



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

## **School Improvement Grants LEA (District) Application**

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

**CFDA Numbers: 84.377A; 84.388A**



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

**Due Date**

**May 2, 2011**

**South Dakota Department of Education**

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

**Grant Period Ends**

**June 30, 2014**

**FY 2010**

**School Improvement Grant (SIG)**

**Cover page**

Legal Name of Applicant: Dr. Debra Johnson Chamberlain School District #7-1	Applicant's Mailing Address: Chamberlain School District PO Box 119 301 E. Kellam Ave. Chamberlain SD 57325
LEA Contact for the School Improvement Grant  Name: Donna Neeman  Position and Office: Title I Director  Contact's Mailing Address: Chamberlain School District PO Box 119 301 E. Kellam Ave. Chamberlain, SD 57325	Telephone: 605-234-4463  Fax: 605-234-4479  Email address: donna.neeman@k12.sd.us
LEA Superintendent (Printed Name): Dr. Debra Johnson	Telephone: 605-234-4478
<b>I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants.</b>  X _____ Signature of the LEA Superintendent	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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

Name of Authorized Representative (Type or Print): Dr. Debra Johnson

**Original** Signature of Authorized Representative: \_\_\_\_\_

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

SD Department of Education use only	
Date Received:	_____ <b>Signature of authorized SD DOE staff person</b>

**Guidelines**

***Purpose of Grant***

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

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

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

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

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

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

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

### ***Eligible Applicants***

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

### ***Allocations***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Duration***

Grant Periods:

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

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

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

These funds are contingent on renewed federal funding.

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

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

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

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

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

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

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

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

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

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

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

### ***Technical Assistance***

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

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

**Contact Information**

For grant application questions:

Dr. Kristine Harms (773-6509)

Beth Schiltz (773-4716)

[Kristine.Harms@state.sd.us](mailto:Kristine.Harms@state.sd.us)

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

For fiscal questions:

Rob Huffman (773-4600)

Paul Schreiner (773-7108)

[Robyn.Huffman@state.sd.us](mailto:Robyn.Huffman@state.sd.us)

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

**LEA APPLICATION REQUIREMENTS**

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Chamberlain Middle School 7 <sup>th</sup> /8 <sup>th</sup>				XX				

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

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

**(1) (Tier I, II, & III)** The LEA has analyzed the needs of each school and selected an intervention for each school. **(Must be at the district level)**

- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the district committee and the position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents.*

**Dr. Debra Johnson, Superintendent**  
**Allan Bertram, Middle School/High School Principal**  
**Joel Bergeson, Elementary Principal**  
**Donna Neeman, Title I Director**  
**Valerie Johnson, Special Education Director**



**Diane Olson, ESA3**  
**Deb Pazour, High School Teacher**  
**Vanessa Munger, Middle School Teacher**  
**Julie Woodruff, Elementary Teacher**  
**Mike Tyrell, Parent**

- b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data Retreat<sup>SM</sup> process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSO, the results must be included in the data analysis.*

**The following agenda, which includes the four lenses of the Data Retreat process, was used to collect the data at our Annual Comprehensive Data Retreat held August 9, 10, and 11, 2010. The summaries and data collected from the below sources, are put in binders for each of the 3 schools in our district. (Elementary, Middle School, High School). The summaries and data collected are utilized by each school throughout the school year to meet the individual needs of all students.**

**1. Dakota Step** results for grades 3-8 and 11 for the 2009-2010 school year.

- Using the Dakota Step results list students below basic and basic in reading and math by grade. Designate the following by students name:
  - \* Special Education
  - # Native American
  - @ Reduced or free lunch
- Looking at the above data, what are your findings? Base findings on data only! Submit in hard copy and on san disk. Are the same student BB and B from year to year?

**2. Met Test – Kindergarten**

- List students below average, for the four areas, on chart.
- Record above average, average, and below average percentages for each test. Compare results from past year.
- Summarize and submit in hard copy and San Disk.

**3. Dibels K-5**

- List students that are Intensive on the ending Benchmark by grade
- Summarize and submit in hard copy and San Disk.

**4. STAR Results for grades K-12 (Reading, Math, and Early Literacy)**

- Collect grade and individual data, Reading grades 1-12, Math 1-8, and K early literacy. Show and explain gains made between pre and post tests. Add individual GE score to last years report.
- Compare needs with the findings from previous Data Retreats. Submit findings in writing and on San Disk. Base findings on Data only!

## 5. Achieve 3000 5-12

- Collect grade and individual data for grades 7-12. Show and explain gains between pre and post tests.
- Submit findings in writing and on San Disk. Base findings on Data only!

## 6. Special Education grades K-12

- List grades 3-8, and 11 Special Education students by grade.
- List which tests each student took, Dakota Step or Dakota Step A.
- Include reading and math classroom grades, attendance, and Dakota STEP results
- Use Scaled Scores for Math and Reading.
- What are your findings? Summarize and submit in hard copy and on San Disk.

## 7. Evaluation of summer school and special programs

- To evaluate the summer school programs and special programs use Dakota Step scaled scores for the following sub groups:
  - Title I summer school students K-12
  - PAWS Tutor Students (during the school year K-6)
  - PAWS Summer School students (K-6)
  - JOM Summer School students (K-8)
  - Study Assist Students (High School and Middle School)
  - Saturday School (High School)
  - Fast ForWord students

What are your findings? Summarize your findings utilizing the above data. Submit findings in hard copy and on San Disk.

## 8. Demographic Data

- Add 2009-2010 demographic data to previous data from '08 Data Retreat.
  - List % of minorities and % of non-minorities for each year.
  - List % of male and % of female.
  - List % of free and reduced lunch.
  - Average absenteeism of minorities verses non-minorities.
  - Average absenteeism of free and reduced lunch student verses others.

Include all above information in summary. What are your findings? Base your findings on data only! Submit findings in hard copy and on San Disk.

## 9. CRT Data from E-Metric

- Copy individual Dakota Step standards reports for all students. Put in individual folders for teachers.
- Grades: 3, 4, 5, 6, 7, 8, and 11
- Use Last year binders.

## 10. Student Analysis

- Compile K-12 discipline referrals. Summarize data using information provided. Submit in hard copy and on san disk.
- Compile drop out information and chart. Add '09 graduation rate information to previous chart from '08 Data Retreat. Do you see any patterns? Summarize and submit in hard copy and on san disk.

### 11. Parent and Community Analysis

- Use data to determine what degree parents are involved in their child's education. Use conference data and parent portal data. Summarize and submit findings in hard copy and on San Disk.

### 12. School Improvement Goals

- Use SAT 10 results to determine if goals were achieved. Submit findings in hard copy and on San Disk.

### 13. Surveys

- Cultural Awareness Spring 2010
- Professional Development 2010
- Grade 7-8 School Wide Title I Program Survey
- Communication Survey 2010
- Student Perception Data
- Teacher/Staff Student Perception
- Middle School Student Perception

- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between application availability and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

**District comprehensive needs assessment** was completed on August 9, 10, and 11, 2010.

**Team Members:** Donna Neeman, Facilitator

Tami Schwartz, Elem. K-6

Jill Schrieber, Elem. K-6

Cathy Reuer, Elem. K-6

Becky Jensen, MS/HS 7-12

Kelli Pazour, MS/HS 7-12

Sandy West, MS/HS 7-12

The team spent 3 days collecting and compiling the data from the above agenda. The data was compiled into binders so that all teachers and administrators had access to the information

The **Middle School comprehensive needs assessment** conducted for the purpose of the SIG application was held on **February 23, 2011**. The Middle School team analyzed and utilized the results from the District comprehensive needs assessment and using updated data to evaluate the goals determined at the Mini Data Retreat held 9/2/2010.

**Team Members:**

Allan Bertram, Principal

Donna Neeman, Title I Director

Tom Carruthers, Title I Teacher

Amy Byers, Parent

Tim Bastian, Classroom Teacher

Karen Andera, Classroom Teacher

Jerry Rhodes, Classroom Teacher

Diane Olson, ESA 3/Consultant

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

Schoolwide/School Improvement goals #1 and #2 were reviewed. The benchmarks and objectives for each goal were evaluated. The following objectives have been implemented:

- All parents have been informed and involved in all aspects of our Title I program
- All staff have revised and implemented their Professional Development Growth plans
- A mini data retreat and mid-year strategy evaluations have taken place to assist teachers in helping students perform at the proficient or advanced levels in reading.

The strategies for each goal were reviewed. Seven of the strategies have been implemented. Additional information and discussions are needed on two of the strategies. This will take place during team meetings.

How we evaluate our programs/strategies was determined. We utilize formative assessments (language arts textbook tests, Saxon math tests and Saxon benchmark tests), Formative/Summative Assessments (Achieve 3000, STAR Reading and Math), and Summative Assessment (Dakota STEP). The implementation of programs and strategies has been successful as determined by assessments.

Parent/community involvement was evaluated. It was determined that a parent involvement plan needed to be developed to determine the effectiveness of our parent/community involvement.

- e. List the strengths and weaknesses for each school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

**Chamberlain Middle School (7<sup>th</sup> & 8<sup>th</sup> grades) strengths and weaknesses:**

**Areas of Strength:**

\*Professional Development – time/money needed – prioritized need because it needs to be continuously ongoing to be a strength

\*Technology Access and Updates – as shown by annual survey. Needs to be continuously assessed and updated to be a strength.

Curriculum Mapping completed in grades 7-8

**Areas of Weakness:**

\*Parent Involvement

\*Addressing math and reading skills of the economically disadvantaged

\*Addressing math and reading skills of the Native American students

\*Addressing math and reading skills of students with disabilities

\*Addressing basic and below basic students in the areas of reading and math

**CMS Prioritized needs:**

We determined our areas of greatest need utilizing the compiled data results from our Data Retreat held in August of 2010. We must raise our Below Basic and Basic students in the areas of reading and math to meet the NCLB guidelines. Our data shows that our BB/B students are low in reading comprehension and math problem solving. We will also emphasize and provide specific interventions geared to the following subgroups:

- Economically Disadvantaged
- Special Education
- Native American

Our prioritized need, in grades 7-8, is to raise our Below Basic and Basic students to the Proficient/Advanced level in Reading and Math. Therefore we will be addressing reading comprehension and math problem solving, since these are the two areas of greatest need of our Below Basic and Basic students. We will also prioritize efforts in the area of Special Education, Economically Disadvantaged and Native American.

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

This school is served because the current year school AYP determination is:

- Reading – Level 1
- Math - Alert

The comprehensive needs assessment shows the weaknesses in the 7<sup>th</sup> and 8<sup>th</sup> grades need to be continuously addressed. SIG funds will help the CMS address these needs. An area of concern is that we are data rich but information poor. We are assessing students but not using the data to the fullest to help our teachers to establish individual student outcome goals, re-teach, or target specific skills for interventions. SIG funds will be utilized to help teachers to use the data to improve instruction and evaluate strategies.

- (2)** (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
  - a. Describe the LEA's capacity to adequately serve the schools identified in the application. *What capacity does the district have to execute and support a turnaround or transformational model? Will the district contract with any person or organization to assist with the implementation of the turnaround or transformational model? What resources does the district have in terms of staffing, funding, support, partnerships, etc. that will assist the district in successfully implementing the chosen interventions? Differentiate what has already taken place and detailed plans for the future.*
  - b. Describe district administrative oversight. *Your answer must include who from the district will provide oversight of the SIG and how that will be accomplished.*

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

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

- a. Design and implement interventions consistent with the final requirements. *Districts must describe what has been done to this point to design the interventions described in the school level sections. Plans for future action must be indicated. Broadly address all of the schools the district has committed to serve. School level sections will contain specific actions and timelines the district will meet in implementing the interventions for each school.*

In order to implement the interventions described in the school level section, CMS has done the following in previous school years: 1) provided staff development at the district level that addresses needs of individual students, 2) given opportunities to staff members to attend state, regional, and national conferences, 3) participated in the SD Read Up Training sessions and trained staff in the process throughout the 2010-11 school year, 4) scheduled Department and Team meetings during the school day so all staff members are able to attend, 5) implemented the FAME program for high-needs students in the area of Reading, 6) provided Title I Reading/LA classes, and 7) developed a CMS study assist program.

In addition, the district has required a district data retreat team, school level mini data retreat, and school improvement plans. Release time has also been provided by the district to design interventions.

Dates for the above retreats and release times for year one of the grant is as follows:

CSD Data Retreat: Aug. 9-11, 2011

CSD Staff Mini-Data Retreat: Sept. 2, 2011

Early Release Dates: 2011: Sept. 2, Dec. 9, and 2012: March 2, April 27.

Professional Development Day: Jan. 27, 2012

Future actions for Chamberlain Middle School.....include the addition of a CMS School Improvement Title I Teacher (Reading/LA/Math.) This staff member will assist with meeting the needs of Title I students and will implement web-based programs that address the reading and math needs of the learners: Reading Up, Study Island, Quia, and Learning Upgrade. In addition, the staff member will provide extra study-assist time to students. Future actions will also include what has previously been done to “set the stage” for future interventions: 1) district level staff development 2) attendance at

state, regional, and national conferences, 3) participation in state-wide trainings, 4) attendance of all staff at Department and Team Meetings, 5) implementation of researched-based web-based programs 6) provide Title I Reading/LA classes, and 7) schedule a CMS study assist program.

- b. Recruit, screen, and select external providers, if applicable, to ensure their quality. Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?

The Chamberlain School District previously and presently utilized ESA3 staff and TIE staff as external providers. CSD relies upon ESA3 and TIE recommendations, due to their expertise, to ensure the quality of external providers when and if needed.

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

The CSD will participate in staff development sessions provided by our Local ESA along with those provided through the SD Department of Education. Staff have been or are currently being trained in Reading Up, Math Counts, and the 3-Year Pre-AP Summer Workshops (through TIE.) Resources and funding for these trainings has been through district general fund monies, Title II Staff Development funds, Title I Funds, or scholarship/grant applications. Partnerships through the ESA and other school districts will assist in being able to accurately and fully implement new interventions. CMS staff members participate in the Teacher/Exchange program whereby they visit area classrooms/schools to observe and work with teachers who are implementing the same or similar programming in their schools (Mitchell, Sioux Falls, and Todd County.) The CSD administration and school board fully support school improvement efforts at CMS.

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

Policies and practices that may need to be changed in order to fully implement the selected interventions may not be totally known until implementation begins. However, some that will be reviewed this summer include: 1) grading, 2) scheduling, 3) parent involvement, and 4) teacher assignments. Barriers that exist are time and funding. The time barrier will be minimized with the flexibility of the staff and their desire to meet the needs of students. Even though funding will be a barrier, the CSD is committed to work toward allocating the funds necessary for the school improvement efforts.

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

The CSD will continue the reform efforts once the SIG funds no longer exist as the interventions will become an integral part of the school curriculum. The CSD will support the teaching of these interventions and curriculum offered once the SIG project ends. Title I funds along with designated staff development funds will provide on-going staff development and staffing needs will be addressed annually so that adjustments can be made in assignments or scheduling. Other available resources such as Region 3 ESA, SD Department of Education, TIE, school districts, and professional development offered by various providers will be reviewed and attended if viewed as beneficial to CMS school improvement efforts.

- (5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Highlight major events and benchmarks for all schools over the first year pre-implementation and the remaining three year implementation time period. The timeline should be from the district perspective.*
- (6) (Tier I & II) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*
- (7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Briefly describe the activities for all Tier III schools served. Specifics of the activities will be provided in each school section.*

Chamberlain Middle School, grades 7<sup>th</sup>-8<sup>th</sup>, services and activities which will improve academic achievement and meet the specific needs of this school, its teachers, and its students.

- **Hire Middle School Reading Specialist for 1 ½ days per week. This specialist will provide support in 3 key areas:**

Data analysis

Develop of a plan for increased student achievement

Implementation of the plan

**Our middle school is very data rich but also information poor. We assess students but do not always use the data to help teachers establish individual student outcome goals, re-teach, or target specific skills for intervention.**

The Reading Specialist will help improve instruction by the teacher and meet the needs of individual students.

Years two and three would be a continuation of the above activities. The Specialist would continue to collect and review data to guide decisions, continue refining lessons, and continue professional development for areas of concern as identified by the data.

- **Hire Middle School Academic Enrichment Teacher (Highly qualified in Math and Reading/Language Arts)**

Students will receive Targeted Assistance Exploratory Classes offered in the areas of Reading/Language Arts and Math improvement. Study Island, Learning Upgrade, and Teen Biz/Achieve 3000 will be utilized to meet the individual academic needs of the basic and below basic students selected for the TA Exploratory classes. These web based programs will teach and reinforce reading comprehension, reading skills, critical thinking skills, and problems solving skills. Research shows that comprehension can be improved by teaching students to use specific cognitive strategies or strategic reasoning when encountering barriers to understanding, which will improve comprehension and problem solving skills. The programs to be utilized in our TA Exploratory Classes meet these criteria. The teacher will also utilize the researched based strategies: setting objectives and providing feedback, organizing ideas, and ask questions that probe student understanding of the content. Yearly licenses' will have to be paid for the web based programs.

The TA Academic Enrichment teacher will also be responsible for the Study Assist program with one to one academic mentoring. This one to one mentoring will provide individualized intervention and remediation based on the individual student needs. Data analysis and results of the Dakota STEP will be utilized to determine targeted academic areas of assistance and students with the greatest needs. The Reading Specialist will assist the Academic Enrichment Teacher with individual student data to be compiled so data can be utilized on an ongoing basis. An action plan of interventions will be developed collaboratively. The Specialist will provide support and follow-up to implement the interventions.

The Academic Enrichment Teacher will help improve instruction to meet the needs of individual students.

Years two (2013) and three (2014) would be a continuation of the above activities. The Academic Enrichment Teacher would continue to review data to guide decisions, to refine lessons, and continue professional development for areas of concern as identified by the data.

- **Purchase Nooks and or Kindles to help improve reading comprehension.** The nook will give the students a new reading experience and work towards improving their

reading skills, students with reading difficulties will utilize the nooks/kindle to help support their literacy development. These devices have various features and functions that can provide accommodations like text-to-speech, variable text type and size, and word definitions that many students with reading difficulties need to be successful with text-based materials. We will be able to download books, news articles, and magazines. Exposing all students to a wide spectrum of technology we are able to expose them to new ideas and develop skills that enable them to stretch their eager minds and learn independently.

Implementing new technology will improve student achievement and enhance the teachers instruction.

- **Develop and implement a District and School Parent Involvement Plan.**

It is the purpose of Chamberlain Middle School to improve and increase the involvement of parents in their child's education. That Parent Involvement Plan will be developed during the 2011-2012 school year. Parents, students, and staff will have input into the plan through formal and informal meetings, surveys, and e-mail communication. SIG funds will be utilized for the meetings, printing and dissemination of the Parent Involvement Plan.

Involving parents in all aspects of their child's education will improve student achievement and improve student/parent/teacher collaboration.

- **Professional Development for staff and parents.**

SIG funds will be utilized to provide attendance of staff and parents at State/National conventions that presents materials aligned with the 7<sup>th</sup>/8<sup>th</sup> grade School Improvement goals. A teacher/administrator must complete an application process and be approved by the Superintendent prior to attending. Upon return the teacher/administrator will be responsible for making a formal presentation to the School Board at one of their regular meetings. The teacher/administrator may also be asked to make a presentation to fellow staff members. State/National convention attendance allows teachers to participate in an activity to improve and or enhance their student instruction.

Professional development will help improve instruction by the teacher and meet the needs of individual students.

- (8) (Tier III) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier III schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

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

2011 -2012 Measurable Objectives to Meet Goal:

To improve reading skills of students in grades 7-8 so that 78% of 7<sup>th</sup> grade and 72% of 8<sup>th</sup> grade students perform at the proficient or advanced levels in reading as measured by the Dakota STEP in the spring of 2012.

(The above percentages will change after we receive our Dakota STEP results from spring of 2011, spring of 2012, and spring of 2013. The percentages will change each year. The School Improvement Leadership Team determines the percentage increases using present and previous results, State requirements and Federal requirements.

Action Steps:

- Review reading test scores and disaggregate data to determine specific areas of need.
- Develop core assessments that will be administered at each grade level/course periodically throughout the year.
- Explore ways to use technology to enhance reading performance at each grade level and identify strategies to address reading gaps to improve reading performance.
- Identify specific reading professional development activities that will improve reading instruction in the classrooms.

All parents will be informed and involved in all aspects of our Title I program by the end of the 2011-2012, 2012-2013, and 2013-214 school years as determined by flyers, agendas, sign-in sheets, newsletters, the newspaper and parent input.

All staff will be involved in revising and implementing Professional Development Growth Plans and all aspects of the CSD 7-1 Professional Development Action Plan by the end of the 2011-2012, 2012-2013, and 2013-214 school years.

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

2011-2012 Measurable Objectives to Meet Goal:

To improve problem solving skills of students in grades 7<sup>th</sup>-8<sup>th</sup> so that 85% of 7<sup>th</sup> grade and 75% of 8<sup>th</sup> grade students perform at the proficient or advanced levels in math as measured by the Dakota STEP in the spring of 2012. (The above percentages will change after we get our Dakota STEP results from spring of 2011, spring of 2012, and spring of 2013. The percentages will change each year.)

Action Steps:

- Implement accountability standards at each grade level/course to assist in achieving grade level standards.
- Take a systemic view of math achievement and identify areas where students are underperforming. Identify professional development to address underperforming areas.

- Explore a vertical alignment exercise to ensure that key concepts are addressed at each grade level.
- Focus on retention of math skills at each grade level. Use formative assessments to determine mathematics competency.

All parents will be informed and involved in all aspects of our Title I program by the end of the 2011-2012, 2012-2013, and 2013-214 school years as determined by flyers, agendas, sign-in sheets, newsletters, the newspaper and parent input.

All staff will be involved in revising and implementing Professional Development Growth Plans and all aspects of the CSD 7-1 Professional Development Action Plan by the end of the 2011-2012, 2012-2013, and 2013-214 school years.

- (9) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.*

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

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

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

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

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

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

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

## Chamberlain Middle School SIG Budget 2011-2012

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

Academic Enrichment Teacher: \$32,000 @ 1 FTE = \$32,000  
(Reading/Language Arts & Math)

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

\$32,000 X 7.65% SS = \$2,448  
\$32,000 X 6% Ret. = \$1,920  
\$32,000 X .5% W/C = 160  
Health \$440/mo = \$5,280  
TOTAL \$9,808

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

30 Nooks/Kindles @ \$200 = \$6,000

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

Books for Nooks/Kindles = \$2,000  
Supplies for PI booklets and disseminating info = 2,500  
Parent Involvement meeting expenses = 800  
Purchase Study Island License –Math & Reading = 800

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

1 Contracted Reading Specialist:

36 weeks x 1.5 days/week = 54 days x \$500/day = \$27,000  
Mileage: 150 mi x 54 days = 8,100 miles x .37 = \$2,997

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

6 teacher/administrators to attend state/national conventions: Total Cost \$13,074

Airfare: 6 x \$600 = \$3,600

Motel: 6 x up to \$250 x 4 nights = \$6000

Meals: \$36/day x 4 days x 6 teachers = \$864

Miscellaneous: 6 x \$125 = \$750

Mileage: \$160 x 6 = \$960

Registration: 6 x \$150 = \$900

**Indirect Costs:** Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144

\$96,979 – 10,997 = \$85,982 x 0.0164 = \$1,410

## **Chamberlain Middle School SIG Budget 2012-2013**

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

Academic Enrichment Teacher: \$32,000 @ 1 FTE = \$32,000

(Reading/Language Arts & Math)

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

\$32,000 X 7.65% SS = \$2,448

\$32,000 X 6% Ret. = \$1,920

\$32,000 X .5% W/C = 160

Health \$440/mo = \$5,280

TOTAL \$9,808

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

30 Nooks/Kindles @ \$200 = \$6,000

**Supplies:** Consumable supplies include materials, software, videos, textbooks, etc. Total: \$14,285

Books for Nooks/Kindles = \$2,000

Supplies for PI booklets and disseminating info & involving parents = 2,500

Parent Involvement meeting expenses = 800

Purchase Study Island License = 800

Purchase Learning Upgrade License = 8,185

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

1 Contracted Reading Educational Specialist:

36 weeks x 1.5 days/week = 54 days x \$500/day = \$27,000

Mileage: 150 mi x 54 days = 8,100 miles x .37 = \$2,997

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

6 teacher/administrators to attend state/national conventions: Total Cost \$13,074

Airfare: 6 x \$600 = \$3,600

Motel: 6 x up to \$250 x 4 nights = \$6000

Meals: \$36/day x 4 days x 6 teachers = \$864

Miscellaneous: 6 x \$125 = \$750

Mileage: \$160 x 6 = \$960

Registration: 6 x \$150

**Indirect Costs:** Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144

$\$105,164 - 10,997 = \$94,167 \times 0.0144 = \$1,544$

## Chamberlain Middle School SIG Budget 2013-2014

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

Academic Enrichment Teacher: \$33,500 @ 1 FTE = \$33,500

(Reading/Language Arts & Math)

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

$\$33,500 \times 7.65\% \text{ SS} = \$2,563$   
 $\$33,500 \times 6\% \text{ Ret.} = \$2,010$   
 $\$33,500 \times .5\% \text{ W/C} = 168$   
 Health  $\$440/\text{mo} = \underline{\$5,280}$   
**TOTAL**            **\$10,021**

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

30 Nooks/Kindles @ \$200 = \$6,000

**Supplies:** Consumable supplies include materials, software, videos, textbooks, etc. Total: \$16,785

Books for Nooks/Kindles = \$2,500  
 Nooks/Kindle cases (also for previously purchased) = \$2,500  
 Supplies for PI booklets and disseminating info & involving parents = 2,000  
 Parent Involvement meeting expenses = 800  
 Purchase Study Island License = 800  
 Purchase Learning Upgrade License = 8,185

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

1 Contracted Reading Educational Specialist:  
 $36 \text{ weeks} \times 1.5 \text{ days/week} = 54 \text{ days} \times \$500/\text{day} = \$27,000$   
 Mileage:  $150 \text{ mi} \times 54 \text{ days} = 8,100 \text{ miles} \times .37 = \$2,997$

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

6 teacher/administrators to attend state/national conventions: Total Cost \$13,074  
 Airfare:  $6 \times \$600 = \$3,600$   
 Motel:  $6 \times \text{up to } \$250 \times 4 \text{ nights} = \$6000$   
 Meals:  $\$36/\text{day} \times 4 \text{ days} \times 6 \text{ teachers} = \$864$   
 Miscellaneous:  $6 \times \$125 = \$750$   
 Mileage:  $\$160 \times 6 = \$960$   
 Registration:  $6 \times \$150$

**Indirect Costs:** Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144

$\$109,377 - 10,997 = \$98,380 \times 0.0164 = \$1,613$

**Grant Periods:**

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

**Project Year 1:**

Personnel: \$32,000

Employee Benefits: \$9,808

Travel:

Equipment: \$6,000

Supplies: \$6,100

Contractual: \$29,997

Professional Development: \$13,074

Indirect Costs \$1,410

**Project Year 2:**

Personnel: \$32,000

Employee Benefits: \$9,808

Travel:

Equipment: \$6,000

Supplies: \$14,285

Contractual: \$29,997

Professional Development: \$13,074

Indirect Costs \$1,544

**Project Year 3:**

Personnel: \$33,500

Employee Benefits: \$10,021

Travel:

Equipment: \$6,000

Supplies: \$16,785

Contractual: \$29,997

Professional Development: \$13,074

Indirect Costs \$1,613

## Chamberlain School District

Budget Information  
Title I School Improvement 1003(g)

### Budget Summary

Schools	Project Year 1 7/01/11 - 6/30/12 (a)		**Project Year 2 7/01/12 - 6/30/13 (b)	**Project Year 3 7/1/13 - 6/30/14 (c)	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>Chamberlain Middle School Tier III</b>		\$98,389	\$106,708	\$110,990	\$316,087
<b>District - Level Activities</b>					
<b>Total Costs</b>		\$98,389	\$106,708	\$110,990	\$316,087

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

\*\* Contingent upon renewed federal funding

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

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

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

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

The SD DOE has requested and received the waivers below.

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

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

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

The SD DOE has not requested the waiver below.

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

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

