and risk behaviors.*

The Sample District under takes many efforts to ensure the safety of our students.

#### Drug Free Schools Coordinator (Prevention Networker)

Title IV resources have been utilized to enter into a contract with Community Alcohol and Drug Center in our area to provide an on-site Prevention Networker in the district.

#### Character Counts

Continuous training and implementation of this program in grades K-12.

#### Healthy Youth/Healthy Communities Coalition

The Search Institute Survey results from 2003, 2005 and 2007 are utilized to determine all programming. The formation of a community coalition is utilized to develop appropriate activities to develop positive assets in the youth of the community.

#### Bullying Training

The 2007-08 school year preservice included a 1/2 day session on bullying. A book was purchased for all staff members on the subject. During the 2006-07 school year bullying in school was noted as becoming a more significant problem. A task force was formed in the school to review all aspects of school operations to put together a comprehensive anti-bullying protocol in the district.

#### Policies: Tornado & Fire Drills, Emergency Plans, Visitor Check-in

All of the above policies are included in the student handbooks at the elementary, middle, and high school. Tornado/fires drills and emergency plans are reviewed with all students and are posted in each classroom. All visitors are required to check in at the office, of each school, and receives a visitor name tag. Teachers supervise all hallways before and after school and between classes. Student to teacher ratio is approximately 1 to 10.

#### Accessible Facilities

The elementary, middle, and high schools are 100% accessible.

#### Crisis Management Plan

There are Crisis Management Teams at each building within the district. The Crisis Management Plan is utilized in all crisis situations and reviewed and revised on a regular basis. This plan was reviewed and updated during the 2007-2008 school year.

#### School Safety Seminar

The district had a team participate in the School Safety Seminar offered by the Sioux Falls Police Department during the summer of 2007. The team included the Superintendent, Grade 7-12 Principal, Grade K-6 School Social Worker and City Police Chief. Materials from the seminar were presented to staff and Crisis Management Teams. New procedures will be implemented in 2008-09 based upon information learned at the seminar.

#### ID Badges

All staff and visitors must have ID badges to enter any of the facilities during the school day.

#### Drug Testing Kits

The local police department and other businesses throughout the community provide these kits to parents free of charge.

#### Key-Less Entry

Our County Emergency Planning Council received a grant to install key-less entry hardware to the main door of all the school buildings in the district. These were installed in the spring of 2007. They were fully implemented for the 2007-08 school year.

#### Bus Driving Training

Bus Drivers are given annual training on providing a safe and secure environment on the school bus. Specific procedures have been outlined for consistent enforcement of behavior expectations and communication with administrators. The district has added Bus Monitors that alternate riding on each bus route as well as surveillance cameras to monitor student and bus driver behavior.

**6. Describe the steps your district will take to ensure equitable access to, and participation in, your federally assisted programs for students, teachers, and other program beneficiaries with special needs. [GEPA 427]**

*Your answer must include the following:*

*A statement about how your district is ensuring that the federally identified six barriers (gender, race, national origin, color, disability, or age) and any other barriers are addressed. List the six barriers in your answer;*

*The statement must address students, teachers and other program beneficiaries with special needs. (Refer to "Notice to All Applicants", GEPA 427 found in the Library at the top of the web page.)*

The Sample District has a policy that ensures, "No otherwise qualified person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity on the basis of the federally identified six barriers (gender, race, national origin, color, disability, or age or any other barriers."

The district administrators articulate the district's equal access policy to all school district participants including parents, staff, and students during orientation sessions and parent conferences where the right of all students, staff and other program beneficiaries receive equal access to all federal, state, and local initiative programs. These include but are not limited to: handicap accessible buildings, referral/identification policies, and professional development for staff. Existing policy and procedures are under continuous review to ensure alignment to this policy.

**7. Each district must have a policy allowing students, parents and stake holders to make complaints about the implementation of federal programs. Briefly describe the district's complaint policy and specify how this policy is disseminated to parents, students, and stakeholders. [General Provisions Regulations at 34CFR Sections 299.10-299.12 - Section 723 of ESEA]**

*Sample policy*

*Your answer must include the following:*

*State that the policy addresses complaints about the implementation of federal programs;*

*A description of the policy; and*

*An explanation of how this policy and any accompanying form is disseminated to students, parents and stakeholders.*

*Each district must also have a policy in place that can be used as a dispute policy where parents of students experiencing homelessness may dispute an action or policy of the school district. This requirement pertaining to homeless issues is a requirement of all districts whether or not the district has ever identified a student who would qualify as homeless under the McKinney-Vento Act reauthorized with NCLB in 2001. The district may combine both requirements into one policy.*

Sample District has a complaint/dispute policy adopted by the Board of Education on March 11, 2008 that addresses federal programs. We have a form to be used to make complaints.

The policy is made available along with the required form to students, parents, staff, and district stakeholders through:  
All Student Handbooks  
Place prominently on the website  
Newsletter information directing readers to go to the website

### **Sample District Complaint Policy for Federal Programs**

A parent, student, employee, or district stakeholder who has a complaint regarding the use of federal NCLB funds and is unable to resolve the issue, may address the complaint in writing to the district's superintendent.

Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or district's homeless liaison's office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school's decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

The superintendent will investigate, within one week, the circumstances of the complaint and render a decision within two weeks after receipt of the complaint.

The superintendent will notify the complainant of the decision in writing.

The complainant will be allowed one week to react to the decision before it becomes final.

The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district superintendent.

If the issue is not resolved with the superintendent, the complaint will be forwarded to the district's Board of Education for further review. The parent, guardian, or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision.

Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

#### **8.10. If there are private accredited schools in your district, describe how timely and meaningful consultation was provided with the appropriate private school officials. [Section 1120(b) of ESEA and Section 200.63 of Federal Regulations]**

*Your answer must include the following:*

*What form of contact was made;*

*State the number of meetings that were held with private school officials;*

*Who was in attendance;*

*If all involved parties were represented;*

*In which Title Programs the private school has chosen to participate (Title I-Part A, Title I-Part C, Title II-Part A, Title II-Part D, Title III-Part A, Title IV-Part A, Title V), list;*

*Indicate that the non-public Affirmation of Consultation and Verification of Private School Participation forms are signed and on file. (The form can be found in the Library at the top of this web page and in the How To in the left hand column.)*

- 1) No private schools in our district
- 2) Other, describe how timely and meaningful consultation was provided.  
Other, describe how timely and meaningful consultation was provided.

#### **8.20. The signed Affirmation of Consultation and Verification of Private School Participation for EACH private school has been completed and submitted. [Section 1120(b) of ESEA and Section 200.63 of Federal Regulations]**

*Affirmation of Consultation and Verification of Private School Participation*

- 1) Yes.
- 2) Other, explain.

## Needs Assessment

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### **1. List the members and positions of the consolidated application planning committee. [Section 1112(d) (1) of ESEA]**

*Your answer must include the following:*

*A list of the names of the members of the committee. The committee must include administrators, special education staff, Title I staff, other Title program directors, K-12 teachers, parents, and community or board members;*

*At least one teacher, administrator & parent per grade span must be included.*

*The position within the district that each person is representing;*

Jonathan Living, superintendent  
Betty Black, Elementary School and Colony School Principal  
Jack Phelps, Middle School Principal  
Teresa Hornbeck, High School Principal  
Susan Heathershaw, Special Education Director  
Kelli Travolta, Title I Teacher in Elementary  
Donald Tripp, Title I Teacher at the Middle School  
Sarah Thompson, Teacher at the Colony School  
Pete Goodman, High School Math  
Lila Bookman, Middle School Reading  
Scott Billings, Elementary School 2nd grade  
Doug Kellogg, parent advisory council member  
Laura Sweet, parent of 3rd grader  
Beverly Grandville, parent of 6th grader  
Patricia Joseph, parent of 10th grader  
Jeffrey Tubin, school board member

Sample Private School  
Donald Blue - principal  
Susan Waters - teacher  
James Sweet - teacher  
Betty Greene - parent  
John Smith - community member

### **2. Describe how staff, parents, and community members were involved in the design of this consolidated application.**

*Your answer must include the following:*

*A description of how broad based input beyond the consolidated application committee was gathered. Write about formal and informal meetings, surveys, email, and telephone calls;*

*Describe how the district documents this involvement.*

The district solicits input from a variety of sources. Sign-in sheets, emails, surveys, notations of calls, and minutes of meetings are kept by the district as documentation of these meetings. Input sources include. Parent Advisory Council meets 4 times each year and provides input into the Title programs and reviews the consolidated application. Once a year at each PTA/PTO meeting, the parents are asked for input into the districts programs. Parents of Title I students are surveyed each year in the spring and asked questions about the implementation of the Title I program in their school. Teachers are surveyed as to their professional development needs and technology needs through building level meetings and through an on-line survey. The general public is asked to make comments on the consolidated application during the public review of the application at the school board meeting held in June. Notification is placed in the local newspaper, radio, and on our cable access channel that the district is seeking comment on the implementation of Federal programs in preparation for the new application. Community agencies are asked for input into the program through presentations by school personal at scheduled meetings and informally. These include Boys and Girls Club, business organizations, senior citizens, services organizations, social services agencies, and church affiliated groups.

**Sample Private School**

Input was gathered from the NCA school improvement steering committee. In addition, input was sought through informal meetings, surveys, e-mails, and telephone calls. The larger consolidated application planning committee was subdivided to address specific areas. Administrators, parents, and teachers met to consider Title II Part A and Part D

**3. Check which specific data sources were analyzed as part of the LEA (district) comprehensive needs assessment:**

- 1) Student Achievement Data
- 2) DakotaSTEP Standards Based Reports
- 3) LEA (District) Assessments
- 4) Classroom assessment results
- 5) Other (check the other box at the bottom to specify additional information)  
-Other (check the other box at the bottom to specify additional information)
- 6) Other Student Data (Indicate type: perceptions, discipline, etc.)  
Other Student Data (Indicate type: perceptions, discipline, etc.)
- 7) LEP test of identification (LAS or IPT)
- 8) Annual test of Progress for English Acquisition (DELP)
- 9) Review of annual district and school report cards
- 10) Assessment Reports
- 11) Accountability Reports
- 12) Surveys (Please check which survey(s) was/were completed)
  - 13) Search "Attitudes and Behaviors" Survey
  - 14) American Drug Standard Survey
  - 15) SD Youth Risk Behavior Survey (general data)
  - 16) Staff
  - 17) Parents
  - 18) Community/Business
  - 19) Other (check the other box at the bottom to specify additional information)
- 20) Migrant Program Data
  - 21) Migrant Certificate of Eligibility
  - 22) Priority for Services Documentation
  - 23) Migrant Education Program Evaluation Report
  - 24) Migrant Education Program Allocation worksheet
  - 25) Migrant Summer Program Evaluation Report
- 26) North Central Review

- 27) Technology Audit
- 28) Safe and Drug Free Schools Data
  - 29) Alcohol, Tobacco, and other Drug Policy Violations
  - 30) Weapons/Violence Policy Violations
- 31) Staff Data
  - 32) Qualifications of District's Core Content Teachers
  - 33) HQT Plan (Highly Qualified Teacher)
  - 34) PRF (Personnel Record Form)
  - 35) Staff Attendance
  - 36) Staff Professional Development
- 37) Program Data (evaluation results of individual program: Title I, after school program, etc.)
- 38) Family and Community Data (participation and involvement, support, etc.)
- 39) Special Education Reports and Information
  - 40) Child Count
  - 41) NCLB Report Card for Graduation
  - 42) Suspension and Expulsion Data
  - 43) Parental Involvement Survey
  - 44) Post-school Outcomes Survey (2008-2009 school year)
  - 45) Preschool Outcomes (2008-2009 school year)
- 46) Other (check the box to enable typing capability)  
Other (check the box to enable typing capability)

**4. Describe the process used to complete the district's comprehensive needs assessment (CNA) and the results of that review.**

Your answer must include the following:

**WHEN** the comprehensive needs assessment was conducted, give date (must be completed well in advance of application submission);

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

**HOW** the comprehensive needs assessment was accomplished.

Summarize the **RESULTS** of the CNA.

If incorporating the **Special Education Improvement plan** within the consolidated application, check the **"How to address the Special Education goals in the Consolidated application"** question in the **left-hand column**.

**If applying for Title IV funds districts must include the following:**

In looking at data about the drug and violence problems in schools and communities, does the data collected adequately assess "protective" and "risk" factors?

Risk factors include any data collected in regards to alcohol, tobacco, and other drug use, as well as, teen pregnancy rates, abusive relationships and any other violence data.

Protective factors include data such as students coming from two parent homes, parental involvement, student involvement in extra-curricular activities, school attendance records, etc...

The comprehensive needs assessment was conducted in early October and reviewed April 10-11, 2007.

Building committees (including the colony) consisting of teachers, paraprofessionals, administrators, parents and community members looked at data specific to their building. Other committees were formed to look at the data from a district perspective. This data consisted of student assessment data (both Dakota STEP data -for 06-07 - and district/classroom assessments - such as the Achievement Series, DACS, end of course tests, teacher created tests, etc.), attendance, discipline data, surveys of students, staff and parents, special education data, and others. Other subject area data was also analyzed such as Science.

The data was analyzed at the district level, school level, classroom level, and student level. The data showed that the reading scores were continuing to drop while the math scores were improving. The drop in reading scores was consistent in all the applicable subgroups. The district is making reading a priority.

The trend from elementary to middle school in Science shows a drop every year and the drop continues through high school.

In special education and upon reviewing our Indicator 5 data and NCLB proficiency rate, students in self contained and resource room are struggling to meet NCLB proficiency rate. Our students in general education classroom setting are having a higher rate of proficiency on the Dakota STEP.

Lower elementary students in the colony come to school not speaking English. By the time they are in the 4th grade they score proficient on the DELP test.

The data also showed an increased number of alcohol related incidents as well as an increase in tobacco use among teens. This information was gleaned through surveys taken by district youth as well as reports from the judicial system.

Attendance and graduation rates are also low, but seem to be improving a little.

Technology use in the district has increased. All staff are required to keep attendance and grades using technology. Staff use of smartboards and LCD projects has also seen an increase. Requests for more software and hardware continue to be submitted. Several teachers are not highly qualified to teach the areas in which the district needs their help. There seems to be a shortage of highly qualified math and science teachers in state and the district may need to help existing staff become highly qualified in these areas.

#### Sample Catholic School

The Sample Catholic School System utilized the NCA School Improvement Process to complete the comprehensive needs assessment. This needs assessment was completed during spring 2007 and in the 2007- 2008 school year. The needs assessment involved input from the following groups: students, parents, parishioners, community members, school board members, teachers, auxiliary staff, cooks and custodians, graduates, administrators, and pastors. The needs assessment included a survey of standardized test scores, ACT scores, attendance records, honor roll, grade records, exit survey, Search survey, parental satisfaction survey. Information concerning what graduates do following graduation was also considered as was information about students who withdrew from our school system. Those involved with the analysis of data included teachers, administrators, parents, school board members, students, and community members. In addition, during 2004-2005, the ACSS launched a strategic planning initiative that involved students, staff, parents, and community members and included an assessment of school needs.

### **5. Describe the process the LEA used to annually review and revise its consolidated application.**

***[Section 1112(d)(3) of ESEA]***

Your answer must include the following:

A detailed description of how your 2007-2008 application **WAS EVALUATED**;

Whether or not you reached the goals and objectives identified for 2007-2008;

A detailed description of how the results of the comprehensive needs assessment was used;

Describe what adjustments or changes to the 2007-2008 goals, objectives or strategies, if any, were made for the 2008-2009 application;

Describe how the consolidated application committee was involved in this process during 2007-2008;

At least one formal meeting of the committee is required. State the date of that meeting.

(Your answer should describe what has happened and should be written in past tense.)

The consolidated application committee met on May 15, 2008 to evaluate the consolidated application. Data information from the comprehensive needs assessment was used to substantiate the effectiveness of each goal, objective and strategy.

The reading goal as a whole was not met. The performance indicators for the k-2 reading were met and those strategies deemed effective (smaller class sizes).

### Sample Catholic School

Planning committees met to review last year's application against current needs. If revisions are necessary during the course of the school year, those who provided input for the specific Title being revised will be consulted. The annual review will rely upon the information brought forth from the North Central Association process.

## 6. List the district's strengths and weaknesses based on the results of the comprehensive needs assessment.

These should be brief statements or phrases.

Prioritize the areas that will be addressed with federal funds through the consolidated application.

| <u>Description</u>  | <u>Type (Strength or Weakness)</u> | <u>Number the Prioritized Need</u> |
|---|------------------------------------|------------------------------------|
| math proficiency increasing   | Strength                           | 1                                  |
| reading proficiency declining   | Weakness                           | 1                                  |
| special education students in self contained resource room struggling to meet proficiency in math and reading | Weakness                           | 1                                  |
| attendance K-12 declining   | Weakness                           | 1                                  |
| middle and high school science proficiency declining  | Weakness                           | 1                                  |
| increase use of tobacco and alcohol   | Weakness                           | 1                                  |
| decrease in graduation rate   | Weakness                           | 1                                  |
| increase in use of technology   | Strength                           | 1                                  |
| lack of highly qualified math and science teachers  | Weakness                           | 1                                  |
| students entering the colony elementary school don't speak English  | Weakness                           | 1                                  |

7. Describe the district’s action plan for raising student achievement. Include in your answer how professional development, parent and community involvement, and technology are imbedded in the action steps of the goals. Use the worksheet provided through egrant system.

Your answer must include the following:

The NCLB goal(s) that correlate with the need(s). The goals are broad statements at the district level.

Objectives that reflect the needs of the district as a whole; each grade span; specific schools, if warranted (school improvement, colony school); and individual student groups. Objectives must be measurable in terms of student outcomes (except NCLB goal 3 which is teacher centered).

Objectives must be listed for the period of the application, 2008-2009.

Multiple strategies should be listed for each objective.

Appropriate indicators must be identified for each strategy.

Funding sources must be noted.

Title IV – please be sure to list all programs/curricula/strategies that have an impact on Title IV, even if they are not funded by Title IV, to give the reviewers a more complete picture of what services you are providing.

Goal # 1

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

**Prioritized Needs:**

special education students in self contained resource room struggling to meet proficiency in math and reading  
math proficiency increasing

| Measurable Objective(s)<br>To Meet Goal   | Programs, Strategies,<br>Activities To Achieve<br>Objective(s)   | Performance Indicator(s)  | Funding Sources That<br>Will Support<br>Objective(s) |
|---|--|---|--|
| by the end of the 2009-10,<br>88% of 3-5 grade students<br>Sample elementary reach<br>proficiency in math<br>according to DakotaSTEP                                  | inquiry based math<br>iruse of Smart boards<br>Title I pull-out services<br>After school tutoring<br>curriculum mapping<br>professional development in<br>inquiry based math   | Dakota Step<br>Achievement series                               | Title I<br>REAP                                      |
| By the end of the 2009-10,<br>85% of 6-8 grade students<br>Sample Middle School will<br>reach proficiency in Math<br>according to Dakota STEP                         | inquiry based math<br>irPre-Algebra Classes<br>Algebra course work<br>Title I pull-out services<br>After school tutoring<br>Professional development on<br>inquiry based math<br>Curriculum mapping in Math<br>use of Smart Boards | Dakota STEP<br>Achievement Series<br>DACS                       | Title I<br>REAP<br>District funds                    |
| By the end of the 2009-10,<br>all high school student<br>achievement will increase<br>that 85% of 11 graders reach<br>proficiency in math<br>according to Dakota STEP | higher level math classes<br>Use of technology<br>scprofessional development for<br>staff  | ACT<br>DAkota STEP<br>End of course tests<br>Achievement series | REAP<br>District funds                               |
| Percentage of students<br>scoring proficient in Math<br>increase by 2%  | Align resource room math<br>wilcurriculum to SD math<br>content standards<br><br>Determine specific areas of<br>weakness from DSTEP to<br>work on for each student.  | Performance on all assessed<br>report                           | Special Ed funds<br>REAP                             |

|  |  |                                    |                 |
|--|--|------------------------------------|-----------------|
| By the end of 2009-10, student achievement at Sample Colony will increase so that 88% of 3-8 graders will reach proficiency in math according to Dakota STEP | inquiry based math<br>professional development<br>use of technology  | Dakota STEP<br>teacher assessments | Title I<br>REAP |
| Sample Catholic School   | Title I services<br>Professional Development   | Title I assessments                | Title I<br>REAP |
| by the end of the 2009-10 school year all k-2 students in Sample Elementary will complete the district assessment with 80% accuracy in math                  | Title I services<br>class size reduction<br>inquiry based math<br>use of smartboard<br>Curriculum mapping<br>professional development in<br>inquiry based math | district math assessment           | Title I<br>REAP |

**Goal # 2**

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

**Prioritized Needs:**

- middle and high school science proficiency declining
- attendance K-12 declining
- special education students in self contained resource room struggling to meet proficiency in math and reading
- reading proficiency declining

| Measurable Objective(s) To Meet Goal  | Programs, Strategies, Activities To Achieve Objective(s)  | Performance Indicator(s)                                     | Funding Sources That Will Support Objective(s)               |
|---|---|--|--|
| increase student achievement so that 80% of k-2 grade students reach proficiency in reading according to district assessments   | Title I pull out<br>new reading curriculum<br>professional development<br>increase library books<br>SES<br>Reading Coach<br>Class size reduction                    | district assessments<br>Dibbles<br>Running Records           | Title I<br>REAP<br>district funds<br>School improvement fund |
| Increase student achievement in Sample Elementary so that 75% of 3-5 graders will reach proficiency by the end of the 2009-10 school year in reading according to Dakota STEP | New Reading curriculum<br>Professional Development<br>Title I pull out<br>technology use (Smart boards)<br>SES<br>increase number of library books<br>Reading Coach | Dakota Step<br>District assessments<br>classroom assessments | Title I<br>REAP<br>district funds<br>school improvement f    |
| Increase student achievement in Sample Middle School so that by the end of 2009-10 70% of 6-8 grade students will reach proficiency in reading according to Dakota STEP       | Reading classes<br>Title I pull out<br>After school tutoring<br>technology use<br>increase number of library books  | Dakota STEP<br>achievement series<br>district assessment     | Title I<br>REAP<br>District funds                            |

|   |  |  |                         |
|---|--|--|-------------------------|
| increase student achievement in Sample School so that by the end of 2009-10 65% of 11 graders will reach proficiency in reading according to Dakota STEP                                | provide reading classes for highstruggling readers after school tutoring professional development in reading strategies                                    | Dakota STEP Achievement series end of course tests ACT                         | REAP District funds     |
| Increase student achievement in Sample Colony so that by the end of 2009-10 80% of 3-8 students will reach proficiency in reading according to Dakota SES STEP                          | new reading curriculum professional development use of technology Increase number of library books SES   | Dakota STEP running records Dibbles district assessments classroom assessments | Title I REAP            |
| Percentage of students scoring proficient in will increase by 2%.   | Align resource room reading curriculum to SD reading content standards<br><br>Determine specific areas of weakness from DSTEP to work on for each student. | Performance on all assessed report   | Special Education funds |
| Increase comprehension in Sample Middle School and Sample High school so that by the end of 2009-10 75% of 6-8 grade students and 80% of 11 grade students reach proficiency in Science | professional development on reading strategies use of technology increase number of non-fiction library books  | Dakota STEP  | REAP District funds     |

**Goal # 3**

**Performance Goal:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Prioritized Needs:**

- decrease in graduation rate
- increase use of tobacco and alcohol
- attendance K-12 declining

| Measurable Objective(s) To Meet Goal  | Programs, Strategies, Activities To Achieve Objective(s)   | Performance Indicator(s) | Funding Sources That Will Support Objective(s) |
|---|--|--------------------------|--|
| decrease number of discipline referrals in Sample Elementary by 10%   | DARE<br>Character Counts   | office referrals         | REAP   |
| decrease the number of discipline referral and school suspension in Sample Middle School and High School by 10% | Resource officer   | office referrals         | REAP   |
| decrease amount of alcohol and tobacco use among Middle School and High School youth                            | - Substance abuse assemblies<br>- programs to prevent alcohol use<br>- security cameras<br>- Assembly speakers | survey results           | REAP   |

**Goal # 4**

**Performance Goal:** All students will graduate from high school.

**Prioritized Needs:**

decrease in graduation rate  
attendance K-12 declining

| Measurable Objective(s)<br>To Meet Goal                        | Programs, Strategies,<br>Activities To Achieve<br>Objective(s)                                 | Performance Indicator(s)                   | Funding Sources That<br>Will Support<br>Objective(s) |
|--|--|--|--|
| Increase daily attendance in Sample elementary from 85% to 88% | - provide parent training<br>- provide staff training<br>- programs for students on attendance | Average daily attendance according to SIMS | Title I<br>REAP                                      |
| Increase graduation rate from 87% to 90%                       | - offer more elective classes<br>- offer higher level classes<br>- after school tutoring       | Number of graduates                        | REAP   |

**Goal # 5**                      **Performance Goal:** By 2005-2006, all students will be taught by highly qualified teachers.

**Prioritized Needs:**  
lack of highly qualified math and science teachers

| Measurable Objective(s)<br>To Meet Goal                             | Programs, Strategies,<br>Activities To Achieve<br>Objective(s) | Performance Indicator(s) | Funding Sources That<br>Will Support<br>Objective(s) |
|---|--|--------------------------|--|
| 100% of classes in Sample District taught by highly qualified staff | college course work<br>praxis tests                            | PRF                      | REAP   |

**Goal # 6**                      **Performance Goal:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Prioritized Needs:**  
students entering the colony elementary school don't speak English

| Measurable Objective(s)<br>To Meet Goal   | Programs, Strategies,<br>Activities To Achieve<br>Objective(s) | Performance Indicator(s) | Funding Sources That<br>Will Support<br>Objective(s) |
|---|--|--------------------------|--|
| 100% of Elementary colony students will be proficient in English by the 3rd grade | - English strategies<br>- small groups                         | DELP                     | district funds<br>Title I                            |

## Title I, Part A (Improving The Academic Achievement Of The Disadvantaged)

### 1.01. How is the Title I program being administered?

Your answer must include:

Who is responsible for administering the Title I program

If Title I funds are being used, what Percent of FTE(Full Time Equivalent) per person (list person's position or job title);

List the administrative duties of each person.

The Special Services Director is responsible for the administration of the Title I program. 40% of the director's time is budgeted for these administrative duties: train new Title I staff on program requirements, facilitate monthly meetings for Title I staff, provide oversight to ensure that all program requirements are met, and act as the district's contact for all Title I information and reports. Appropriate time distribution records are maintained daily to support the use of Title I funds for administrative duties.

### 1.02. If Title I set-aside funds are used for administration of Title I, how are they used?

This directly correlates with Question 4 in the School Selection section.

Title I set aside funds are used to pay salary and benefits for a portion of the Special Services Director's annual salary.

**2. How is the district using Title I set aside funds for professional development? (If applicable.)**

*This directly correlates with Question 4 in the School Selection section.*

*Your answer must include:*

*What activities are supported with the set aside funds;*

*How funds are used to support only Title I program.*

*If the LEA is in District Improvement, briefly describe that the 10% set-aside will be used to support the district's improvement plan.*

*If one or more Title I schools are in Levels 1 & 2 of improvement, briefly describe how the required 10% set aside for PD is being used.*

*If applicable, indicate the private school equitable share and describe how those funds will be used.*

The district has set aside funds for professional development for all teachers at the colony which operates a schoolwide Title I program. These funds will also support professional development for all Title I teachers in the targeted assistance programs at the elementary, middle school, and for the teacher who provides services to eligible students at the private school.

The district is not in improvement status, but two of its Title I schools are in school improvement. Appropriate funds to support each school's improvement plan are indicated as a portion of each school's budget and is not reflected in the district set aside amount.

The private school's equitable share of the set-aside funds is \$\_\_\_\_. These funds will be used to provide professional development in the areas of reading and math to private school teachers with Title I served children in their classrooms.

**3.01. If the district is using Title I set aside funds to support a District level Title I summer school program, describe those services.**

*This directly correlates with Question 4 in the School Selection section.*

*Your answer must include the following:*

*Describe the type of program;*

*Services the program will provide;*

*Grade(s) level services will be provided.*

*If applicable, indicate the private school equitable share and describe how those funds will be used.*

The district is not setting aside such funds.

**3.02. If providing District Title I summer program, please check the appropriate dates:**

- 1) July 2008
- 2) August 2008
- 3) June 2009
- 4) No district Title I summer school program offered

**4.01. Do you operate a District Title I preschool?**

*This directly correlates with Question 4 in the School Selection section.*

*If operating a school-level Title I preschool, answer preschool questions in the School Level Targeted Assistance or Schoolwide sections.*

- 1) Yes
- 2) No

**4.02. If using set-aside funds for a District Title I preschool indicate the private school equitable share and describe how those funds will be used.**

*If not applicable, indicate such in the answer.*

No district level preschool.

**4.03. Will all district children be considered as potential participants or only those from certain school attendance areas?**

*Explain*

No district level preschool.

**4.04. Check the criteria used to select at-risk preschool children**

*(Check all that apply)*

- 1) No Title I preschool program
- 2) Teacher Judgment
- 3) Parent Interview
- 4) Assessment
- 5) Child Development Measures
- 6) Family Income (can be used as only one factor in student needs assessment)

**4.05. Where are preschool services provided**

*Your answer must include:*

*Name of the place.*

No district level preschool.

**4.06. Indicate the programs the pre-school is in partnership with.**

*Check all that apply.*

- 1) No Title Pre-school program
- 2) Not in partnership with other programs
- 3) Head Start
- 4) Even Start
- 5) Early Reading First
- 6) Early Childhood Special Education
- 7) Private Pre-school program
- 8) Other (specify)

**4.07. Intensity of services (Hours per day)**

*Check number of hours per day.*

- 1) no program
- 2) 2 hours per day
- 3) 3 hours per day
- 4) 4 hours per day
- 5) 5 hours per day
- 6) more than 5 hours per day

**4.08. Intensity of services (Days per week)**

*Check number of days per week.*

- 1) no program
- 2) 2 days a week
- 3) 3 days a week
- 4) 4 days a week
- 5) 5 days a week

**4.09. Intensity of services (Weeks per year)**

*Check the number of weeks per year.*

- 1) no program
- 2) 9 weeks or less
- 3) 10-18 weeks
- 4) 19-24 weeks
- 5) 25-36 weeks
- 6) more than 36 weeks

**4.10. Describe the scientifically based curriculum used and its contents. (Pre-school)**

*Your answer must include the following:*

*Describe the curriculum;*

*Describe how the program meets Head Start Performance standards;*

*Describe how the early learning guidelines are incorporated into the preschool curriculum;*

*If no program, indicate in answer.*

no district level preschool

**4.11. Describe the assessment tools and process used to plan and monitor individual programs for pre-school children.**

Your answer must include:

Student assessments used and their purpose(s);

If no program, indicate such in answer.

no district level preschool

**5. If the district is using the RTI model in any of its schools, please describe the model.**

Your answer must include:

Schools

Grades

Subjects

Assessments used for universal screening and progress monitoring

At the present time we are not implementing R.TI in our district

**6. Describe how principals of each school operating a Title I program attest annually in writing to whether such school is in compliance with the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals).[Section 1119 of ESEA]**

Your answer must include the following:

A statement that the principals of each Title I program attest annually in writing.

A statement that the form includes all core content teachers and Title I paraprofessionals.

A statement that the form is on file in both the school and district business office. (A link to a sample form may be found in the library).

Annually all title I principals sign a form that verifies all core content teachers are highly qualified. Verification is made that all paraprofessionals in a school wide program are qualified and all paraprofessionals in a targeted program are qualified. A copy of the verification form is kept in each title I attendance center and another copy is sent to the district office.

**7. How are parents informed about their right to know the qualification of their student's teacher?**

**[Section 1111 (h)(6) of ESEA]**

Your answer must include the following:

Describe what is listed in the "parents right to know" notice. (An LEA that accepts Title I, Part A funding must notify parents of students in Title I schools that they can request information regarding their child's teacher, including at a minimum::

(1) whether the teacher

has met the State requirements for licensure and certification for the grade levels and subject-matters in which the teacher provides instruction;

whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

the college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and

(2) whether the child is provided services by paraprofessionals, and if so, their qualifications. [Section 1111 (h)(6)(A)(iv) of ESEA]

Describe how all parents in a Title I school are given the notice.

In addition, each Title I school must provide each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified". **Only the notice is published not the specific teacher's qualification.** [Section 1111(h)(6)(B)(ii)]

The parents of students in the Title I school are informed of their right to know the qualifications of their child's teacher by the following notification that is published in the district newsletter that is distributed in the fall. The federal education law called "No Child Left Behind" requires that all parents in a Title I school be notified and given opportunity to request information about the professional qualifications of classroom teachers instructing their child. This information may include whether the teacher: has met the State requirements for licensure and certification for the grade levels and subject-matters in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; the college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and whether the child is provided services by paraprofessionals, and if so, their qualifications. If you are interested in this information you may send your request to the building principal who will provide a response. The district will provide notice to parents of students in a Title I program if their child's teacher is absent for 4 or more weeks and is being taught by a teacher who is not highly qualified.

**8. How is the District Parent Involvement Policy annually reviewed and evaluated with parent input, and revised as necessary? [Section 1118 (a)(2)(E) of ESEA]**

*Your answer must include the following:*

*When the policy is reviewed and evaluated;*

*How parents are involved in the review*

The parent involvement policy is reviewed each spring following the annual parent meeting.

We also surveyed the parents at the spring parent teacher conferences and the results of the survey were used when evaluating the district parent involvement policy.

**9. How and when is the District Parent Involvement Policy distributed to parents of all participating children? [Section 1118 (a)(2) of ESEA]**

*Your answer must include the following:*

*How the policy is disseminated;*

*When the dissemination occurs.*

The district parent involvement policy is distributed to all parents of participating students in Title I targeted programs and all parents in school wide programs by mail each fall.

If a new student enters the Title I program during the year the parents of the student receive the parent involvement policy in the mail.

**10. How is the District's 1% Title I set aside for parent involvement used? (Only applicable for districts required to set aside 1% for Parent Involvement.) [Section 1118 (a)(3) of ESEA]**

*This directly correlates with Question 4 in the School Selection section.*

*Your answer must include:*

*Describe the activities (may include family literacy, parenting skills, or other activities chosen by parents);*

*How parents shall be involved in the decisions regarding the use of these funds;*

*Describe the process the district uses to ensure that not less than 95% of the set aside is allocated to the Title I schools for Parent Involvement.*

*If applicable, indicate the private school equitable share and describe how those funds will be used.*

*If not applicable, indicate such in answer.*

The district uses money set aside for parent involvement for Title I parents in various ways. The parent advisory committee, comprised of Title I staff members and parent representatives, plan a Title I informational meeting, a library night for families, Reading fun night activity, Math discovery night, and a Parent University training. careful consideration is given and funds are allocated prior to making other funding commitments so the entire amount is secured for parent involvement activities.

GET WORKSHEET FROM ROB FOR PRIVATE SCHOOL.

**11. How is District level parent information presented in a manner that parents can understand?**

*Your answer must include:*

*Steps taken to reduce the use of educational jargon;  
translation into different languages (if needed),  
other.*

At the annual parent meeting teachers will explain to parents how they will be working with their children. The teachers will reduce the educational jargon used when speaking with parents. Careful consideration will be given considering the use of acronyms. For Non-English speaking parents an interpreter will be provided. Documents will be translated into different languages when the need arises.

**12.01. Briefly describe the district's written coordination and transition plan. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]**

*Your answer should include:*

*A summary of the district's plans;*

*A list of the agencies and programs the district is coordinating with and how*

*Even Start*

*Head Start*

*Birth to Three Connections*

*Reading First*

*Early Reading First*

*Other preschool/childcare programs*

*Indicate agreements with Head Start and other agencies*

*Describe the communication process among all stakeholders*

*Indicate how parents are involved in the design of the plan and needs are met*

*Describe professional development opportunities provided through collaboration.*

Our transition plan was drafted during the 2003-04 school year and is reviewed and revised each spring in cooperation with Head Start, Even Start, the Early Childhood program and private pre-school providers. Our committee also includes parent representatives, the Title I coordinator and Title I staff, an elementary teacher and elementary principal representatives, the Early Childhood Special Education coordinator, and the Curriculum Director. The Sample Public Schools Transition plan coordinates with those of Even Start and Head Start. We work with these and private entities to educate parents and orient children to kindergarten in the public schools through activities such as presentations, open houses, and parent meetings. Information and student records are shared in accordance with release procedures with records shared with the appropriate school. Because we operate a special education pre-school, our Special Education early childhood program has a very strong working relationship with Head Start and other early childhood providers in the Sample community.

The Sample School District coordinates with Even Start, Head Start, Birth to Three Connections, University Early Childhood Care Early Childhood Partners, and private preschool centers. We meet at least once per year to revise our Transition Plan if necessary. We also have different parents, principals, elementary teachers and Title I teachers each year who serve on the committee. E-mails, phone contacts and letters are also used to keep everyone involved and informed.

**12.02. Describe the district's transition process. [Section 1120(B); Section 1112(b)(1)(E); and Section 1114(b)(1)(G) of ESEA]**

*Your Answer must include:*

*to prepare four-year-old children and their families for kindergarten*

*for children with disabilities transitioning from one program to another (guidance and framework documents coming soon)*

*List sample activities and approximate timeframe;*

*Describe the procedure for transferring records.*

Our transition plan was drafted during the 2003-04 school year and is reviewed and revised each spring in cooperation with Head Start, Even Start, the NSU Early Childhood program and private pre-school providers. Our committee also includes parent representatives, the Title I coordinator and Title I staff, an elementary teacher and elementary principal representatives, the Early Childhood Special Education coordinator, and the Director of Education Services. The Aberdeen Public Schools Transition plan coordinates with those of Even Start and Head Start. We work with these and private entities to educate parents and orient children to kindergarten in the public schools through activities such as presentations, open houses, and parent meetings. Information and student records are shared in accordance with release procedures with records shared with the appropriate school. Because we operate a special education pre-school, our Special Education early childhood program has a very strong working relationship with Head Start and other early childhood providers in the Aberdeen community.

from Vermillion

This plan is designed to help the pre-school children in our community transition from a pre-school setting, home setting, or day care setting into the structure of the organized school setting. In order to assist in the writing of this transition plan, several organizations participated in its development. These organizations included staff members from Vermillion Head Start, Vukurevich Children's Center at USD, The Center for Children and Families, and Trinity Luther Pre-School.

The Transition Plan includes:

1. The development of two "Learning Boxes" that are available at the Vermillion Public Library for check out by community members. Each box contains reading books for young children, games and activities, flashcards, etc. The Vermillion Public Library will monitor the usage of the boxes and contact Austin Elementary School when supplies need to be replaced.
2. Tours of Austin School for each of the daycares and pre-schools in Vermillion. The daycares and pre-schools will contact the administration of Austin School to set up appointments for the tours. The tours include an introduction to the principal and secretary, a visit to all the kindergarten rooms, and a walk through of each of the special area classes.
3. Kindergarten Round-up has been designed to be more user friendly for parents and children. Parents are invited to school and meet the kindergarten teachers, administrators, school nurse, and other school personnel. While the parents are in the meeting, the incoming kindergarteners are being screened in the areas of hearing, language, vision, social skills, and academic readiness.
4. A representative of Austin School will attend I.E.P. meetings for the children leaving Early Childhood and entering kindergarten. The representative will be a kindergarten teacher, counselor, special education teacher, or administrator.
5. A confidentiality statement – Release of Information Form - has been developed to assist the pre-schools and daycares to provide information to Austin School for incoming kindergarteners. See attachment. In addition to the confidentiality sheet, a checklist will be developed by the Transition Committee to help the pre-school students transition into kindergarten.
6. The monthly newsletter at Austin School will be sent to all pre-schools and day care facilities in the community. The pre-schools and day care facilities will copy the newsletter and send it home to the parents of possible kindergarten students.
7. A kindergarten information page will be developed on the Austin School webpage. This page will be maintained by the High School web class with input from the kindergarten teachers, daycare centers, and preschools in Vermillion.
8. The Vermillion School District will continue its Interagency Agreement with Vermillion Head Start to share staff, attendance center, and personnel. This agreement allows Early Childhood children with developmental delays to interact with developmentally ready Head Start Children.

This Transition Plan will be reviewed annually in the spring of the year.

The following is a release of information form designed by the Transition Team.

The transition committee developed the following release of information form that will be sent to all pre-schools, daycares, Head Start agencies etc. In addition to the release of information form, a meeting will be held with each pre-school agency to discuss the children that may be attending Vermillion Public Schools kindergarten program

RELEASE OF INFORMATION FORM

CONFIDENTIAL

Child's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_

I, \_\_\_\_\_, give my permission to \_\_\_\_\_  
Parent/Guardian Agency  
to release information to Vermillion Public Schools to be placed in my child's permanent folder.

This information may include:

1. Academic information about my child; which includes any testing results, grading information, and other pertinent academic information.
2. Behavioral assessments and/or behavior plans
3. Instructional strategies that have been implemented in the classroom
3. Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_ Date: \_\_\_\_\_  
Agency's Representative

**12.03. How is the coordination and transition plan annually evaluated?? Who is involved with this evaluation? [Section 1120(B); Section 1112(b)(1)(E); and Section 1114(b)(1)(G) of ESEA]**

Your answer must include:

*Description of the evaluation process and criteria used,*

*Describe when the evaluation takes place,*

*Indicate the names and positions of the evaluation team (must include at a minimum district staff, Head Start, representation of early childhood agencies in district, and parents).*

The Coordination and Transition Plan was last reviewed on April 25, 2008. During the team meetings, each organization shares their involvement with transitioning students to kindergarten. If gaps in services are identified, an action plan is established to meet the needs of those students. The agenda also included a discussion of upcoming professional development activities and the new early learning guidelines and standards.

The names and positions of team members is as follows:

**Name**

**Organization**

**Position**

Mary Smith  
District Service Center  
Curriculum Director  
Amy Larsen  
Sample Elementary  
Title I Coordinator  
Jane Meyer  
Sample Elementary  
Title I Teacher  
John Jones  
Sample Elementary  
Principal

Jan Nelsen  
Sample Colony  
Kindergarten Teacher  
Jan Wright  
Sample Elementary  
Pre-School Coordinator  
Mark North  
Head Start  
Coordinator  
Shelia Jonnas  
Sharing Center  
Director  
Carol Cannes  
Even Start  
Coordinator  
Diane Dobson  
Child Care Center  
Director  
Melissa Moft  
Early Childhood Partners  
Director  
Janet Rise  
Parent  
Parent  
Kari South  
Birth to 3  
Director

from Vermillion

Trinity Lutheran Pre-School, Center for Child and Families Pre-School, St. Agnes Pre-School, Kid's of Character Pre-School, an Vercurovich Pre-School are all members of the Transition Team. In addition to these Pre-Schools, the Early Childhood teacher and a kindergarten teacher are also a part of the Transition Team. The Title I director, the Austin School principal, and the

principal from St. Agnes are a part of the Transition Team also. These organizations meet one time in the late spring or early summer for lunch and discuss the plan. The Transition Team also has as a member a parent from a pre-school in Vermillion and parent from the current kindergarten class. This year, 07-08, the new Title I pre-school teacher will be a member of the team.

**13.01. Indicate the name and position of the person in the school district that is responsible for the identification of migratory students.**

Betty Black, Elementary and Colony School Principal

**13.02. Has the district identified any migrant students in either Title I Part A schools or non-Title I Part A schools during the previous year?**

- 1) Yes
- 2) No

**13.03. Has the school district completed a certificate of eligibility for each identified migrant student?**

- 1) Yes
- 2) No

**13.04. Has the school district provided identified and eligible migrant students with free school meals during the previous school year?**

- 1) Yes
- 2) No

**14.01. Describe how the district homeless liaison and the Title I Coordinator communicate and collaborate. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]**

*District homeless liaison and district Title I coordinators are required to communicate and collaborate on an ongoing basis even if there are currently no students who are experiencing homelessness in the district.*

Our district homeless coordinator is the district superintendent. He communicates on a daily basis with the Title I coordinator during enrollment at the beginning of the year. As the superintendent determines that a family is homeless under the Federal definition, he contacts the classroom teacher who then assess the student to determine whether services are required. If services are needed, the Title I coordinator is contacted and the child is referred.

The Title I coordinator is directly involved in locating Title I comparable services for students not in Title I schools. As a student may become homeless at any time during the school year, our superintendent maintains contact with our principals to ensure that immediate identification occurs. The superintendent is in contact daily with the Title I coordinator to ensure placement in services should the child need services. We understand that a homeless child is moved to the front of any waiting list for services that may exist in Title I.

**14.02. List the number of identified homeless students in Title I Part A schools for the past school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]**

*How many of the identified students were provided Title I Part A services?*

*For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

Our district identified 145 students during the last school year. This number was significantly higher than past years due to the August tornado that destroyed many homes and left many families in motels, campgrounds, and doubled-up with other families.

Of the 102 students in Title I schools, we identified that 53 students needed Title I services in math and/or reading in our targeted schools and these services were provided through pull-out activities. We did not identify any homeless students at the colony school.

Our district does not receive McKinney-Vento funding.

**14.03. List the number of identified homeless students in non-Title I Part A schools for the last school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]**

*How many of these students received Title I Part A services?*

*For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

We identified 43 students as homeless in our non-Title I schools.

Of these 43 students, there were 10 students who required Title I like services. Individual tutoring was provided to these students before and after school by a highly qualified math and language arts teachers.

Our district does not received McKinney-Vento funding.

**14.04. Describe Title I Part A set-aside funds for homes students. [Section 1113(c)(3) of ESEA] [[McKinney-Vento Homeless Assistance Act of 2001 (20 U.S.C. 11431) Section 631 (c)(3) of ESEA]**

*Your answer must include the following:*

*Explain how this dollar amount was determined.*

*List the Title I comparable services provided.*

*Include how educationally related support services are provided to children in shelters and other locations where homeless children may live.*

*There is not a minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.*

For the last school year, our district identified 43 students in non-Title I schools. Ten of those students required services. We averaged this number with the number of identified from the previous year which was 36 with 8 needing services. We arrived at an average of 9 students for the last two years.

Poverty is increasing in our district and more food banks and domestic violence shelters are being built in our district. Also, we tend to have a high population of unaccompanied youth accounting for our high number of homeless students in non-Title I schools. We expect to see an increase in homeless students for the next few years. As a result we have decided to set aside funds to provide services for 10 students in non-Title I schools for the coming year.

We have set-aside \$500 X 10 students for a total of \$5,000. This dollar amount will help us provide services in math and reading/language arts for these student before and after school and in a summer tutoring program during June. All services will be provided by highly qualified teachers.

Currently, we provide sporadic emergency tutoring to students residing at our domestic violence shelters on a short term basis. Students either remain at their school of origin or are in transition to a new community. All services provided at the shelters are considered temporary and provide stability to the children.

**14.05. Explain what efforts the district makes to identify homeless children. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]**

Your answer may include the following:

LEA Liaisons can coordinate with community service agencies, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies (especially in rural areas, where there may be no shelters), welfare departments, housing departments, public health departments, and faith-based organizations to develop a relationship on issues such as the identification of children and teenagers, the school enrollment process, transportation, and other student services.

When a student is identified, each school enters the status of homeless students in the student information management system. The homeless coordinator is then contacted to determine if services and what kind of services are needed. The liaison ensures that free food services are established and steps are taken to determine academic need.

The homeless coordinator has developed a relationship with community agencies and collaborates on projects within the community to ensure that immediate identification at the school will occur.

Other agencies in the community are also conferred with on a monthly basis through the County Homeless Coalition meeting. This meeting includes agencies such as Salvation Army, Rescue Mission, County Housing Authority, Sample School District, Police Department, the Department of Social Services, Youth & Family Services, the YMCA, the Council of Churches, Food Bank, Community Banquet, and others.

**15.01. If there are children living in any of the District's Title I school attendance areas and attending any private school (located within or outside district boundaries), describe how timely and meaningful consultation was provided with appropriate private school officials. [Section 1120(b) of ESEA and Section 200.63 of the Federal Regulations]**

Yes, within district boundaries

The Aberdeen School District maintains an inclusive relationship with the private accredited schools in our community through open and collegial communication. On a formal basis, the Aberdeen Public Schools facilitated a meeting with private school officials on March 8, 2007 with follow-up phone calls and emails as needed. The meeting included the Dean of Students and Elementary Principal from the Aberdeen Catholic School System and the Administrator and Business Manager from the Aberdeen Christian Schools. Trinity Lutheran School signed the proper participation forms; however, they declined to participate in the meeting and any federal funding. The meeting included discussion of all Title programs and funding associated with those programs. At that time, the private school officials also signed the verifications forms which are on file at the Aberdeen Public Schools District Service Center. In addition to formal Title meetings with school officials, staff members are always in

Yes, outside district boundaries

No students attending a private school

**15.02. The signed Affirmation of Consultation and Verification of Private School Participation forms for EACH private school (within and outside district boundaries) has been completed and submitted to SD Department of Education. [Section 1120(s) of ESEA and Section 200.63 of the Federal Regulations]**

*Affirmation of Consultation and Verification of Private School Participation*

1) Yes

2) No students attending private school

3) Other, explain

**Title I, Part A (Improving The Academic Achievement  
Of The Disadvantaged)  
2008-2009 Consolidated Application**

|                               |
|-------------------------------|
| Name of Local Agency          |
| <b>Sample School District</b> |

| Activity                                | 100            | 200               | 300                | 400                | 500                 | Totals         |
|---|----------------|-------------------|--------------------|--------------------|---------------------|----------------|
|   | Salaries       | Employee Benefits | Purchased Services | Supplies Materials | Capital Acquisition |                |
| <b>Non-Public School Services</b>       | 20,000         | 3,600             | 0                  | 1,400              | 0                   | <b>25,000</b>  |
| <b>Parent Activities</b>                | 0              | 0                 | 6,000              | 0                  | 0                   | <b>6,000</b>   |
| <b>Professional Development</b>         | 40,000         | 7,200             | 44,500             | 0                  | 0                   | <b>91,700</b>  |
| <b>Program Administration</b>           | 30,000         | 5,400             | 0                  | 0                  | 0                   | <b>35,400</b>  |
| <b>Title I Programs for Eligible Ch</b> | 288,000        | 55,080            | 80,000             | 1,225              | 3,000               | <b>427,305</b> |
| <b>Total</b>                            | <b>378,000</b> | <b>71,280</b>     | <b>130,500</b>     | <b>2,625</b>       | <b>3,000</b>        | <b>585,405</b> |

\_\_\_\_\_ % Indirect Cost Rate (see instructions)

|                       |                   |
|-----------------------|-------------------|
| <b>Indirect Costs</b> | <b>\$ 14,595</b>  |
| <b>Grand Total</b>    | <b>\$ 600,000</b> |

| <b>100 - Salaries</b>             | Estimated Cost    |
|-----------------------------------|-------------------|
| Special Services Director .4 FTE  | \$ 30,000         |
| 2 teachers in SW program 1.5 FTE  | \$ 50,000         |
| Title I teacher .5 FTE            | \$ 20,000         |
| 7 Title I teachers in TA programs | \$ 238,000        |
| Reading Coach - Sample Elem       | \$ 40,000         |
| Total Salaries Cost               | <b>\$ 378,000</b> |

| <b>200 - Employee Benefits</b>  | Estimated Cost   |
|---------------------------------|------------------|
| Reading Coach Benefits          | \$ 7,200         |
| Teachers in SW program Benefits | \$ 12,240        |
| Teachers in TA programs         | \$ 42,840        |
| Teacher Benefits                | \$ 3,600         |
| Title I Director Benefits       | \$ 5,400         |
| Total Employee Benefits Cost    | <b>\$ 71,280</b> |

| <b>300 - Purchased Services</b>                  | Estimated Cost    |
|--|-------------------|
| Teacher Training                                 | \$ 42,500         |
| SES services                                     | \$ 80,000         |
| Family Nights and Annual Meetings                | \$ 5,700          |
| Private equitable share parent involvement       | \$ 300            |
| Private equitable share professional development | \$ 2,000          |
| Total Purchased Services Cost                    | <b>\$ 130,500</b> |

| <b>400 - Supplies Materials</b> | Estimated Cost  |
|---------------------------------|-----------------|
| Manipulatives, games, software  | \$ 1,400        |
| Books and software              | \$ 1,225        |
| Total Supplies Materials Cost   | <b>\$ 2,625</b> |

| <b>500 - Capital Acquisition</b> | Estimated Cost  |
|----------------------------------|-----------------|
| 2 Title I computers              | \$ 3,000        |
| Total Capital Acquisition Cost   | <b>\$ 3,000</b> |

|             |                   |
|-------------|-------------------|
| Cost Totals | <b>\$ 585,405</b> |
|-------------|-------------------|

**Title I, Part A (School Selection)**

**1. Does your district enroll 1000 or more students and have more than one school per grade span?**

All districts must continue and complete questions 2,3,4,& 5.

- 1) Yes
- 2) No

**2. Check the appropriate box indicating the source of poverty data used to select eligible school attendance areas.**

All districts must continue and complete questions 3,4,& 5.

- 1) Free & Reduced Lunch Eligibility
- 2) Other

**3. Selection of Eligible School Attendance Areas**

**RANK ORDER OF SCHOOL ATTENDANCE AREAS**

| Eligible             | Name of School Attendance Area | Grade Span    | Program Type Targeted Schoolwide Not Served | Public Enrollment | Public # Low Income | Non-Public Enrollment | Non-Public # Low Income | Attendance Area Percent Low Income |
|----------------------|--------------------------------|---------------|---|-------------------|---------------------|-----------------------|-------------------------|------------------------------------|
| Eligible             | Sample Colony                  | Elementary    | Schoolwide                                  | 25                | 25                  | 0                     | 0                       | 100%                               |
| Eligible             | Sample Elem                    | Elementary    | Targeted                                    | 270               | 121                 | 40                    | 10                      | 42%                                |
| Eligible             | Sample MS                      | Middle School | Targeted                                    | 125               | 45                  | 0                     | 0                       | 36%                                |
| Eligible             | Sample HS                      | Secondary     | Not Served                                  | 150               | 48                  | 0                     | 0                       | 32%                                |
| <b>Column Totals</b> |                                |               |   | <b>570</b>        | <b>239</b>          | <b>40</b>             | <b>10</b>               | <b>53%</b>                         |

**3. PRIVATE SCHOOLS RECEIVING SERVICES**

| Participating | Name of School Attendance Area | Grade Span |
|---------------|--------------------------------|------------|
|               |                                |            |
|               |                                |            |

**4. Distribution of Title I Funds to School Attendance Areas**

DISTRIBUTION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS

**Section I - Calculations of District-wide Poverty Acentage and Minimum Per Pupil Amount**

|  |           |
|--|-----------|
| 1. Total Number of K-12 Public and Non-Public school students.                         | 610       |
| 2. Total Number of K-12 students in Line 1 from Low-Income Families                    | 249       |
| 3. DISTRICT-WIDE POVERTY AVERAGE (Line 2 divided by Line 1)                            | 41        |
| 4. Enter Amount of Title I Part A Allocation   | \$600,000 |
| 5. Enter Amount of Funds transferred (if any) into Title I from other programs         | \$0       |
| 6. Total Funds Available for the Title I Part A Program (Sum of lines 4 & 5)           | \$600,000 |
| 7. Basic <b>Per Pupil Amount (PPA)</b> - Divide Line #6 by Line #2                     | \$2,409   |
| 8. Will your district serve <b>any</b> eligible schools with less than 35% low-income? | NO        |

**Section II - Determination of Title 1 Funds For School Distribution**

|  |           |
|--|-----------|
| 9. Funding amount (from line #6 of Section I above)  | 600,000   |
| 10a. Enter available Carryover funds (only if known)   | 0         |
| 10b. Reallocated Funds   |           |
| 11. Total Funds Available to Distribute (Sum Lines 9 and 10)   | 600,000   |
| 12. Enter the amounts to be set aside for the following purposes:  |           |
| a. Administrative Costs  | 30,000    |
| b. District Level Professional Development   | 40,000    |
| c. Homeless Set-Aside  | 5,000     |
| d. Indirect Costs  | 14,595    |
| e. Neglected or Delinquent Set-Aside   | 0         |
| f. Non-Instructional Services for Non-Public Students  | 0         |
| g. Parent Involvement Set-Aside (1% for LEAs with allocations over \$500,000)  | 6,000     |
| h. District Level Preschool  | 0         |
| i. District Level Summer School  | 0         |
| j. School Improvement Choice Related Transportation  | 0         |
| k. School Improvement Supplemental Educational Services  | 80,000    |
| l. Other   | 0         |
| 13. Total Set-Aside Amount   | 175,595   |
| 14. Total Title I Funds for Distribution to Schools (Subtract Line 13 from Line 11) also enter this amount in Section III on Line 15 | \$424,405 |

**5. LEA Distribution of Title I Funds to Public and Non-Public Schools**

**Section III - LEA Distribution of Title I Funds to Public and Non-Public Schools**

15. Enter amount to be Distributed to Public and Non-Public Schools

Poverty Average

Minimum Per Pupil Amount

|  |                                       |   |                           |  |
|--|---------------------------------------|---|---------------------------|--|
|  |                                       |   |                           |  |
| Private Schools with Students in Attendance Area | Low-Income Student Attendance-Private | Amount to be Distributed to Each School | Total (Declining Balance) |  |

**Title I, Part A (School Improvement) *Sample Colony***

---

**1. List the reason(s) for the school’s identification for improvement status. List the grade spans included in the school structure.**

*Reasons:*

*math,*

*reading,*

*other academic indicator,*

*student group(s) failing to make AYP.*

*Grade span:*

*K-5,*

*3-5,*

*etc.*

Sample Colony school is in Level 2 of school improvement for reading in the subgroups: all students, economically disadvantaged, and white.

Sample Colony school is also in Level 1 of school improvement for math. They made AYP last year with all subgroups making AYP.

**2. What actions will the district take to assist the school identified for school improvement?**

*Describe all resources made available to the school:*

*funding,*

*personnel,*

*professional development,*

*release time,*

*other.*

The district is providing extra time for staff to work on school improvement initiatives. The Colony teachers will be compensated for extra time in the summer to work on school improvement initiative. A new reading curriculum will be implemented in the fall with professional development provided during the summer.

**3. List the Title I Part A allocation for the school identified for school improvement.**

\$75,275

**4. Calculate 10% of the amount listed above to be set aside for professional development.**

*Schools in levels 1 and 2 must complete this question.*

**5. Describe how the school will spend this 10% set-aside for professional development, consistent with the requirements of section 1116 (b)(3)(A)(iii) -- referenced below.**

*Schools in levels 1 and 2 must complete this question.*

*Section 1116 (b)(3)(A)(iii)*

*(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that--*

- (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;*
- (II) meets the requirements for professional development activities under section 1119; and*
- (III) is provided in a manner that affords increased opportunity for participating in that professional development;*

Funds will be used to purchase professional development for staff in using the district's new curriculum. Stipends will be provided to staff for professional development relating to the new reading curriculum which will be provided during the summer using school improvement funds. At least 3 weeks of professional development will be required prior to implementing the new curriculum.

**6. Describe how the School District will make available an amount equal to 20 percent of its Title I Part A allocation (unless a lesser amount is needed to comply with the requirements of Section 1116) to provide public school choice related transportation and supplemental services. These funds may come from sources other than the district's Title I allocation.**

*The answer to this question will be the same for all schools in improvement within the district.*

\$80,000 of Title I funds will be made available for SES services for those students who choose to use SES services. Funds up to an additional \$40,000 will be made available from school improvement and general funds as needed to meet demands. Letters will be sent to the parents as well as communication with the colony boss/teacher as to the availability of SES services as well as information about each of the providers and their services.

**8. What actions will the district take to implement sanctions consistent with the requirements of section 1116?**

- Level 1 - Describe how the district will inform all parents of students in schools identified for improvement of public school choice, consistent with the requirements in section 1116. Submit a copy by mail of the actual letter sent to the parents to DOE. Also explain the funding source for the 20% set-aside.  
There is no school choice as all the elementary schools in the district are in school improvement. The only option would be open enrollment. A letter will be sent before the start of school informing parents of school improvement and the open enrollment option. A copy of the letter will also be mailed to DOE at the same time as it is mailed to parents.
- Level 2 - Describe how the district will inform parents of eligible students in schools identified for improvement of supplemental services, consistent with the requirements in section 1116. Submit a copy by mail of the actual letter sent to the parents to DOE. Also explain the funding source for the 20% set-aside.  
The 20% set aside for SES will be funded through Title I and through School Improvement funds. Letters will be sent to parent by September 1, 2008 explaining which SES providers. District personnel will also visit with the Colony boss as to the availability of SES and provide information about each of the providers and their services.
- Level 3 i. Indicate the Corrective Action taken by the district:  
Replace the school staff who are relevant to the school's failure to make AYP; Institute and fully implement a new curriculum, including the provision of appropriate professional development for all relevant staff, that--(A) Is grounded in scientifically based research; and(B) Offer substantial promise of improving educational achievement  
for low-achieving students and of enabling the school to make AYP; Significantly decreases
- Level 4 - Describe how the LEA will prepare a restructuring plan for the school and make arrangements to implement the plan.
- Level 5 - Describe the LEA's restructuring plan for the school and how the LEA will implement the restructuring plan no later than the beginning of this school year. Submit a copy by mail of the actual restructuring plan to DOE.

**Title I, Part A (School Improvement) Sample Elem**

**1. List the reason(s) for the school's identification for improvement status. List the grade spans included in the school structure.**

Reasons:

math,  
reading,  
other academic indicator,  
student group(s) failing to make AYP.

Grade span:

K-5,  
3-5,  
etc.

Sample Elementary is in School improvement level 2 for math. Sample Elementary made AYP in all student groups last year in math.

Sample Elementary is in Level 3 for reading in the all students subgroup as well as the Native American subgroup and the students with disabilities subgroup.

**2. What actions will the district take to assist the school identified for school improvement?**

Describe all resources made available to the school:

funding,  
personnel,  
professional development,  
release time,  
other.

The district is providing extra time for staff to work on school improvement initiatives. The Elementary will be given an extra 1/2 day a month release time (the first Wednesday of every month, the elementary will dismiss at 12:30 giving the teachers 3 hrs to work on School Improvement strategies.)

The district will be implementing a new reading curriculum which will require 3 weeks of professional development prior to implementation.

**3. List the Title I Part A allocation for the school identified for school improvement.**

\$242,000

**4. Calculate 10% of the amount listed above to be set aside for professional development.**

Schools in levels 1 and 2 **must** complete this question.

As the school is in Level 3 of school improvement, it is not required to spend 10% for professional development, however the decision has been made to continue to use funds for professional development for curriculum mapping and for refining and implementing reading strategies.

**5. Describe how the school will spend this 10% set-aside for professional development, consistent with the requirements of section 1116 (b)(3)(A)(iii) -- referenced below.**

Schools in levels 1 and 2 **must** complete this question.

Section 1116 (b)(3)(A)(iii)

(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that--

(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

(II) meets the requirements for professional development activities under section 1119; and

(III) is provided in a manner that affords increased opportunity for participating in that professional development;

A reading coach will be hired to model reading strategies.

Curriculum mapping will be implemented for math so as to make sure all the math standards are being taught to the proficient level. Vertical and horizontal alignment will be monitored.

The district will be implementing a new reading curriculum which will require 3 weeks of professional development prior to implementation. This professional development will be provided during the summer.

**6. Describe how the School District will make available an amount equal to 20 percent of its Title I Part A allocation (unless a lesser amount is needed to comply with the requirements of Section 1116) to provide public school choice related transportation and supplemental services. These funds may come from sources other than the district's Title I allocation.**

*The answer to this question will be the same for all schools in improvement within the district.*

\$80,000 of Title I funds will be made available for SES services for those students who choose to use SES services. Funds up to an additional \$40,000 will be made available from school improvement and general funds as needed to meet demands. Letters will be sent to the parents as well as communication with the colony boss/teacher as to the availability of SES services as well as information about each of the providers and their services.

**8. What actions will the district take to implement sanctions consistent with the requirements of section 1116?**

- Level 1 - Describe how the district will inform all parents of students in schools identified for improvement of public school choice, consistent with the requirements in section 1116. Submit a copy by mail of the actual letter sent to the parents to DOE. Also explain the funding source for the 20% set-aside.  
There is no school choice as the colony is too far away -- the only option would be open enrollment -- a letter will be sent before the start of school informing parents of school improvement and the open enrollment option. A copy of the letter will also be mailed to DOE at the same time as it is mailed to parents.
- Level 2 - Describe how the district will inform parents of eligible students in schools identified for improvement of supplemental services, consistent with the requirements in section 1116. Submit a copy by mail of the actual letter sent to the parents to DOE. Also explain the funding source for the 20% set-aside.  
The 20% set-aside for SES will be funded through Title I and through School Improvement funds. Letters will be sent to parent by September 1, 2008 explaining which SES providers
- Level 3 i. Indicate the Corrective Action taken by the district:  
Replace the school staff who are relevant to the school's failure to make AYP; Institute and fully implement a new curriculum, including the provision of appropriate professional development for all relevant staff, that--(A) Is grounded in scientifically based research; and(B) Offer substantial promise of improving educational achievement for low-achieving students and of enabling the school to make AYP; Significantly decrease  
The district will the new reading curriculum corrective action for the Sample elementary school. Professional development in implementing the new curriculum will be provided during the summer with stipends provided to participating staff.
- Level 4 - Describe how the LEA will prepare a restructuring plan for the school and make arrangements to implement the plan.
- Level 5 - Describe the LEA's restructuring plan for the school and how the LEA will implement the restructuring plan no later than the beginning of this school year. Submit a copy by mail of the actual restructuring plan to DOE.

**Title I, Part A (School Wide Programs) Sample Colony**

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**1. Provide a general description of the nature of the schoolwide program to be conducted. [Section 1114]**

Your answer must include the following:

A brief overview of your schoolwide program.

What is the focus of your program?

What grades are included in the school?

How are Title I funds used to support the basic education program?

Explain any pull out services that may be provided.

If the school is implementing a Response to Intervention model, indicate how that approach is addressed within the schoolwide program. What assessment tools are used for universal screening and progress monitoring by classroom teachers?

The Title I schoolwide program is offered to students in preschool through eighth grade at the colony. The schoolwide program operates a preschool for all 3 and 4 year old children in collaboration with the area Head Start program. Intervention support is provided by a full time elementary teacher. Individual student assistance and small group instruction are provided in addition to co-teaching with the two elementary classroom teachers. English language acquisition skills are a focus for the preschool and primary grades. with the goal of all children being proficient in the English language by the end of 3rd grade.

STAR reading and STAR math are used to assess students as well as DIBELS for grades K-5. An interventionist will work with individuals or small groups of students to support them in both reading and math skills. Four computers are available for student use with supporting software.

## **2. How is the schoolwide plan reviewed with the input of parents, community, and staff; evaluated annually, and revised as needed? [Section 1114 (b)(2)(B)(iii) of ESEA]**

Your answer must include the following:

How input is solicited;

How and when the plan is evaluated;

How was the plan revised, if necessary

Parents were surveyed at the fall parent teacher conference. The schoolwide planning committee met in May of 2008 to review the schoolwide goals. Data is gathered to monitor student progress that occurs throughout the school year. Careful attention is paid to the data collected to determine if the academic achievement of all students is improving. At the annual meeting in the Spring of the year, the schoolwide plan was discussed and evaluated to determine if the plan had been effective in raising student achievement. Minor revisions to these goals were made as students preschool through grade 2 performed well on district and classroom assessments. Continued additional support is needed for students in grades 3-8. All strategies described in the plan had been carried out in the stated in the plan.

## **3. When was an up-to-date, comprehensive needs assessment of the school completed to generate a school profile, noting both strengths and weaknesses?**

Your answer must include the following:

**WHEN** the comprehensive needs assessment was conducted, give date;

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

**HOW** the comprehensive needs assessment was conducted;

Summarizes the **RESULTS** of the CNA.

The Sample Colony completed a comprehensive needs assessment that included all instructional staff and administrators on October 15, 2007. Staff from the Colony discussed the Dakota STEP results, State Writing scores for grades 5 and 7, and surveys from parents, end of course tests, teacher created tests, attendance, discipline data, surveys of students, staff and parents; special education data, and others. Other subject area data was also analyzed such as Science. All four lenses of the Data Retreat process were considered for the reading and literacy, math, early learning, special education and English language learners modules. The data was analyzed at the district level, school level, classroom level, and student level.

Results of the data analysis showed that the reading scores were continuing to drop at the upper grades while the math scores were improving. The drop in reading scores was consistent in all the applicable subgroups. The district is making reading a priority. The results of the Dakota STEP indicate that the subgroups of all, white, and poverty, did not make AYP in the area of Reading, Sample Colony is at level 2 for school improvement. In the area of Math, Sample Colony is at level 1. Younger children are responding well to the instruction in learning the English language while upper grade students need continued support. Students with disabilities show progress on academic indicators. Few discipline problems have been noted but student motivation, particularly in the upper grades for male students, continues to be a concern. Mother involvement with school sponsored events has increased but fathers are less likely to attend because of work conflicts. Relations between the district and colony leaders are improving.

**4. What measurable academic goals and objectives are designed to address identified needs specific to this school? What assessment process is used to measure these goals?**

Your answer must include the following:

A list of the measurable goals and objective identified in the school's schoolwide/school improvement plan;

Must include at least a Reading and a Math goal;

Indicators used to measure the success of each goal/objective must be specified

Measurable Objective 1: Reading achievement will improve in grades preschool through 8 so that, determined by the results of the 2008 Dakota STEP, 80% of the students in grades 3-8 at Sample Colony will be proficient or advanced in reading.

Measurable Objective 2: Math achievement will improve in grades preschool through 8 so that, determined by the results of the 2008 Dakota STEP, 82% of the students in grades 3-8 at Sample Colony will be proficient or advanced in math.

**5.01. If the school is providing summer school, describe the services.**

Your answer must include the following:

Describe the type of program.

What services will the program provide?

At what grade level will services be provided to students.

If not providing summer school indicate such in answer.

N/A

**5.02. If the school is providing a summer school program, check the appropriate dates.**

- 1) July 2008
- 2) August 2008
- 3) June 2009
- 4) No Summer school offered

**6.01. Does the school operate a School Level preschool?**

- 1) Yes
- 2) No

**6.02. Check the criteria used to select at-risk preschool children**

Check all that apply.

- 1) No Title I Preschool
- 2) Available to all preschool age children within the school's attendance area
- 3) Teacher Judgment
- 4) Parent Interview
- 5) Assessment
- 6) Child Development Measures
- 7) Family Income (can be used as only one factor in student needs assessment)

**6.03. Check the structure of the School Level preschool program.**

Check all that apply.

- 1) No School Level Title I Preschool
- 2) School Level Title I Preschool offered in coordination with other programs
- 3) Classroom in the school
- 4) Classroom at another site.

**6.04. Indicate the programs the School Level preschool is in partnership with.**

Check all that apply.

- 1) No School Level Title I preschool
- 2) Not in partnership with other programs
- 3) Head Start
- 4) Even Start
- 5) Early Reading First
- 6) Early Childhood Special Education

- 7) Private Preschool program
- 8) Other (specify)

**6.05. Intensity of services (Hours per day).**

*Check number of hours per day.*

- 1) No Program
- 2) 2 hours per day
- 3) 3 hours per day
- 4) 4 hours per day
- 5) 5 hours per day
- 6) more than 5 hours per day

**6.06. Intensity of services (Days per week).**

*Check the number of days per week.*

- 1) No Program
- 2) 2 days per week
- 3) 3 days per week
- 4) 4 days per week
- 5) 5 days per week

**6.07. Intensity of services (Week per year).**

*Check the number of weeks per year.*

- 1) No Program
- 2) 9 weeks or less
- 3) 10-18 weeks
- 4) 19-24 weeks
- 5) 25-36 weeks
- 6) more than 36 weeks

**6.08. Describe the scientifically based curriculum used for the School Level preschool and its contents.**

*Your answer must include the following:*

*Describe the curriculum;*

*Describe how the program meets Head Start Performance standards;*

*Describe how the early learning guidelines are incorporated into the preschool curriculum;*

*If no program is provided, indicate such in the answer.*

The preschool provided at the Sample Colony School meets the Head Start performance standards 45 CFR 1304.21 – Education and Early Childhood by providing all three and four year old children with a safe, nurturing, engaging, enjoyable, and secure learning environment. Varied experiences are provided by the preschool program to support the continuum of children’s growth and development including the physical, social, emotional, and cognitive development of each child. The program is developmentally, age, culturally, and linguistically appropriate for the student population served. The inclusive environment supports young children with disabilities and values diversity within its children and families. The daily program provides a balance of child-initiated and adult-directed activities.

The preschool programs in the Sample District use the Creative Curriculum as the framework for developing the environment an instructional program. South Dakota Early Learning Guidelines are also used in developing the curriculum and program as a guide for the depth and breadth of the program content and appropriate expectations for children.

**6.09. Describe the assessment tools and process used to plan and monitor individual programs for School Level preschool children.**

*Your answer must include the following:*

*Student assessments used and their purpose;*

*If no preschool program is provided, please indicate such in the answer.*

The preschool uses the assessment provided through the Creative Curriculum to monitor children's progress on developmental skills throughout the year. Skills measured include: cognitive, language, fine motor, gross motor, and social/emotional.

**7. How does the school insure that instruction is provided by Highly Qualified Teachers?**

Your answer must include the following:

Address whether all core content teachers are Highly Qualified

Address how the district hires only Highly Qualified Teachers;

Indicate if any HQT plans for core content teachers have been submitted through the PRF;

Address how teachers are assigned their teaching duties based on their qualifications.

The core content teachers at Sample Colony meet the definition of highly qualified and certified in the areas that they teach. There are two elementary teachers at the colony to provide the basic classroom instruction for grades K - 8. An elementary teacher with an early childhood endorsement teaches the preschool each morning along with the staff provided by Head Start. An additional elementary teacher with a reading specialist degree and intensive math training provides intervention support for all students K - 8.

The district will continue to hire only highly qualified teachers. School administration oversees teacher qualifications and assigns teachers according to their qualifications.

## **8. Describe how paraprofessionals support instruction by highly qualified teachers.**

Your answer must include the following:

How many paraprofessionals are employed in the school;

How are paraprofessionals working under the direct supervision of a highly qualified teacher,

What duties paraprofessionals perform;

How are all paraprofessionals qualified?

There is one qualified paraprofessional working at the colony. The paraprofessional has the required number of college credits. There are 3 highly qualified teachers at the colony for grades K - 8 and the paraprofessional works under the direct supervision of each of these teachers. The paraprofessional works with students in the same classroom as one of the teachers and works from lesson plans written by the highly qualified teacher. The paraprofessional works with small groups or one on one to supplement what has been taught by the classroom teacher. The paraprofessional works with students in the areas of math and reading.

## **9. What strategies have been developed to attract highly qualified staff?**

Self-explanatory.

Sample district has a competitive salary schedule and provides multiple professional development opportunities that will be made available to teachers and paraprofessionals. The school district advertises in many venues when an opening for teachers or paraprofessionals occurs.

## **10. What Professional Development opportunities are provided for staff, community, and parents relative to the determined needs of the school?**

Your answer must contain the following:

Specific information on the Professional Development activities scheduled for the school for the grant application period;

A statement on how professional development needs of the school are identified.

The school has set aside 10% of its Title I funds for professional development. The focus will be in providing teacher training in the district's new reading curriculum. Professional development is also provided for staff for the math instruction and use of the Achievement Series. Teachers will be part of Building Leadership Teams and also will be trained in Responsive Classroom.

### **11.01. How is the school level Parent Involvement Policy annually reviewed and revised with parent input? [Section 1118 (c)(3) of ESEA]**

Your answer must include the following:

When the policy is reviewed;

How parents are involved in the review.

The school level Parent Involvement Policy is annually reviewed with parent input at the spring meeting. Data from the completed parent surveys evaluating the schoolwide program are considered. Parents in attendance at the meeting discuss the parent involvement policy and provide feedback on the policy. If changes are suggested to the policy, revisions are made to improve the policy.

### **11.02. How and when is the school level Parent Involvement Policy distributed to parents?**

*Your answer must include the following:*

*How the policy is disseminated;*

*When dissemination occurs.*

The school parent involvement policy is distributed to parents at the beginning of the school year. It is sent home in a folder for parents along with the school parent compact.

If a student should enroll after the beginning of the year the policy will be sent home with the student to parents.

**11.03. How and when is the Parent/School Compact distributed? [Section 1118 (d) of ESEA]**

*Your answer must include the following:*

*How the compact is disseminated;*

*When dissemination occurs.*

The Parent/School Compact is sent home at the same time as the parent involvement policy in a folder with the student. This dissemination occurs at the beginning of the school year.

**11.04. What forms of communication are there between parents and schools? An annual meeting is required to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1) of ESEA]**

*Your answer may include but not limited to the following:*

*Annual meeting (required -- describe how this is accomplished and when this meeting is held)*

*Newsletters,*

*Website,*

*Open house night,*

*Parent resource room or displays/centers,*

*Brochures,*

*Formal and informal meetings,*

*Parent workshops,*

*Other*

There is an annual parent meeting held in the spring. The parents and students meet in the community room for a meal and activities.

In addition to the meeting, monthly newsletters go home to parents.

The school hosts an open house night in the fall.

The school sends home quarterly progress reports and phone calls are made throughout the school year.

Parents meet with teachers twice a year during parent/teacher conferences.

**11.05. How is parent information presented in a manner that parents can understand?**

*Your answer may include but not limited to the following:*

*Reduce the use of educational jargon*

*Translate into different languages*

*Other*

Careful consideration is given to written communication with parents in order to avoid the use of educational jargon and acronyms. Most parents speak and understand English well, but the colony provides an interpreter in situations where it is needed. When possible, the school communicates one on one with parents.

**11.06. How do you assist parents in understanding the content standards, achievement standards, and the assessments?**

*Your answer may include but not limited to the following:*

*Parent meetings,*

*Letters,*

*Brochures,*

*Parent-Teacher Conferences,*

*Other*

During parent meetings, conferences, and through brochures the content standards, and achievement standards are discussed with parents. The Parent Information Resource Center provides brochures explaining the content standards in parent friendly language. These brochures are disseminated to parents.

The school report card along with individual assessment results will be given to parents with a letter explaining the school's progress toward meeting the criteria set for adequate annual progress.

**11.07. What assistance do you offer to help parents work with their child to raise student achievement? [Section 1118(e)(3) of ESEA]**

*Your answer may include but not limited to the following:*

*Newsletters,*

*Letters,*

*Packets,*

*Other*

Brochures and monthly newsletters with tips on how to help your child succeed in school are provided to parents. Parents will be provided with suggestions at parent teacher conferences on how to work at home with their children. The annual parent meeting will discuss a variety of ways for parents to help students reinforce skills.

**11.08. What trainings are offered to staff in working and communicating with parents? [Section 1114(b)(1)(F) of ESEA]**

The Parent Information Resource Center will be working with the school district to help staff increase parent teacher communication. The book Beyond the Bake Sale will be utilized as a resource for parent involvement.

**11.09. What activities/strategies are provided to increase parental involvement?**

*Your answer must include the following:*

*Information about how family activities and conferences are planned and conducted.*

*Information on trainings conducted for parents.*

*Information on how parents are assisted in interpreting test results.*

The school holds an annual meeting that includes a meal for the family, activities for children, and information for parents. The meeting is held in a colony center which is a comfortable and familiar facility for families. Student performance on the Dakota STEP and other district assessments are explained to parents in general at the annual meeting and individually at each child's conference in the fall. Informal trainings regarding assistance parents can give to their children to support their academic learning are provided to mothers at afternoon teas throughout the year.

**12.01. Describe the school's transition plan to provide assistance for the transition of 4 year old preschool students to Kindergarten.**

*Your answer must include the following:*

*Coordination with local and community child education and care agencies;*

*Describe the written Plan;*

*Parents involved in design and evaluation of plan;*

*If a JH, MS or HS indicate not applicable in answer.*

The preschool is in the same building as the Kindergarten and those students participate in cooperative learning activities. This facilitates a natural progression for children as they navigate into the kindergarten program. All 3 and 4 year old children in the colony attend the preschool which is operated in collaboration with the local Head Start agency.

**12.02. Describe the school's transition plan.**

*Your answer may include transition information from:*

*Elementary to Middle School/Junior High*

*Middle School/Junior High to High School*

*High School to Post Secondary/work force*

All grades preschool - 8 are contained in the same school. Transition activities are carried out between the two classrooms serving K - 4 and 5-9 to ensure that children feel comfortable moving between the two rooms from 4th grade to 5th. At the current time, no colony students are attending beyond the 8th grade although the colony and district are discussing the parameters of making a high school curriculum available for colony students.

**13. What plan is in place for helping students experiencing difficulty? [Section 1114(b)(l) of ESEA]**

*Your answer must include the following:*

*How a student is identified for additional assistance.*

*How the school determines what assistance will be implemented.*

*A statement about how assistance is provided in a timely manner.*

When a student is experiencing difficulty the teacher will consult with the parent, and the teacher assistance team which includes grade level teachers and the reading and math specialist to determine a course of action for the student. District specialists are consulted as necessary and attend meetings as needed. Classroom teachers have informal meetings weekly to discuss strategies that have been tried and which strategies might be of assistance in helping students. The student may receive small group instruction, one on one instruction or after school tutoring. If the interventions suggested by the team do not bring the student up to the desired academic level parental permission is obtained and referral is made to special education. Formative assessment by the classroom teacher assures that the students receive assistance in a timely manner.

**14. Explain how resources available to the building are considered in structuring the plan. [Section 1114(b)(A)(ii) of ESEA]**

*Your answer must include the following:*

*How has the district made resources available to the school?*

*What funding sources support the schoolwide program?*

*What funds are consolidated into the schoolwide program?*

In addition to the other staff, a Reading and Math specialist have been hired to work with the teaching staff at Sample Colony. There are general district funds as well as Title I funds used to support this program at the colony. REAP funds support professional development, library materials, and computers for the colony school.

**Title I, Part A (Targeted Assistance - Private) Sample Catholic School**

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**1. How will the district identify the eligible children most in need of Title I services? [Section 1120 of ESEA]**

*Your answer must include the following:*

*Describe the process for determining student residency in a Title I attendance center within the district;*

*Describe the needs assessment process conducted to determine the academic needs of the students for eligibility purposes;*

*Who is involved in this process;*

*How are the students rank-ordered and cutoffs determined?*

The private school will generate a list of students. Through consultation with the district the residency of each student will be determined. Once the residency is determined, the district will establish which students reside in a Title I attendance center. When the total number of students residing in Title I attendance centers has been calculated, a measure of poverty may be calculated. The district will calculate the number of private school children on free and reduced-price lunch who reside in Title I attendance centers. This is the same measure of poverty used in the public schools. This will determine the Title I funds generated that may be used for teacher salaries, fringe benefits, books, workbooks, computers and computer software; all of which would be used to support intervention support only for identified Title I students.

The at-risk students to be served are not determined by poverty data, but are identified by the following means. The classroom teacher works with the student records to first identify students who may be eligible and then determine which students should be assessed. For reading the district uses the DRA, the Observational Survey & DIBELS assessments to determine which students are most in need of supplemental services. For math we use adopted company assessments for the same purposes. If the student is identified as LEP the district uses the IDEA Proficiency Test and the Dakota English language proficiency test to determine if services are needed and if they are who needs services the most and at what level.

The classroom teacher conducts the assessments and identifies students most at risk. The Title I teacher uses a needs assessment survey that includes seven means of identification and an assigned number for each. The total score number for each student is calculated. Scores are rank ordered and those in greatest need are served first. The public district and private school will consult to determine how many students can be served by the 0.5 FTE Title I teacher. Student groups will not exceed four.

**2. How are Title I services provided to eligible children?**

*Your answer must include the following:*

*Describe your Title I program (Must be a pull-out program).*

*In which grade levels are services being provided?*

*Which areas do you address?*

*Reading?*

*Math?*

Title I services are provided for children in grades 1-5. Pullout services are provided in math and reading. A separate room has been designated for Title I services within the private school building. A 0.5 FTE elementary teacher is employed by the public district to provide these services.

### **3. How will the LEA Title I services support the curriculum of the private school?**

*Your answer must include the following:*

*What scientifically based research methods and instructional strategies are used to strengthen and accelerated student learning;*

*Consultation with classroom teachers;*

*Expectation of gain;*

*Other*

The district met with the private school officials to discuss standards and assessments. It was determined that it was inappropriate to measure program effectiveness and student achievement in relation to the state's standards. The district agreed to use alternative standards that reasonably promised that the services provided will enable the private school participants to achieve the same high level called for by the state student achievement measures. The district recommended an assessment that would adequately measure progress on these standards in the area of reading/language arts and math. After careful consideration of the curriculum, standards, and assessments against scientifically based research methods and instructional strategies, the district agreed to the overall program.

Literacy and math interventions are designed based upon the private school's curriculum. The LEP curriculum is also tied to the State ELP standards. A spring meeting was held with the Special Services Director, the principal of the elementary school, and the principal of the private school in attendance. An agreement was reached at the spring meeting for the delivery of services and documenting student progress and all parties signed it. A hard copy of this agreement was sent in with the Consolidated Grant Application.

### **4. How do you seek parent permission to provide Title I services to their student?**

*Your answer must include the following:*

*Parental notification information;*

*When notification is sent;*

*How information is relayed to parents?*

*How permission is verified.*

The Needs Assessment is used to determine students that are eligible for Title I supplementary services. During the first week of the school year, a letter is sent via mail to the parents of the eligible students explaining the program and asking for written permission to have their child participate in the Title I program. A telephone call is made to these parents to inform them of the letter that they will be receiving. The enclosed form requires the parent to check either the acceptance or denial option and to sign and date the form. These forms are kept on file with the public district's Title I files. Once written parental permission is received, services begin for those students.

### **5. How is the progress of participating children reviewed on an on-going basis? [Section 1118(c)(4) and Section 1118 (d)(2)(B) of ESEA]**

*Your answer must include the following:*

*Describe the process and timeframe for review;*

*What assessments are used to determine if the students are making progress during the school year;*

*How are parents informed of their child's progress? (Progress Reports, Parent Teacher conferences, etc.)*

*How are students dismissed from Title I services*

The Title I teacher will complete quarterly progress reports for the students and will mail these to the parents. The Title I teacher will also visit with parents during parent/teacher conferences. The progress reports will be based on pre/post test scores from formative and summative assessments given, such as DRA, DIBELS, OS, Math adopted company assessments, and daily observations. When the assessments show that the student is considered to be meeting expectations, a meeting will be held between the parent, classroom teacher, and Title I teacher to discuss student dismissal from Title I services.

**6.01. How and when is the Parent Involvement Policy distributed to parents of Title I private school children?**

*Your answer must include the following:*

*How the policy is disseminated;*

*When dissemination occurs.*

The District Parent Involvement policy is sent via mail to the parents along with the letter asking for permission to have their child participate in the Title I program. This is done during the first week of school and prior to the student receiving Title I services.

**6.02. How and when is the Parent/School Compact distributed to parents of Title I private school children?**

*Your answer must include the following:*

*How the compact is disseminated;*

*When dissemination occurs.*

Sample Catholic School parents receive the compact once their child has been identified as being eligible for Title I services. The compact is sent home via mail with the permission letter and District Parent Involvement Policy. Parents are asked to review the compact with their child and then sign the compact and return it to school with their student. The Title I teacher will review the compact with the parent at the fall parent teacher conference.

**6.03. What forms of communication are there between private school parents of Title I children and the district providing the Title I services? An annual meeting is required to inform parents of the requirements of the Title I program and how to become involved in the program. [Section 1118(c)(1) of ESEA]**

*Your answer may include but not limited to the following:*

*An annual meeting (required -- describe how this is accomplished and when this meeting is held)*

*Newsletters;*

*Website;*

*Open House;*

*Brochures;*

*Formal and informal meetings;*

*Parent workshops;*

*Other.*

The Title I teachers communicate with parents on an on-going basis through Title I newsletters, open house nights, formal and informal meetings, parent involvement activities, notes, progress reports, and personal phone calls. An annual meeting is held with the parents of the Title I students from the Sample Catholic School during the fall of the school year.

**6.04. How is parent information presented in a manner that parents can understand?**

*Your answer may include but not limited to the following:*

*Reduce the use of educational jargon;*

*Translate into different languages;*

*Other.*

Information is presented in a clear and concise manner to ensure understanding by the parents. Care is taken to minimize the use of educational jargon and confusing vocabulary. The Special Services Director and Title I teacher select parent-friendly published materials geared specifically toward parent-education to be distributed.

**6.05. What assistance do you offer to help parents work with their child to raise achievement?**

*Your answer may include but not limited to the following:*

*Parent meetings;*

*Letters;*

*Brochures;*

*Other.*

The *Reading Connection* newsletter is distributed on a monthly basis and appropriate reading-related websites are provided by the Title I teacher as they become available. When meeting with parents, the Title I teacher provides samples of student work to demonstrate what the children are learning through the Title I program. The Title program information presented at the fall Title I meeting is done with a PowerPoint presentation and hand-outs. The presenters include examples of how to help a child become a better reader at home and information on the importance of the role of parents in a child's education. The Title I teacher is present to answer questions.

**6.06. What activities do you have planned for parents and families of participating private school children?**

*Your answer must include the following:*

*How do you assist parents in understanding the instructional strategies used by the Title I program?*

*Open House,*

*Annual Title I meeting, or*

*Other activities.*

*If applicable, indicate the private school equitable share and describe how those funds will be used.*

The Title I teacher will host a reading fun night to be held in the spring. The reading fun night will focus on activities in which parents will interact with their student while doing fun reading activities. Reading books will be purchased to give to parents and students for participating in the activity. Reading packets will also be sent home with students in which parents and students can do reading activities at home.

The annual Title I meeting will be held in the fall for all parents of Title I students at the Sample Catholic school.

The Catholic school's equitable share of the Parental Involvement set-aside is \$30 -- see figures below

10 low income private school students / 191 low income public School students = 0.05

0.05 \* \$6000 (parental involvement set aside) = \$30

This will be used to help buy the games and books for the fun night.

**7. How does the district insure that instruction is provided by Highly Qualified Title I Teachers?**

*Your answer must include the following:*

*How many Title I teachers provide Title I services in the private school;*

*Discuss how Title I teachers are Highly Qualified*

There is one (0.5 FTE) highly qualified teacher providing Title I services in the private school. This teacher has a Bachelor's degree with certification in elementary education.

**8. Describe how Title I paraprofessionals support instruction by highly qualified Title I teachers.**

*Your answer must include the following:*

*How many Title I paraprofessionals are assigned to assist with Title I services in the private school;*

*How are Title I paraprofessionals working under the direct supervision of a highly qualified Title I teacher;*

*What duties Title I paraprofessionals perform?*

There are no paraprofessionals providing services within the private school.

**9. How does the district providing Title I services to private schools inform parents of Title I private school children their right to know the qualification of the Title I staff providing Title I services to their child(ren)?**

Your answer must include the following:

Describe what is listed in the “parents right to know” notice. (An LEA that accepts Title I, Part A funding must notify parents of Title I students in private schools that they can request information regarding their child’s Title I teacher, including at a minimum::

(1) whether the Title I teacher

has met the State requirements for licensure and certification for the grade levels and subject-matters in which the Title I teacher provides instruction;

whether the Title I teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

the college major and any other graduate certification or degree held by the Title I teacher, and the field of discipline of the certification or degree; and

(2) whether the child is provided services by Title I paraprofessionals, and if so, their qualifications. [Section 1111 (h)(6)(A)(iv) of ESEA]

Describe how all parents of Title I students are given the notice.

In addition, each Title I school must provide each parent “timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a Title I teacher who is not highly qualified”. **Only the notice is published not the specific teacher’s qualification.**[Section 1111(h)(6)(B)(ii)]

It is our district’s policy to hire only highly qualified teachers. The following is printed in the Title I handbook given to all participating families of the Sample Catholic School:

“Sample Catholic School is actively involved in the federally funded Title I program. Through this program we are able to offer supplementary reading and math assistance to our students. In accordance with The No Child Left Behind Act of 2001, this program is staffed by a highly qualified teacher and coordinated for the city of Sample through the Sample Public School Office. If you would like information regarding the professional qualifications of your child’s Title I teacher, please contact the Special Services Director at the Sample District office: 605-123-4567.”

If the Title I teacher should be gone more 4 weeks or more and no highly qualified teacher could be found to substitute, a letter will be sent to the parents of Title I students informing them that their student is not being taught by a highly qualified teacher.

## **Title I, Part A (Targeted Assistance) Sample Elem**

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### **1. Describe your Title I program. [Section 1115 (c)(1)(C) of ESEA]**

Your answer must include the following:

Do you provide reading services, math services, or both;

What grades are served;

If the school uses the RtI (Response to Intervention) process, describe how Title I services are used within the tiered system. What assessment tools are used for universal screening and progress monitoring by classroom teachers?

Teachers pull out students by grade level to provide supplemental support in reading and math. Students in grades K-5 are provided services. The pullout program builds upon what is addressed in the classroom to reinforce meaning and understanding. The ratio is no more than 1:4. Two teachers specialize in math and two teachers specialize in reading.

The school does not utilize the RtI model at this time.

### **2.01. How will teachers identify the children most in need of Title I services? [Section 1115 (b)(1)(B) of ESEA]**

Your answer must include the following:

Describe the needs assessment process conducted to determine the academic needs of the students and who is involved;

How are students rank-ordered and cutoffs determined;

Indicate if all identified students are served.

If the school uses the RtI, describe how students are identified for Title I services and the method for dismissal.

The classroom teacher looks at the student records to first identify students who may be eligible and then determine which students should be assessed. For reading the district uses the DRA, the Observational Survey, DIBELS, and Dakota STEP assessments to determine which students are most in need of supplemental services. For math we use adopted company assessments for the same purposes as well as Dakota STEP results. If the student is identified as LEP, the district uses the IDEA Language Proficiency Test and the Dakota English Language Proficiency test to determine if the student is at risk of failing to meet district achievement standards and might benefit by additional services. Referral by a student's parent will also be considered by the child's classroom teacher and evaluations completed when necessary. All identified students are ranked by ability and need. We are currently serving all identified students.

**2.02. How are Title I services provided? [Section 1115 (c)(1)(C) of ESEA]**

- Pull-out

The teachers pull out students by grade level to provide supplemental support in reading and math. Students in grades K-5 are provided services. The pullout program builds upon what is addressed in the classroom to reinforce meaning and understanding. The ratio is 1:5. Two teachers specialize in math and two teachers specialize in reading.

- In-class  
 Replacement  
 Extended day (before or after school)

**3. How will the LEA coordinate and integrate Title I services with other educational services?**

**[Section 1115(c)(1)(D) of ESEA]**

Your answer must include the following:

Regular classroom,

Special Education,

Head Start,

Early Head Start,

Other early childhood programs.

The LEA coordinates and integrates Title I services by having Student Assistance Team meetings. Teacher and other educational services for each identified child are represented along with the Title I teacher. An action plan is designed for the student and presented to the child's parents prior to implementation. Title I and general education staff participate in special education IEP meetings when requested. Information from Head Start and preschool programs is shared with district staff and administrators.

**4. Describe how Title I services help students meet state content and achievement standards.**

**[Section 1115 (c)(1)(C) of ESEA]**

Your answer must include the following:

What SBR (scientifically based research) methods and instructional strategies are used to strengthen and accelerate student learning?

How are content and achievement standards used to guide Title I services?

The District has benchmarks identified and approved by the School Board for all students at the grade levels are assessed locally. These academic goals are determined or revised each year based upon assessment results. The District uses criterion referenced assessments in math, reading and writing at the elementary level. The benchmarks and assessments are aligned to the state standards and help us in our consolidated needs assessment to determine strengths and things to work on. Examples of strategies include Reading Recovery, which is an intense accelerated one on one program, another is a small group setting that allows for more teacher interaction with each student. The LEP assessment is nationally normed and the curriculum is based upon State standards of this should transfer to the school's core academic program. Item analysis of D-STEP results is used by Title I staff to inform supplemental instruction in reading and math.

**5.01. If the school is providing summer school, describe the services. [Section 1115(c)(1)(C)(i) of ESEA]**

Your answer must include the following:

Describe the type of program.

What services will the program provide?

At what grade level will services be provided to students.

If no summer program is provided, indicate such in answer.

The summer school program will focus on maintaining both reading and math skills. Children in grades 2 through five are eligible to be served during summer school if they are determined to be at risk of failing to meet the academic achievement standards.

**5.02. If the school is providing a summer school program, check the appropriate dates.**

Check all that apply.

- 1) July 2008
- 2) August 2008
- 3) June 2009
- 4) No Summer program

**6.01. Does the school operate a School Level preschool? [Section 1115 (c)(1)(D) of ESEA]**

- 1) Yes
- 2) No

**6.02. Check the criteria used to select at-risk preschool children**

Check all that apply.

- 1) No Title I Preschool
- 2) Teacher Judgment
- 3) Parent Interview
- 4) Assessment
- 5) Child Development Measures
- 6) Family Income (can be used as only one factor in student needs assessment)
- 7) Participation in other programs (Even Start, Early Reading First, Homelessness)

**6.03. Check the structure of the School Level Title I preschool program**

Check all that apply.

- 1) No Title I Preschool
- 2) School level preschool offered in coordination with other programs
- 3) Classroom in the school
- 4) Classroom in another building

**6.04. Indicate the programs the School Level Title I preschool is in partnership with**

Check all that apply.

- 1) No Title I Preschool
- 2) Not in partnership with other programs
- 3) Head Start
- 4) Even Start
- 5) Early Reading First
- 6) Early Childhood Special Education
- 7) Private preschool program
- 8) Other (specify)

**6.05. Intensity of services (Hours per day).**

Check the number of hours per day.

- 1) No program
- 2) 2 hours per day
- 3) 3 hours per day
- 4) 4 hours per day
- 5) 5 hours per day
- 6) more than 5 hours per day

**6.06. Intensity of services (Days per week).**

*Check the number of days per week.*

- 1) No program
- 2) 2 days per week
- 3) 3 days per week
- 4) 4 days per week
- 5) 5 days per week

**6.07. Intensity of services (Week per year).**

*Check the number of weeks per year.*

- 1) No program
- 2) 9 weeks or less
- 3) 10-18 weeks
- 4) 19-24 weeks
- 5) 25-36 weeks
- 6) More than 36 weeks

**6.08. Describe the scientifically based curriculum used for the School Level Title I preschool and its contents.**

*Your answer must include the following:*

*Describe curriculum.*

*Describe how the program meets Head Start Performance standards;*

*Describe how the early learning guidelines are incorporated into the preschool curriculum;*

*If no preschool program is provided, indicate such in answer.*

The preschool provided at the Sample Colony School meets the Head Start performance standards 45 CFR 1304.21 – Education and Early Childhood by providing all three and four year old children with a safe, nurturing, engaging, enjoyable, and secure learning environment. Varied experiences are provided by the preschool program to support the continuum of children’s growth and development including the physical, social, emotional, and cognitive development of each child. The program is developmentally, age, culturally, and linguistically appropriate for the student population served. The inclusive environment supports young children with disabilities and values diversity within its children and families. The daily program provides a balance of child-initiated and adult-directed activities.

The preschool programs in the Sample District use the Creative Curriculum as the framework for developing the environment an instructional program. South Dakota Early Learning Guidelines are also used in developing the curriculum and program as a guide for the depth and breadth of the program content and appropriate expectations for children.

**6.09. Describe the assessment tools and process used to plan and monitor individual programs for School Level Title I preschool children.**

*Your answer must include the following:*

*Student assessment used and their purpose;*

*If no preschool program is provided, indicate such in answer.*

The preschool uses the assessment provided through the Creative Curriculum to monitor children's progress on developmental skills throughout the year. Skills measured include: cognitive, language, fine motor, gross motor, and social/emotional.

**7. Describe the qualifications of the staff providing Title I services. [Section 1115 (c)(1)(E) of ESEA]**

*Your answer must include the following:*

*How many teachers provide Title I services and FTE percentage;*

*What are the qualification of the teacher(s);*

*How many paraprofessionals and FTE percentage;*

*How are all paraprofessionals qualified;*

*How do paraprofessionals support the instruction of the teacher, and work under the direct supervision of the Title I teacher?*

Four highly qualified teachers provide Title I services. Jane Doe and Mary Jones are full time employees and have elementary teaching certificate. David Dean is a full time employee with an elementary teaching certificate with a master's degree in curriculum and instruction with an emphasis in mathematics. Ellen Joy is also a full time employee with an elementary teaching certificate and a master's degree as a reading specialist. There are no paraprofessionals in the Title I program at Sample Elementary school.

**8. What Professional Development opportunities are provided for Title I staff relative to the determined needs, including reading and math? [Section 1115(c)(1)(F) of ESEA]**

The Title I teachers participate in the District's professional development program. One Wednesday each month the staff meet to work on the reading and math initiatives that have been developed in the district professional development plan as well as those specified in the school's improvement plan. Additionally, two inservice days are planned for the coming school year. One day will be dedicated to reading strategies and one day will be used to introduce math strategies. The District's ESA staff will present both inservices. Title I teachers will also participate in the professional development and training provided for all elementary and middle school teachers regarding the newly adopted reading curriculum. The district has hired a reading coach to work specifically with Sample Elementary teachers to help them implement effective reading strategies for all students.

**9. How is the progress of participating children reviewed on an on-going basis? [Section 1118(c)(4) and Section 1118 (d)(2)(B) of ESEA]**

*Your answer must include the following:*

*Describe the process and timeframe for review;*

*What assessments are used to determine if the students are making progress during the school year;*

*How are parents informed of their child's progress? (Progress Reports, Parent Teacher conferences, etc.)*

*How are students dismissed from Title I services*

The District holds two Parent/Teacher Conferences - one in the fall and the other in early spring to discuss and report on student progress. Student grades are posted on Parent View so parents can monitor their child's progress on a regular basis. The teachers of the students receiving Title I services also send home samples of completed student work and quarterly progress reports of academic progress in reading and math.

**10.01. How is the school level Parent Involvement Policy annually reviewed and revised with parent input? [Section 1118 of ESEA]**

*Your answer must include the following:*

*When the policy is reviewed;*

*How parents are involved in the review.*

Each spring the District hosts a Title I parent night. At this time surveys are distributed to parents to solicit parent input on Title I programs and services. The Sample Elementary School Parent Involvement Policy is a part of the meeting agenda. A review and/or revision of the parent involvement policy takes place at this meeting. Sign in sheets and agendas are collected and archived for later use.

**10.02. How and when is the school level Parent Involvement Policy distributed to parents?**

*Your answer must include the following:*

*How the policy is disseminated;*

*When dissemination occurs.*

The Sample Elementary School's Parent Involvement Policy is distributed to all parents of Title I students at the open house in the fall of each school year. It is also in the Sample Elementary School's Student Handbook that is given to each student in the fall. Parents sign a receipt acknowledging that they have read and agree to the information provided in the handbook. Each principal collects and keeps the signed receipts on file.

**10.03. How and when is the Parent/School Compact distributed? [Section 1118(d) of ESEA]**

*Your answer must include the following:*

*How the compact is disseminated;*

*When dissemination occurs.*

The Parent/School compact is distributed and signed by all Title I parents, Title I students, and their classroom teachers at the open house in the fall. Any students enrolling after this date identified as needing Title I services will have the compact sent home via mail.

**10.04. What forms of communication are there between parents and schools? An annual meeting is required to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1) of ESEA]**

Your answer may include but not limited to the following:

Annual meeting (required -- describe how this is accomplished and when this meeting is held)

Newsletters,

Website,

Open house night,

Parent resource room or displays/centers,

Brochures,

Formal and informal meetings,

Parent workshops,

Other

All parents are invited to the fall open house and spring annual meeting. Information is also distributed on the District's website and in the school newsletters. Parents can visit the classroom or contact the teacher whenever necessary.

#### **10.05. How is parent information presented in a manner that parents can understand?**

Your answer may include but not limited to the following:

Reduce the use of educational jargon;

Translate into different languages;

Other

Information is presented in a jargon free and easy to understand format. If any parents are identified who do not speak English, information pertinent to their child's education would be translated into their first language.

#### **10.06. How do you assist parents in understanding the content standards, achievement standards, and the assessments? [Section 1118(e)(3) of ESEA]**

Your answer may include but not limited to the following:

Parent meetings,

Letters,

Brochures,

Parent-Teacher Conferences,

Other

Brochures from the Parent Information Resource Network are on display in the office and in the Title I classroom for parents to take as wanted. Teachers and staff are also available to answer any questions that a parent may have. The Parent Information Resource Network brochures that explain content standards, the statewide testing program and NCLB are handed out to parents at the fall open house and the spring parent meeting.

#### **10.07. What assistance do you offer to help parents work with their child to raise student achievement?**

Your answer may include but not limited to the following:

Newsletters,

Letters,

Packets,

Other

Information from the Parent Information Resource Network is distributed to parents at the fall open house and spring parent meeting. Information is also put into the monthly Title I newsletters. Videos that explain how to help your child with homework are available for parents to check out.

#### **10.08. What trainings are offered to staff in working and communicating with parents?**

Teachers and staff participate in the once a month Wednesday professional development days. Working with parents is a topic that is covered during the October professional development session.

#### **10.09. What activities/strategies are provided to increase parental involvement? [Section 1115(c)(1)(G) of ESEA]**

Your answer must include the following:

Information about how family activities and conferences are planned and conducted;

Information on trainings conducted for parents;

Information on how parents are assisted in interpreting test results.

Describe activities.

Parents are provided with information on how they can become involved in their child's education. Parents are provided with several opportunities to volunteer at their child's school events. Trainings on NCLB, content standards and the statewide assessment programs are provided annually.

**11. What additional services/support are available for Title I students who are not making the expected progress? [Section 1115(c)(2)(B) of ESEA]**

Your answer may include but not limited to the following:

Teacher assistance teams,

One-on-one help,

Before and after school help,

Referral to special education,

Other

The Sample School District uses a Student Assistance Team to explore issues that might be affecting student performance.

Students can come in early to receive one-on-one instruction from any of their classroom teachers or the Title I teachers. Referral to special education is considered when other interventions and assistance prove to be unsuccessful.

**Title I, Part A (Targeted Assistance) Sample MS**

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**1. Describe your Title I program. [Section 1115 (c)(1)(C) of ESEA]**

Your answer must include the following:

Do you provide reading services, math services, or both;

What grades are served;

If the school uses the RtI (Response to Intervention) process, describe how Title I services are used within the tiered system. What assessment tools are used for universal screening and progress monitoring by classroom teachers?

The Title I targeted assistance program provides services to 6th and 7th grade students in both reading and math. O program is a pullout program that utilizes small group instruction with identified students only. As a supplemental program, the Title I activities extend and reinforce the classroom learning experiences. Many challenging lessons are also offered to the students so that they might apply and use a variety of learning strategies. All lessons are planned to assist the students in being proficient with the state standards. At this time, we are not participating in the RtI process.

**2.01. How will teachers identify the children most in need of Title I services? [Section 1115 (b)(1)(B) of ESEA]**

Your answer must include the following:

Describe the needs assessment process conducted to determine the academic needs of the students and who is involved;

How are students rank-ordered and cutoffs determined;

Indicate if all identified students are served.

If the school uses the RtI, describe how students are identified for Title I services and the method for dismissal.

To determine eligibility for the program, teachers are given a composite needs assessment to complete for the students in their classrooms. The areas on the Needs Assessment are Reading comprehension, vocabulary, text reading level, Math computation, problem solving, D-Step results, work habits, teacher and parent referral. After examination of the results of the needs assessment, the student's rating is determined and the students with the most "need" are recommended for assistance in the Title I program and are readily accepted. Cut off scores are reviewed and no more than four students per time slot are accommodated.

**2.02. How are Title I services provided? [Section 1115 (c)(1)(C) of ESEA]**

Pull-out

In the Sample Middle School pullout program, the two Title I teachers (1.5 FTE), who are highly qualified by NCLB definition, work with 6th and 7th grade students in groups of 4 or less in the areas of Reading and/or Math.. The individualized student instruction is supplemental to the regular classroom instruction. The Title I instructors collaborate weekly with the regular classroom instructors. The focus of the program is to accelerate student learning. There are no Title I paraprofessionals in the Middle School.

- In-class
- Replacement
- Extended day (before or after school)

### **3. How will the LEA coordinate and integrate Title I services with other educational services?**

**[Section 1115(c)(1)(D) of ESEA]**

*Your answer must include the following:*

*Regular classroom,*

*Special Education,*

*Head Start,*

*Early Head Start,*

*Other early childhood programs.*

There is special attention given to all participants and their involvement in the other programs that are offered in the district. Title I staff collaborate with regular classroom and special education staff and student progress and assessment results are shared. If progress is not noted for the Title I students, steps are taken to ensure that all existing services, such as special education, are offered to the student. If other programs or measures are necessary for the students to be successful, the school and community programs will collaborate with each other so that the best services can be offered.

### **4. Describe how Title I services help students meet state content and achievement standards.**

**[Section 1115 (c)(1)(C) of ESEA]**

*Your answer must include the following:*

*What SBR (scientifically based research) methods and instructional strategies are used to strengthen and accelerate student learning?*

*How are content and achievement standards used to guide Title I services?*

Title I program funds will be used to help eligible students meet state content and achievement standards. Our reading and math curriculum matches standards by usage of textbooks and materials that utilize research based strategies and teaching methods. We will use the results of student assessments that are linked to the State standards to plan individualized student instruction. Title I funds will be used to help train Title I staff in helping children meet the State standards.

### **5.01. If the school is providing summer school, describe the services. [Section 1115(c)(1)(C)(i) of ESEA]**

*Your answer must include the following:*

*Describe the type of program.*

*What services will the program provide?*

*At what grade level will services be provided to students.*

*If no summer program is provided, indicate such in answer.*

We will have a 4 week summer school program for 6th and 7th grade students that received Title I services. These students will have an option of attending class for one hour daily for math and/or reading. This would be determined the subject areas that they qualify for.

### **5.02. If the school is providing a summer school program, check the appropriate dates.**

*Check all that apply.*

- 1) July 2008
- 2) August 2008
- 3) June 2009
- 4) No Summer program

### **6.01. Does the school operate a School Level preschool? [Section 1115 (c)(1)(D) of ESEA]**

- 1) Yes
- 2) No

**6.02. Check the criteria used to select at-risk preschool children**

*Check all that apply.*

- 1) No Title I Preschool
- 2) Teacher Judgment
- 3) Parent Interview
- 4) Assessment
- 5) Child Development Measures
- 6) Family Income (can be used as only one factor in student needs assessment)
- 7) Participation in other programs (Even Start, Early Reading First, Homelessness)

**6.03. Check the structure of the School Level Title I preschool program**

*Check all that apply.*

- 1) No Title I Preschool
- 2) School level preschool offered in coordination with other programs
- 3) Classroom in the school
- 4) Classroom in another building

**6.04. Indicate the programs the School Level Title I preschool is in partnership with**

*Check all that apply.*

- 1) No Title I Preschool
- 2) Not in partnership with other programs
- 3) Head Start
- 4) Even Start
- 5) Early Reading First
- 6) Early Childhood Special Education
- 7) Private preschool program
- 8) Other (specify)

**6.05. Intensity of services (Hours per day).**

*Check the number of hours per day.*

- 1) No program
- 2) 2 hours per day
- 3) 3 hours per day
- 4) 4 hours per day
- 5) 5 hours per day
- 6) more than 5 hours per day

**6.06. Intensity of services (Days per week).**

*Check the number of days per week.*

- 1) No program
- 2) 2 days per week
- 3) 3 days per week
- 4) 4 days per week
- 5) 5 days per week

**6.07. Intensity of services (Week per year).**

*Check the number of weeks per year.*

- 1) No program
- 2) 9 weeks or less
- 3) 10-18 weeks
- 4) 19-24 weeks
- 5) 25-36 weeks
- 6) More than 36 weeks

**6.08. Describe the scientifically based curriculum used for the School Level Title I preschool and its contents.**

Your answer must include the following:

Describe curriculum.

Describe how the program meets Head Start Performance standards;

Describe how the early learning guidelines are incorporated into the preschool curriculum;

If no preschool program is provided, indicate such in answer.

N/A

**6.09. Describe the assessment tools and process used to plan and monitor individual programs for School Level Title I preschool children.**

Your answer must include the following:

Student assessment used and their purpose;

If no preschool program is provided, indicate such in answer.

N/A

**7. Describe the qualifications of the staff providing Title I services. [Section 1115 (c)(1)(E) of ESEA]**

Your answer must include the following:

How many teachers provide Title I services and FTE percentage;

What are the qualification of the teacher(s);

How many paraprofessionals and FTE percentage;

How are all paraprofessionals qualified;

How do paraprofessionals support the instruction of the teacher, and work under the direct supervision of the Title I teacher?

We have two highly qualified teachers providing services. One teacher is certified as a Middle School Language Arts teacher (0.5 FTE), and one teacher is certified as a Middle School Math teacher (1 FTE). We do not employ any paraprofessionals in our Title program.

**8. What Professional Development opportunities are provided for Title I staff relative to the determined needs, including reading and math? [Section 1115(c)(1)(F) of ESEA]**

After examination of the needs of the school district's program, opportunities are offered to the Title I staff for professional development to help obtain adequate yearly progress in subject areas. Special attention is given to scientifically based research instructional techniques and reading strategies when attending workshop and conference annually. Title I staff participates in state sponsored workshops and regional ESA opportunities, as well as regional reading and math conferences. Title I funding is set aside each year to make this possible.

**9. How is the progress of participating children reviewed on an on-going basis? [Section 1118(c)(4) and Section 1118 (d)(2)(B) of ESEA]**

Your answer must include the following:

Describe the process and timeframe for review;

What assessments are used to determine if the students are making progress during the school year;

How are parents informed of their child's progress? (Progress Reports, Parent Teacher conferences, etc.)

How are students dismissed from Title I services

Progress of the participating students is reviewed on an on-going basis. Some of the assessments used are unit tests, Accelerated Reading and Math assessments, Achievement Series, Saxon math, etc. Each student's assessments are reviewed quarterly by the classroom teachers and the Title I staff. Ongoing informal assessments within the regular classroom and the Title I program are utilized, and the Title I staff and regular classroom staff share results of those progress assessments. Scores from the state assessments (D-Step) are shared with teachers and parents. Report cards and Title I quarterly progress reports are mailed to parents and shared at parent/teacher conferences. If a student is showing adequate progress and proficiency, a meeting to discuss dismissal will be held between the Title I staff, regular classroom staff, and parents.

**10.01. How is the school level Parent Involvement Policy annually reviewed and revised with parent input? [Section 1118 of ESEA]**

Your answer must include the following:

When the policy is reviewed;

How parents are involved in the review.

The School level parent involvement policy is annually reviewed and if necessary, revised. The policy is discussed at the annual Title I parent meeting and opportunity is given for parents and teachers to suggest revision. The policy is also part of the student handbook that is given each student at the beginning of the school year. If any revisions are needed, the policy is presented to the school board at a monthly meeting.

**10.02. How and when is the school level Parent Involvement Policy distributed to parents?**

*Your answer must include the following:*

*How the policy is disseminated;*

*When dissemination occurs.*

The parent involvement policy is distributed to parents at the beginning of the school year. This policy is included in the student handbook. Each student that attends Sample Middle School is given a student handbook, and each parent is responsible for reading it and returning a signed copy to ensure that it has been read. A copy of the parent involvement policy is also given to each Title I student upon their entrance to the program.

**10.03. How and when is the Parent/School Compact distributed? [Section 1118(d) of ESEA]**

*Your answer must include the following:*

*How the compact is disseminated;*

*When dissemination occurs.*

The Sample Middle School Title I program disseminates the parent/school compact at the beginning of the school year to all program participants of the targeted assisted program. This compact is signed by the student, the parent/guardian, and the teacher. The Title I teacher and parents review the compact at the parent/teacher conferences.

**10.04. What forms of communication are there between parents and schools? An annual meeting is required to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1) of ESEA]**

*Your answer may include but not limited to the following:*

*Annual meeting (required -- describe how this is accomplished and when this meeting is held)*

*Newsletters,*

*Website,*

*Open house night,*

*Parent resource room or displays/centers,*

*Brochures,*

*Formal and informal meetings,*

*Parent workshops,*

*Other*

The Sample Middle School staff communicates directly with parents via email, phone, letter, or at informal meetings. Opportunities for communication are made available during the Spring and Fall parent teacher conferences. Title I family nights/meetings involves learning activities in which the parents and students are actively involved. Parents have an "open" invitation to visit the school and classroom at any time. Parents can access information about their child's grades on the Parent Portal, read about upcoming events on the school webpage, and communicate any concerns they might have. For those who do not have internet access, communication is offered by a monthly newsletter which contains information about upcoming events in each class or at the school. Brochures about standards, school related programs, etc. are also sent home and are available to parents.

**10.05. How is parent information presented in a manner that parents can understand?**

*Your answer may include but not limited to the following:*

*Reduce the use of educational jargon;*

*Translate into different languages;*

*Other*

The parents and community are aware of the multiple forms of school communications and inquire if there are any questions that they may have. Information is presented to parents in a way to reduce educational jargon and in terms that are easily understood. Educational terms are explained to the parents during individual conversations and in communication via email or newsletters so that all concerned understand.

**10.06. How do you assist parents in understanding the content standards, achievement standards, and the assessments? [Section 1118(e)(3) of ESEA]**

*Your answer may include but not limited to the following:*

*Parent meetings,  
Letters,  
Brochures,  
Parent-Teacher Conferences,  
Other*

During conferences in the Spring and Fall, staff and parents discuss the outcomes of student assessments. Each child's results are shared with the parents/guardians. Part of the agenda of Title I parent meetings is to explain the current state standards. Brochures listing the standards and expectations of each grade are distributed to all school families. These brochures are attained from the South Dakota Parent Resource Network. District administrators present the aspects of the SD content and achievement standards and address questions from parents that are in attendance at the meeting. During school board meetings, the community and parents are given specific data about the outcomes of annual state required assessments. Monthly articles in the school newsletter, which is also on the school website, are written by administration and often address the academic requirements of all school children.

**10.07. What assistance do you offer to help parents work with their child to raise student achievement?**

*Your answer may include but not limited to the following:*

*Newsletters,  
Letters,  
Packets,  
Other*

At conferences parents are shown strategies to work with their child and support them in learning. The monthly newsletter also includes strategies for parents to assist in the learning process.

**10.08. What trainings are offered to staff in working and communicating with parents?**

Weekly staff meetings and teacher inservice sessions occur and topics often deal with the importance of parent and staff communication. Student/Teacher Assistance Teams (STAT) are trained to provide strategies and communicate effectively with parents. Open and frequent communication is encouraged between staff and parents.

**10.09. What activities/strategies are provided to increase parental involvement? [Section 1115(c)(1)(G) of ESEA]**

*Your answer must include the following:*

*Information about how family activities and conferences are planned and conducted;  
Information on trainings conducted for parents;  
Information on how parents are assisted in interpreting test results.  
Describe activities.*

Title I family nights involve learning activities which enhance child/parent interaction. Teachers and staff often share model classroom teaching strategies at these parent meetings. Classroom open house events strengthen concepts taught in the regular classrooms. Families are updated weekly with the utilization of the Parent Portal which is accessible to those who have internet access. Test results are also explained individually to parents/guardians at parent teacher conferences. Packets and brochures provided by the South Dakota Parent Resource Network are available and distributed to parents.

**11. What additional services/support are available for Title I students who are not making the expected progress? [Section 1115(c)(2)(B) of ESEA]**

*Your answer may include but not limited to the following:*

*Teacher assistance teams,  
One-on-one help,  
Before and after school help,  
Referral to special education,  
Other*

Student/Teacher Assistance Teams, after school program, summer school program, peer tutoring, and special education referrals are some of the options available if the student's progress is not satisfactory. Classroom teachers and Title I staff are involved in ongoing communication and work with the students by individually assessing any area of concern. Appropriate interventions are suggested and parents and staff work together to help the student succeed

## Rural Education Achievement Program (REAP)

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### 1. Title I Part A: Basic

*If applicable, briefly explain how you are supplementing your Title I, Part A program.*

No REAP funds used for this activity.

### 2.01. Title II Part A: Improving Teacher Quality - a. Professional Development Activities

*If applicable, briefly explain how you will use funds to support your professional development program.*

The district will provide high quality professional development activities districtwide. The bulk of the funds will be used for purchasing the services of trainers. Some funds will be used for stipends for the teachers attending.

The district will purchase the services of a trainer who will provide training in the Marzano techniques.

The district will purchase the services of trainers who will provide training in reading strategies for all ages.

The district will purchase the services of trainers who will provide math strategies for elementary and middle school students.

Teachers in grades 1-4 will travel to ESA training on curriculum mapping in the area of math.

All teachers will be provided with training in the integration of technology in the class room.

Several teachers will attend the TIE conference.

### 2.02. Title II Part A: Improving Teacher Quality - b. Class Size Reduction (CSR) Activities

*If applicable, explain how many certified CSR teacher(s) will be hired or continue to be employed? For what grade(s)? List the class size(s) before and after the hiring of the class size reduction teacher(s). These funds must be used for the reduction of class sizes. They cannot be used for a reduction in the size of a class during times when a portion of the class is removed for special group instruction. These funds cannot be used to extend half-day to full day Kindergarten programs. Pull-out programs such as Reading Recovery ARE NOT considered class size reduction activities.*

The district will add one section of Kindergarten by using class size reduction funds. Currently, we can not maintain our goal of 18 or less Kindergarten students in each classroom. There are 49 children enrolled in kindergarten for the 2008-09 school year.

The district will hire an additional highly qualified kindergarten teacher to reduce the class size from 24 and 25 in the two classrooms to 16, 16, and 17 in each of the three classrooms.

The district will add one section of 1st graders by using class size reduction funds. Currently, we can not maintain our goal of 22 or less 1st grade students in each classroom. There are 53 students enrolled in 1st grade for the 2008-09 school year. An additional highly qualified elementary teacher will be hired to reduce the class size from 16 and 27 students in each of the two classrooms to 17, 18, and 18 in each of the three classrooms.

The district provides two classes for each grade K-5.

### 2.03. Title II Part A: Improving Teacher Quality - Recruiting, hiring, and retaining Highly Qualified Teachers - If applicable, briefly explain your strategies and activities.

*If applicable, briefly explain your strategies and activities.*

The district will provide assistance to teachers in taking approved college courses to become highly qualified in those areas where the district will be experiencing a need. We anticipate a need in two areas in the next few years. The two areas are certain high school math courses and middle school science.

### 3. Title II Part D: Educational Technology

*If applicable, briefly explain how your program will improve student academic achievement through integration of technology with curricula and instruction.*

The district will purchase 10 new computers for classroom teachers at the high school. The district will purchase 5 new projectors for the high school.

The district will purchase smart boards for each math and science classroom at the middle school.

The district will purchase 7 new computers for the lab at the elementary school and 2 new computers for the colony school.

#### **4. Title III: LEP and Immigrant**

*If applicable, briefly explain how you will use funds to improve the education of LEP and Immigrant students.*

No funds will be used for this activity.

#### **5. Title IV Part A: Safe and Drug Free Schools**

*If applicable, briefly explain how you will use funds to support activities that prevent the illegal use of alcohol, tobacco, and drugs, or that prevent violence in and around schools.*

The district will hire a resource officer who will work with students in the middle school and high school in an effort to provide positive reinforcement for school attendance and to reduce behavior incidents.

The district will hire a speaker to do one activity at the high school on the issue of prevention of drinking and driving prior to the spring prom and graduation season.

Materials will be purchased to provide educational activities on prevention of drinking and driving to provide information to the students in the spring.

Materials will be purchased and videos rented for use in the middle and elementary school around topics pertaining to prevention of alcohol and tobacco usage and other topics as determined.

#### **6. Title IV Part B: 21st Century Community Learning Centers**

*If applicable, briefly explain how you will use funds to carry out before and after school activities, or summer recess activities that advance student academic achievement.*

No funds will be used for this activity.

#### **7. Title V Part A: Innovative Programs**

- Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
- Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
- Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards that will be used to improve student academic achievement, and that are part of an overall education reform program.

The district will purchase library books for the colony and in town schools. Subscriptions to various educational and current event magazines will be purchased. Also, the district will purchase on-line subscriptions to an encyclopedia and make this available to all schools.
- Promising education reform projects, including magnet schools.
- Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
- Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
- Programs to provide for the educational needs of gifted and talented children.
- The planning, design, and initial implementation of charter schools as described in part B.

- School improvement programs or activities under sections 1116 and 1117.
- Community service programs that use qualified school personnel to train and mobilize young people to measure and strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.
- Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning).
- Activities to promote, implement or expand public school choice.
- Programs to hire and support school nurses.
- Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- Programs to establish or enhance pre-kindergarten programs for children.
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school.
- Programs for cardiopulmonary resuscitation (CPR) training in schools.
- Programs to establish smaller learning communities.
- Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
- Initiatives to generate, maintain, and strengthen parental and community involvement.
- Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- Programs to provide same-gender schools and classrooms (consistent with applicable law).
- Service learning activities.
- School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.
- Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
- Supplemental educational services, as defined in section 1116(e).

**8. Districts are responsible for providing equitable services and benefits to eligible private school students, teachers and other educational staff.**

*Please indicate the private schools' level of involvement and participation in Title II A, Title II D, Title IV and/or Title V activities.*

- 1) No private schools within the district,
- 2) Private school was consulted and chose not to participate, or
- 3) Other. Provide name of private school(s) and list of activities.  
Other. Provide name of private school(s) and list of activities.

**Rural Education Achievement Program (REAP)**

**2008-2009 Consolidated Application**

|                               |
|-------------------------------|
| Name of Local Agency          |
| <b>Sample School District</b> |

| Activity                                | 100           | 200               | 300                | 400                | 500                 | Totals         |
|---|---------------|-------------------|--------------------|--------------------|---------------------|----------------|
|   | Salaries      | Employee Benefits | Purchased Services | Supplies Materials | Capital Acquisition |                |
| <b>Title II, Part A (Improving Teac</b> | 68,000        | 12,000            | 70,000             | 0                  | 0                   | <b>150,000</b> |
| <b>Title II, Part D (Enhancing Educ</b> | 0             | 0                 | 0                  | 0                  | 44,000              | <b>44,000</b>  |
| <b>Title IV, Part A (Safe and Drug</b>  | 25,000        | 5,000             | 5,000              | 5,000              | 0                   | <b>40,000</b>  |
| <b>Title V, Part A (Innovative Prog</b> | 0             | 0                 | 0                  | 10,000             | 0                   | <b>10,000</b>  |
| <b>Total</b>                            | <b>93,000</b> | <b>17,000</b>     | <b>75,000</b>      | <b>15,000</b>      | <b>44,000</b>       | <b>244,000</b> |

\_\_\_\_\_ % Indirect Cost Rate (see instructions)

|                       |                   |
|-----------------------|-------------------|
| <b>Indirect Costs</b> | <b>\$ 6,000</b>   |
| <b>Grand Total</b>    | <b>\$ 250,000</b> |

**Sample School District**  
**Rural Education Achievement Program (REAP) - Budget Justification Page**  
*Provide written descriptions of the activities budgeted under this program*

**2008-2009**

| <b>100 - Salaries</b>                                 | Estimated Cost   |
|---|------------------|
| 1 CSR Kindergarten Teacher, 1 CSR First Grade Teacher | \$ 68,000        |
| Resource Officer                                      | \$ 25,000        |
| Total Salaries Cost                                   | <b>\$ 93,000</b> |

| <b>200 - Employee Benefits</b> | Estimated Cost   |
|--------------------------------|------------------|
| Benefits for 2 CSR teachers    | \$ 12,000        |
| Benefits Resource Officer      | \$ 5,000         |
| Total Employee Benefits Cost   | <b>\$ 17,000</b> |

| <b>300 - Purchased Services</b>                     | Estimated Cost   |
|---|------------------|
| Trainers, Stipends, TIE Conference, College Courses | \$ 65,000        |
| Speaker for Student Event                           | \$ 5,000         |
| Private school professional development             | \$ 5,000         |
| Total Purchased Services Cost                       | <b>\$ 75,000</b> |

| <b>400 - Supplies Materials</b>  | Estimated Cost   |
|--|------------------|
| Library Books, Magazine Subscriptions, Encyclopedia On-line Subscription | \$ 10,000        |
| Supplies for Program, Written Materials, Videos                          | \$ 5,000         |
| Total Supplies Materials Cost  | <b>\$ 15,000</b> |

| <b>500 - Capital Acquisition</b>                | Estimated Cost   |
|---|------------------|
| Purchase of Computers, Projectors, Smart Boards | \$ 37,840        |
| Private school technology for students          | \$ 6,160         |
| Total Capital Acquisition Cost                  | <b>\$ 44,000</b> |

|             |                   |
|-------------|-------------------|
| Cost Totals | <b>\$ 244,000</b> |
|-------------|-------------------|

