

# School Improvement Grants

## School Level Section Tiers I, II, and III

<b>Name of School: Wakpala High School</b>				Grades Served: 9-12			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
X					X		

### DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the committee 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.*

Members involved in the needs assessment include Keith McVay Superintendent, Kari Nehls Elementary Principal, Brian Thompson High School Principal, Melvin Hill after school program coordinator, Amanda Hermes Business Manager, Greg Sherwood Special Education Director and Community Member and Parent, Jodi Madison Nurse and Health Educator, Chris Fried Federal Programs Director and Parent, Suzanne Albers High School Teacher, and Pat Stone NAHPLC Coach. The Johnson O’Mally (JOM) board also looked at the needs assessment and added input into what the needs of the High School were based on the assessment. Members of the JOM team include Deshannon Raba parent, Jeff Cadotte parent, Kelly Otter Robe parent, and Judy Cadotte parent. The Smee School District school board looked at the needs assessment and offered suggestions to the Building Leadership Team (listed above). The Smee school board includes Verna Gone, Pat Hawk, Lillian Little Shield, Ruth Fisher, and Willard Two Bears.

- Indicate the data sources that were analyzed as part of the school’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 committee went back and looked at the students mid-year testing results from our local assessments that were completed in January 2011. We looked at scores from DACS math and reading for grades 9-12, STAR math and reading for grades 9-12. Looking at the mid-year scores showed us if students were testing at grade level in reading and math and if they were below grade level what area’s they were weak in. A student risk survey was also

completed in February 2010 and used for the needs assessment. The risk survey asked students in grades 9-12 about their behaviors, choices, and beliefs about things such as drugs, alcohol, sexual activity, and school. The committee looked at the highly qualified status of teachers and the subjects or grades they are teaching in. The committee also looked at a software matrix that explains what software programs the teachers were using in their classrooms and how proficient they were in using those programs. The committee also looked at the programs and strategies that were available to the teachers and how often each of those were being used by the staff and whether they were effective or not on student achievement. Some programs and strategies we examined were CGI math, North West Area Schools mobile trailers, Study Island, Renaissance Place, Accelerated Reading, Accelerated Math, Native American High Performance Learning Communities (NAHPLC), and United Streaming along with several other software programs. Community and parent input were taken during parent teacher conferences in March and during JOM/Wakpala Parent Advisory Group meetings in March. The committee reviewed the needs assessment and discussed strategies that they believed were currently working in the High school and brought forth some ideas that they would like implemented with the grant. The committee revisited the NAHPLC whole school assessment that was completed in April of 2010. The details of what NAHPLC is will be explained in several questions following this one. The whole school assessment is a review, by people who do not work in the school, of how the school is doing in the 10 dimensions the program is based on. The committee also reviewed the schools Strategic Plan, which is the same as the school improvement plan, in February and March. The strategic plan is created in late May after the current whole school assessment is completed. A planning team of administrators, teachers, parents, community members, and school board members get together for two days to look at what worked last year and what did not work last year. The team will decide what goals and strategies to work on for the next school year and puts the strategic plan together.

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

The needs assessment was conducted in several different parts and at several different times. Student data and academic programs were reviewed on March 2<sup>nd</sup> during the Building Leadership Team (BLT) (Keith McVay superintendent and SPED Director, Brian Thompson, principal, Amanda Hermes business manager, Chris Fried federal programs director, Melvin Hill after school coordinator, Jodi Madison nurse, Suzanne Albers High School teacher) meeting. Testing data was put together by Chris Fried (Federal Programs) and Jeanne Janson (librarian). Pat Stone (NAHPLC coach) led the BLT in a review of programs the district is using and if they are improving student achievement. Eric Skillingstad (technology coordinator) completed the software matrix the first week of March and was presented by Chris Fried to all staff on April 1<sup>st</sup> during staff in-service. Discussion about student needs between teachers/administrators and community members and

parents was held during parent/teacher conferences on March 16<sup>th</sup> . Parents and community members also spoke with Amanda Hermes about the needs of the school and students at the monthly Johnson O’Mally/Wakpala Parent Advisory Group meetings in March. The BLT looked at the whole school assessment during its bi-monthly meeting in February and also reviewed the NAHPLC strategic plan during the February and March meetings. After all the pieces of data were put together and finalized the BLT team looked at each part of the needs assessment. The administration team of the district meets weekly on Wednesdays and reviewed the needs assessment pieces on March 2<sup>nd</sup>, and March 9<sup>th</sup>, and March 16<sup>th</sup> . The people involved in analyzing the data were Keith McVay, Brian Thompson, Kari Nehls, Melvin Hill, Jodi Madison, Chris Fried, Amanda Hermes, Pat Stone, Sandy Gipp, and Suzanne Albers.

- Broadly describe the results of that review. *Summarize the results of the CNA for this school.*

Results showed that math is a concern at the high school as students are making minimal gains but not catching up to grade level. A researched strategy was implemented during the 2010-2011 school year that provided students an online math curriculum with a teacher facilitating the class. Through local DACS assessments it was determined that students were not showing the growth that was hoped for in the math curriculum. The BLT determined that since the strategy was not working for our students that a highly qualified math teacher would be hired to teach the math curriculum for the 2011-2012 school year. Results from the 2010 DSTEP test showed that the number of students who were proficient and advanced increased by 20%. The results of DSTEP were not available to us until the summer months. The results of the local assessments and teacher assessments showed that students who were above grade level were succeeding in the math classroom but students who were below grade level were struggling and not making substantial gains.

Reading is a concern because a majority of students are reading below grade level at the high school according to DSTEP test and our local assessments which include DACS and STAR tests. A pilot class titled Strategic Reading, was implemented for the junior class during second semester. This was one class period and students were taught reading strategies to help improve their reading levels. Early results from the DACS and STAR testing show significant gains for students in the class. Because of the results we would like to hire a full time strategic reading teacher for grades 9-12.

Results also showed that learning options for classes for students in grades 9-12 are important to them. Having the opportunity to take classes from the North West Area Mobile trailers (Hospitality and tourism, Basic Mechanics, Health Occupations, Metal Fabrications, Building Trades, CAD/CAM, Electronics, and Graphic Design) was an excellent option for our students. About 75% of our students took one of the two classes. A class is offered the first semester and then changes second semester. Students were able to use and develop math skills for measuring for recipes, repairing small engines, measuring for cutting and fabricating metal, and reading blood pressure or other medical equipment. Students had very technical reading in these classes as well. These types of classes help show students how the math and reading they are learning in class can be used in real life situations and jobs. Another option for selecting classes for the high school was the use of

APEX. APEX started out as a credit recovery program but is now also being used for students who want to take advanced classes as well. APEX is an online learning program that is approved by the state of South Dakota. We use APEX in our e-learning center for students who need a class that does not fit into their schedule of a class that we may not offer. The graduation rate was noted as increasing over the past three years to 80% for 2009-2010 school year.

NAHPLC is also working in some areas of the high school. The NAHPLC school improvement model is working to bring the school out of improvement as students have been showing gains in many areas including graduation rate, attendance, parent involvement, culture and Lakota language. Unfortunately our scores in reading and math on the DSTEP have been up and down and have not been consistent. NAHPLC is a school improvement model that is very similar to the transformation model. NAHPLC has allowed the school to focus on several area's each school year and within those area's work on programs and strategies to improve our reading, math, attendance, parent involvement, culture and language. I will explain about NAHPLC in detail in following questions.

Lastly the results of the CAN showed a need for students to be more involved in planning, taking control of their education and increased rigor of core academic classes. Students feel that they don't have a lot of choices in regards to their scheduling and don't feel a connection between their classes and teachers. Students also did not feel they knew all of the options available to them upon graduating from high school. We would like to incorporate a researched based strategy that exposes students to careers and maps out their high school career with a unique post secondary preparation aspect. We would also like the teaching staff to continue to expand their education and knowledge in the field they are teaching in to possible be able to provide AP or advanced class opportunities. This strategy would also create a link between classes with project based learning and community project to link our students to their community.

The results of the needs assessment also showed that the school needs to look for other sources of funding to continue to use some of the programs and strategies we have in place that are working. We would also like to implement some new strategies that we feel will help our students show gains in math and reading. Our student enrollment has decreased in the last two years so our funding for our Title programs has dropped. State aid and Impact aid are two important sources of funding for us are not receiving any increase this year in Impact Aid and our State Aid has been reduced by 6.6%. Because of these two factors in funding and the cost of running a school does not stay the same every year we are looking for outside funding sources to help us continue these programs. We have made cuts to our budget in several areas to try and not have any effect on the programs that work for our students and to find additional funding to bring in those new programs to help us as well.

- ▶ List the strengths and weaknesses for this 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.*

Strengths of the high school are: Native American High Performance Learning Communities (NAHPLC) has been very successful for our high school. NAHPLC is a continuous school improvement model based on ten dimensions that I discussed earlier in the application. The process of NAHPLC starts in the spring of each school year with a whole school assessment. Independent reviewers come into the school and interview staff and students about certain dimensions. They look at the classrooms and other areas of the school looking at the things that are happening. Upon completion of the whole school assessment the results are given to the school and the school is scored from 1 to 5 with 5 the highest on each dimension. Then a planning team consisting of administrators, teachers, parents, community members, and school board members come together for two days and create a strategic plan for the next school year. The plan includes three dimensions that the committee chooses to focus on for the upcoming school year. All 10 dimensions are worked on but particular attention is paid to three. These three goals are broken down into strategies. The strategies are broken down into actions and who is responsible for the actions. Finally the actions are met with outcomes to determine if the action of the strategy was successful or not. These strategies focus on things like attendance, math, reading, testing, language, graduation and so much more. The piece that makes NAHPLC really work is the follow up with the coach. Pat Stone is the school's coach. She meets with each staff member of the school every month when she comes to visit. Pat checks to make sure we are following the strategic plan and whether things are working or not. Each staff member creates a personal plan to determine the things they are responsible for and updates it each month. The coach provides accountability for the school ranging from the superintendent to every other member of the staff. It is important for the school to continue the use of NAHPLC as we work towards removing our school from school improvement. We have used Title VII funds to pay for the NAHPLC program in previous years. Our student count has dropped in the last three years because of a stricter attendance policy and some students have chosen to attend school elsewhere. Title VII funds as well as impact aid and state aid are based on our student count. With the decrease in students and freeze in impact aid and state aid we cannot cover the cost of the NAHPLC program that has begun to turn our school around. We need outside funding to be able to continue this program.

The North West Area Mobile Trailers were piloted during the 2009-2010 school year to see how the classes would benefit our students and if our students would be interested in taking these types of classes. The positive response by our students has been overwhelming. We were able to secure funding through a School Improvement Grant for the 2010-2011 school year and the only way we will be able to continue funding the North West Area Trailer Program is through this grant. Without the grant we will not be able to continue offering these important classes for our students. Students used their math skills and many even learned new skills in each of the classes. Students also used the reading skills they had developed to understand the technical jargon that is included in all the classes offered by the mobile trailers. Students can take what they have learned in these classes and use it at home to help their families or they can use it to start their own

business. Our school received no increase from state aid and impact aid which we were going to use to pay for the program.

The e-learning center, where students can take alternative classes and use it for credit recovery, has been successful on a small scale because the number of seats available to students is limited. We would like to expand the choices students have in classes by placing 20 laptop computers in the high school where students can take APEX classes if the e-learning center has reached capacity. The high school should also gain at least 5 to 7 students as currently there are 11 seniors and 16 eighth graders prepared to move on to high school. We also have several new freshmen who transfer from k-8 schools to our high school each fall, this is where we typically pick up 2 or 3 more students each fall. With the increase of student use on APEX and other internet sites for research and projects the school's bandwidth is not able to keep up with the demand. It is imperative that the school purchase more bandwidth so students are not slowed down as they work. The state has also made cuts to the amount of bandwidth they will help pay for and we are not able to afford the extra amount at this time due to the reduction in funds from the state and impact aid. We have funded the purchase of new computers and equipment from our general fund but that is not receiving any increase in funding from the state of South Dakota and our budget cannot support the new equipment that we need to make this program successful.

Weaknesses of the high school are math and reading and the lack of student growth and progress. Students with disabilities continue to struggle on the state assessment and are another area of weakness. We would like to hire a highly qualified strategic reading teacher to teach reading strategies for all of our high school classes. We piloted a strategic reading class with our juniors and results from our local assessments in DACS and STAR were very promising as growth was evident from just three months of instruction between the pre test and post test. We do not have sufficient funding in our budget to hire an additional teacher. This is a great intervention strategy and will help bring our students up to grade level in reading. Because our local assessments, DACS and STAR, showed no significant growth in math scores during the school year a highly qualified math teacher has been hired to teach the math classes. This salary will be filled in our general budget and we will not need any grant money to pay for this position.

Rigor of our core academic classes and student ownership of their education has also been identified as needing improvement. We have some academic classes that are very rigorous but many need improvement to prepare the students for postsecondary education. A model has been put together that will work to improve high school students graduation rates, improve rigor of academic classes in English, Science, Math, and Social Studies and increase student acceptance and matriculation into postsecondary educational opportunities. A goal of this model is to be a replicable model that can be used by schools serving Native American students but can be adapted to other students as well. There is a master work plan that consists of goals, strategies, actions, and outcomes. The goals are broad and the details are expressed in the strategies and actions. There are specific people responsible for each action and there is a definite timeline when these actions must be

completed. There are four goals that the model focuses on which include Forecast, Focus, Fidelity, Friends and Family. In the Forecast objective a unique Indian Student Map for College Preparation (ISMCP) will be created to guide the students in tracking their personal academic outcomes as well as wellness strategies. In the Focus objective students will be grouped in competency in English, Math, Social Studies, and Science and an assessment portfolio will be created so they can track and monitor their progress and help increase competency to above grade level. Students will also be grouped in Resiliency teams to create a support system for academic success. In the Fidelity objective students will learn to track and revise their ISMCP and academic goals to ensure success. Teachers will be given the opportunity to upgrade teaching credentials which may include advanced placement certification. In the Family and Friends objective student will partake in researching their tribal heritage with family members. Students will meet with tribal partners and family members to gather information. Students will also develop a tribal responsibility project each year based on a needs assessment completed with local tribal leadership to find a suitable project for the area.

Our High School staff needs more training in differentiated instruction and RTI. Our students with disabilities are kept in the classroom whenever possible through inclusion. We have a Special Education teacher and two Special Education paraprofessionals in the high school to support the general education teachers with those students with disabilities. We would like to have all of our staff trained on using differentiated instruction and RTI with all of our students not just our students with disabilities. When sending staff to be trained research has shown that getting quality professional development makes the difference in how well staff take the training and uses it. We would send 4 high school staff members to the national conference on differentiated instruction to get the best possible training available.

- Provide the rationale used to commit to serve this school with SIG funds. *Why is this school served?*

The Smee School District serves only one elementary school and one high school. Wakpala High School is the only school that is a tier I school. Wakpala Elementary is a tier III school and was awarded a SIG 1003(g) grant last year. Since the Smee District only serves two schools our rationale is to serve the Wakpala High School since the elementary school has already been awarded a SIG 1003(g) grant.

- (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. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

The Smee School District serves only one high school and has the support from the school board, community members and school staff to implement the transformation model of school

improvement. The Smee district has partnerships with the Standing Rock Sioux Tribe Education Department, Sitting Bull College, ESA 5, TIE office, and South Dakota Department of Education that will be relied upon to help implement the transformation model. Each of these partnerships will help in different aspects of implementing the model, some in the form of instructional coaching, dual enrollment classes, financial support, or evaluation. Funding sources needed to implement this model will mostly come from this grant. There will be minimal funding from the school district and possibly the Standing Rock Sioux Tribe. The school has used many different funds and resources to try and bring the high school out of school improvement. We feel that we have a good improvement model with our NAHPLC model and have learned how to work together to solve problems and look at data and use it to guide instruction and make decisions as a team and not an individual. We feel that this grant will give us the opportunity to modify how we teach our students and allow us to bring in a variety of resources and experts in research based proven fields of education to improve student academic success. We have not had the funding available to accomplish these activities.

- (3) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to 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 high school and district recruit external providers based on the research and data showing the effectiveness of a program or strategy. Research and data need to be available for the BLT to look at in order to determine if the research and data are valid and if the program or strategy is effective. The programs that work best for the student population we serve are the programs that have a follow-up component built into the program. The Building Leadership Team and School Board are involved in the selection procedures for external providers. This is a requirement for any future external providers who may work with the school. It is also a requirement that if a program or strategy includes professional development or training that follow up is done with the school in a form of coaching to ensure the program is being followed and to help with questions that staff may have.

- (4) (Tier I & II - mandatory; Tier III - optional)The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

The Wakpala High School Leadership team, staff, community and school board agreed to choose the Transformation intervention model for the school for several reasons. First of all there are several pieces of the model that we have started to implement in the past year or two. We have a new evaluation piece, new principal, and use data to inform us on decisions. Secondly the high school leadership team put together a work plan for the students that we feel fits nicely with the requirements of the extended learning time and rewarding those staff who are showing student growth.

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**The Turnaround Model**

*Section I.A.2(a)*



- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
- *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
  - *How will the principal be Included in staffing, calendars/time, and budgeting?*
  - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
  - *What is the district’s definition of “staff”? Does this include both teachers and paraprofessionals?*
  - *How will the district screen all existing staff?*
  - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*
  - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- *List resources available to new staff.*
  - *Will there be a mentoring program or literacy and/or math coaches available?*
  - *How will the professional development be aligned with the school’s comprehensive instructional program?*
  - *Indicate how the professional development will be designed in collaboration with school staff.*
- e. Describe the new governance structure that will be adopted for this school.
- *The structure may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district, hire a “turnaround leader” who reports directly to the Superintendent.*

- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*
- f. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
  - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
  - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
  - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
  - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning.*

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**The Restart Model**  
*Section I.A.2(b)*

- a. Describe the rigorous review process the district undertook to select a partner to restart the school.
  - *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
  - *How will the new school operation result in acceptable student growth for the student population to be served?*
  - *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
  - *What performance expectations will be contractually specified for the restart partner?*
  - *Is the LEA prepared to terminate the contract if performance expectations are not met?*
  
- b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
  
- c. How will funds from this grant be used to support the restart model?

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## ☐ School Closure Model

### *Section I.A.2(c)*

- a. Describe the process the district used to determine to close this school.
  - *How were decisions based on data? How is this transparent to the school and local community?*
  - *What is the impact of school closure to the school's neighborhood, enrollment area, or community?*
  - *How does school closure fit within the LEA's overall reform efforts?*
- b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
  - *Indicate that these schools are in close proximity of the school to be closed.*
  - *How will the students and their families be supported by the LEA through the re-enrollment process?*
  - *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
  - *How will the LEA track student progress in the recipient schools?*

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## X The Transformation Model

### *Section I.A.2(d)*

#### **Developing and increasing teacher and school leader effectiveness.** [Section I.A.2(d)(1)]

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
  - *When will the contract with the current principal end?*
  - *What criteria will be used in selecting a new principal?*
  - *What is the process that will be used to select the new principal?*
  - *Who will be involved in the decision making?*
  - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

Wakpala High School hired a new principal during the 2009-2010 school year. The previous principal was employed at the school for three year and was non-renewed at the end of the 2008-2009 school year. An advertisement for a new high school principal was placed. Brian Thompson, who was the school's nurse and health educator, applied for the position after he had attended the 2009 aspiring leadership retreat in Keystone SD. This event was held by the TIE office. Brian had been part of the schools Building Leadership Team and was a leader within the school. Keith McVay, Superintendent, and the Smee School District School Board wanted to look for a principal who was not a manager of a school but rather an instructional leader of staff and students. The interview questions that the Superintendent created for the search included the following questions: How do you involve community staff and students in planning, visioning and other important educational decisions? How will you lead the change process in our school district in this ever changing educational environment? How do standardized test results relate to the staff in-service and evaluation programs to be

recommended to the board and how will you involve teachers? How will you work with the districts staff to develop an educational team for the benefit of your students? Describe your leadership process in creating an atmosphere of high expectations for personal standards among staff and students. There are also other questions that were involved with the interview but they were not related to educational leadership. A contract was offered to a candidate from Idaho but was not accepted. Brian Thompson was then offered the contract and was accepted and started as Wakpala High School principal in the fall of 2009. Brian was placed on a 3 year plan of intent while he continues to work on obtaining his certification. Brian takes classes every semester including fall, spring, and summer and his plan of intent is on file with the South Dakota Department of Education. Keith McVay, superintendent and the Smeeth School District School Board were the decision makers involved with the hiring of the new principal.

b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]

▪ *How will data on student growth be a significant factor in the evaluation system?*

Data on student growth will be taken from the Dakota STEP test (Math, Reading, and Science), DACS (Math, Science Reading), STAR (Math and Reading), Write to Learn and Lakota. The evaluation will look at the academic progress of a teacher's students and will need to show consistent student academic growth (fall to winter to spring or year to year) as evidenced in standardized tests that are appropriate for that grade or academic area. The DACS and STAR tests are local assessments administered three times per year. Write to Learn is required by the State of South Dakota as a writing assessment for grade 10. Students are required to submit entries at least three times per year. The high school also uses the Write to Learn Software for grades 9 and 11. The Lakota language assessment is given by the Standing Rock Sioux Tribal Education department and is given three times per year to assess student progress.

▪ *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*

Multiple observations of staff are included in the assessment of performance of teaching staff. Included in the staff evaluation piece are six other performance areas besides student academic growth. Those areas include Professional background and knowledge base, Implementation of Educational Initiatives, Instructional strategies, Professional responsibilities, personal attributes, and community relationships. These areas are evaluated over several visits by the principal to the teacher's classroom. All of the area's, with the exception of personal attributes, are reflective of the students achievement and increased high school graduation and attendance rates.

▪ *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*

In order to define growth for students in grades 9-12 the Wakpala High School will use DACS test results for math and reading which are based on the South Dakota state

standards. There will be a pre test in September, mid-year test (December), and post test (May) to check for student progress throughout the year. Wakpala High School will move at least 10% of grade 11 students from below basic/basic to advanced/proficient as measured by safe harbor on the DSTEP math test in the spring of 2011 as defined by the AMO set by the state of South Dakota. Wakpala High School math scores will rise from 20% proficient and advanced to 30% proficient and advanced. Wakpala High School will move at least 10% of grade 11 students from below basic/basic to advanced/proficient as measured by safe harbor on the DSTEP reading test in the spring of 2011 as defined by the AMO set by the state of South Dakota. Wakpala High School reading scores will rise from 20% proficient and advanced to 30% proficient and advanced.

- *Are the evaluation systems designed and developed with teacher and principal involvement?*

The evaluation system was designed collaboratively by the principals and teaching staff starting on January 29<sup>th</sup> 2010. Administration and staff worked together to determine what was important for staff and principals to place in the evaluation. There was a lot of discussion between everyone involved and a consensus was arrived at on the final evaluation instrument. The evaluation instrument was used for the first time during the Fall 2010 semester.

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*

The Smeeth School District has been involved with the SDI+ incentive program for four years and we have seen good results with the program. We will use the staff evaluation instrument and the results from the Dakota STEP and DACS test in reading and math to determine which staff will be identified for increasing student achievement and graduation rates. The high school principal, instructional staff, and para-professionals will be eligible for the incentives. The incentives will be distributed for math and reading and each subject will be looked at individually. The budget section will provide information on the amount the incentive will be worth.

- *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

Staff are evaluated using the evaluation instrument. Instructional staff are scored as exceeds expectations, acceptable, and needs improvement or not applicable. Educators are required to include what standards they are teaching each day in their lesson plans. Staff who struggle in being an effective teacher will work collaboratively with the principal to look for ways to improve using resources or professional development. If a staff member is marked as needs improvement in any areas of the evaluation instrument the principal will work with the teacher on the area in need of improvement and together will set some goals and a timeframe to achieve those goals. If the goals are not met during the timeframe then a plan of improvement will be designed. The plan of improvement will be designed with the staff and principal and will again have goals and expectations and a timeline that the staff member must meet. If the staff member does not meet the expectations set in the plan of improvement then they will be recommended for non-renewal to the Superintendent who will then take the

recommendation to the Smee School District Board of Education. The school board will make the final decision on non-renewal.

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*

High School certified staff members who have not attended the national conference on differentiated instructions will be provided the opportunity to attend the conference during the summer in Las Vegas Nevada. Differentiated instruction is very important to reaching all students and we want the best possible training for our teaching staff. One Friday afternoon per month will be set aside for the opportunity for ongoing professional development. There will also be four days of in-service at the beginning of the 2011-2012 school year where time will be available for professional development. Professional Development will also be offered during the summer in Resiliency training, Technology, and Indian Student Map for College Planning. These trainings will be provided at the school and high quality researched based professionals will be contracted to deliver the information. Wakpala High School and the District will work with external providers to provide professional development opportunities based on the needs of the students and the teaching staff.

- *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*

The school has a curriculum committee that is in charge of the schools comprehensive instructional program as well as scheduling the professional development for the school. The curriculum committee consisting of principals, teachers, and para-professionals work with both plans throughout the school year and consult the instructional program to ensure that professional development stays in line with it.

- *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

The curriculum committee looks at student test results from the Dakota STEP and DACS to help determine what content areas students need the most help in. The curriculum committee also survey's the staff to determine what their needs are in instructional strategies or the use of resources.

- *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

The Smee School District offers a very competitive hiring schedule to recruit staff to work in their school. The district also offers full single health coverage as well as dental and vision. The School District also feels that the incentive for showing student growth in the classroom is a strong recruitment piece and will help retain staff because most schools do not offer such incentives. The school district will also pay a stipend for five years to any staff who have their National Board Certification.

- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.
- The school will contract with two instructional coaches to meet with staff one day per month for 5 months. One coach will be in the area of thematic based learning and the other will be in the use of classroom technology.
  - The school will contract with an evaluator who will come to the school once per month to monitor the effectiveness of the program and to update implementation strategies and conduct data and process checks on outcomes.

### **Comprehensive instructional reform strategies**

- d. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*  
Data from the Dakota STEP math and reading test and from our local assessments including DACS and STAR math and reading will be used to help identify instructional programs that will be used. Students and staff will also be consulted through collaboration on the instructional programs to be used.
  - *How will the school ensure that the instructional program is research-based?*  
Each program will be required to have research supporting its claims. The research will be examined to determine the validity of the source of the research. The school will also conduct its own investigation to see if there is other research or recommendations that give information about the instructional program.
  - *How will vertical alignment from one grade to the next be determined and ensured?*  
High School teachers will be given time to collaborate with one another during the monthly in-service. If more time is needed during the day subs will be contracted to allow for collaboration time. This collaboration time will be used for teachers to discuss cross curriculum projects and alignment from grade to grade. Our high school is smaller and each teacher teaches one subject (i.e. all sciences or social studies) and teaches each grade level (9-12). Each teacher then knows if their subject is aligned vertically from one grade to the next because they are the only one teaching that subject. The principal and evaluator will also meet with teachers to help determine vertical alignment from grade to grade.
  - *How will the school ensure alignment with State academic standards?*  
All teachers are required to teach with the standards in mind. All classrooms must have standards posted on the wall and each teacher is required to have the standards they will be addressing each day in their lesson plans that are handed in weekly. Standards drive the classroom instruction and lessons are based off the standards and not the textbook.
- e. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*  
The school will use data from formative, interim, and summative assessments including Dakota STEP, DACS, and STAR assessments as well as classroom assessments. Dakota STEP results are examined in August before school begins. DACS and STAR assessments are given

at least three times per year fall, winter, and spring by the testing coordinator. Teachers also give assessments throughout the year if they feel it is necessary to evaluate their students. The testing results are given to the teachers to use in their classroom to modify instruction and principals can also use it in scheduling.

- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

Teachers will use student assessment data to identify where students have weaknesses and strengths in subject areas. Where strengths have been identified instructions will be differentiated to challenge the students. Where weaknesses have been identified instruction will be modified to help bring the student up to grade level. The Dakota STEP assessment data can be used for a yearlong planning

f. Describe any optional instructional reform strategy the school chooses to implement.

The school has created an instructional reform strategy thorough research and combined several strategies into a project entitled The Next Generation Project (NGP). The NGP is a continuous improvement model that works to improve high school students graduation rates, improve rigor of academic classes in English, Science, Math, and Social Studies and increase student attendance and graduation from college. A goal of the NGP is to be a replicable model that can be used by schools serving Native American students as well as all students struggling with school.

The NGP has a work plan consisting of goals, strategies, actions, and outcomes. The goals are broad and the details are expressed in the strategies and actions. There are specific people responsible for each action and there is a definite timeline when these actions must be completed by. The four goals the NGP focuses on are Forecast, Focus, Fidelity, Friends and Family.

In the Forecast goal a unique Indian Student Map for College Preparation (ISMCP) will be created. This is a map that will guide the student in tracking their academic outcomes as well as wellness strategies. The students will set goals and develop personal strategies to achieve the goals. Student plans will be reviewed quarterly for any revisions. Students will research careers with career development software and will link it to pre-collegiate preparation. Students will also complete virtual and actual college campus visits with a trip during their junior year to a prestigious campus linked to their career choice.

In the Focus goal students in grades 9-12 will be grouped by competency in English, Math, Social Studies, and Science and an assessment portfolio will be created. All students will monitor and track their own progress in these classes and will increase student competency to above grade level. Students will then have options in their curriculum choices to include online classes, one-on-one mentoring, dual enrollment in college/high school classes, advanced placement classes, and thematic based learning classes. Students will then have a mentoring process both within the school. Students will lead Fidelity and Resiliency teams that create a support system for academic success.

In the Fidelity goal students will learn to continually track and revise their ISMCP and academic goals to ensure success. In this goal students will receive focus seminars on healthy lifestyles. Students from our school struggle with many things that affect their schooling and lives including nutrition, suicide, and drug and alcohol problems. Students will also receive Fidelity and Resiliency training to help them lead their support groups. Teachers will also be given the opportunity to upgrade their teaching credentials to include advanced placement certification.

In the Family and Friends goal students will partake in another unique aspect of the NGP. Students will research their tribal heritage with family members and tribal authorities through interviews. The interviews will be recorded to develop a history that others will be able to access. Students will also develop a family tree to identify members of honor and create a family profile for display. Students will meet with tribal partners and family members to gather information. Lastly each grade will develop a Tribal Responsibility (TRP) project each year. A needs assessment will be completed with local tribal leadership to find a project suitable for the area. After the need is identified students will design projects for tribal leaders and community members which include a budget and work plan. The students will then put the work plan into action and complete the project. After the project is complete an evaluation of the project and the outcomes will be completed to see the effectiveness of the plan.

#### **Increasing learning time and creating community-oriented schools**

- g. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*

The school will provide the opportunity for students to increase their learning time 4 days per week during the school year. Students will have the opportunity for 2 hours of increased learning time from 3:35 to 5:35 three nights per week on Monday, Tuesday, and Thursday. Wednesday nights will be reserved for mandatory tutoring which will also be for two hours from 3:35 to 5:35. The principal and staff will work to set up recommendations for students to attend tutoring and participate in increased learning time and will communicate with parents and board members about these recommendations. Summer School will also be an opportunity for students to increase their learning time if they have not done so during the school year. Summer School will be strongly encouraged for those who have not met the minimum number of hours required by the school.

- *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research).*

The current school day runs from 8:35 to 3:35 Monday through Friday. Students will be required to attend 125 hours of increased learning time throughout the school year. The school's principal and title I coordinator will monitor students and their extended learning time. Students will sign in when they attend the afterschool sessions. These sign in sheets will be used to track the number of hours students are attending after school. The principal or Title I director will ensure that the staff and students are working on academic material. If these hours are not met during the school year students will have the opportunity to complete their increased learning time during summer school or by attending an approved academic or college preparatory program during the summer such as GEAR UP or Upward

Bound. Staff will participate in approximately 144 hours of professional development during the summer and in-service or professional development during the school year.

- *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*

Increased learning time for students will consist of mandatory tutoring in core academic areas on Wednesday's for students who are behind in class and need to catch up on school work. Increased learning time on Monday, Tuesday or Thursday will include tutoring in core academic classes, tutoring on standards and working to bring students up to grade level if they are below. These three days will also be used for students to work in resiliency teams and work on tribal responsibility projects that will contribute to a well-rounded education. Teachers will use their hours of increased time to attend a national conference and local professional development activities during the summer. The teachers will use the increased instructional time during the school year to collaborate and attend professional development at the school.

- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

The afterschool instruction program will not be able to handle all of our students each day it is in session. Some students are involved in sports and will not be able to attend the afterschool instruction each day it is available. This is why we did not require students to attend all of the hours that were possible. The school busses all students and transportation is available to students at 5:35. Summer school will be available for students who are unable to complete their required hours during the school year.

h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*

Each school year in October a student survey is given to the high school student body asking a variety of questions about how students feel about the school, staff and activities students may be involved in. The school employs a social worker and part time counselor who work closely with many students and are aware of the needs of the students. In February of 2010 an extensive youth risk survey was completed and the results were used to determine if the services we were providing for our students were appropriate. The school does have the resources for most of the students at the school.

- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*

The school has a licensed clinical social worker on staff and she offers students support through counseling and referrals to other agencies such as chemical dependency counseling, mental health counseling, child protection services and Indian Health Services. The school

employs a part time guidance counselor to work with students on career opportunities, scholarships and college preparation. The school also employs a full time nurse who can help students with health issues and also make referrals to clinics for medical and dental issues. A PE and health class is offered in the high school curriculum as well as a weight training class. The school has a wellness committee that works to improve the wellness of our students and staff by offering wellness challenges and working to improve the nutritional education of the students.

- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

The school does have a student lap top check out program where students may check out a lap top for use in the evenings or weekends and parents can have access to those computers as well. The school has a parent/community committee that puts on monthly events for parents ranging from bingo to appreciation suppers for the elderly. At these events parents are given information about what is happening at the school and how they can become more involved with the school. The school also works with the South Dakota Parent Resource Network to provide parents information about helping their student succeed in school. Sitting Bull College also uses our school at various times throughout the year to offer GED classes for people who would like to receive this.

#### Providing operational flexibility and sustained support

- i. Describe the operational flexibility that will be given to this school.
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*

In the past three years the Building Leadership Team (BLT) has been working towards a shared decision making model in many of the aspects of the operation of the school. This has been a difficult process to accomplish. Through the help of our instructional coaches and evaluator we believe we can make this next step. We currently have a structure in place where we have six committees that every staff member is required to be a part of. These committees work to solve issues and create ideas. The chairs of the committees report to the BLT their ideas and issues and we work together. Any policy changes or action that requires a large amount of money must then go to the school board for action. This structure helps eliminate the top down decision making where decisions are forced upon staff without their input. The BLT is also involved in looking at the school budget. Staff will have input into what kind of Professional Development they would need through the curriculum committee survey as well as the student data. The Smee School District School Board is very supportive of the school improvement model and has given the school the flexibility it needs in order for the process to work.
  - *What changes in operational practices will be made?*

The BLT, students, parents, and school board will all be part of a process of reviewing what we are doing in the school. Our instructional coaches and evaluator will meet with the school monthly to work with staff and changes practices that need adjustment. This is different as many times changes occur after the school year is over and there is time to reflect on the data. This will help staff and students make the most of the instruction time during the school year. The principal will report to the school board and parents on the

improvement process and the progress the school is making each month. The major change in the school will be the transition to project based learning activities between subject areas. Teachers working together across the curriculum will help students make connections between classes and into the world of work.

- *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

These operational changes will help the staff, students, parents, and community become empowered within the school. Empowerment will lead to all stakeholders being more engaged in their part of improving student achievement outcomes and graduation rates. The instructional coaches and evaluator will help staff to focus on improving student achievement and keep students engaged in their learning.

j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.

- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*

Assistance will be provided by a number of different organizations. Wakpala High School will work with ESA 5 and the TIE office for instructional coaches. Sitting Bull College in Ft. Yates North Dakota will provide assistance in dual enrollment classes and professional development. Native American High Performance Learning Communities will provide the evaluator for the improvement program. The South Dakota Department of Education will provide technical assistance during the process of improvement. Experts will be contracted to come to the school or conferences will be attended to provide professional development to staff in resiliency training, technology, differentiated instruction, RTI, project based learning and other needs as they are discovered. Standing Rock Sioux Tribe Education department will also offer technical assistance. North West Area Schools will provide assistance in career and technical class opportunities.

- *What kind of support will be provided and how often?*

Instructional coaches and evaluators will be contracted to come to the school once per month for 5 months. The South Dakota Department of Education will be called upon as needed as well as the Standing Rock Sioux Tribe Educational department. Professional development support will vary from two days to five days of training with follow up provided by the instructional coaches and evaluator. North West Area Schools will provide instruction every day.

k. Describe any other optional strategies for providing operational flexibility and intensive support.

Support from the community and family members will help students as they work on tribal responsibility projects and their student portfolio. This support will help to increase the awareness and importance of education in the community.

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(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.

➤ Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

- The school has advertised for a strategic reading teacher and will conduct interviews in May of 2011. This teacher will work for all three years of the program.
- The school will join the North West Area Schools as a member in June of 2011 and will continue to be a member for all three years of the program.
- The school will purchase the technology equipment (laptops and bandwidth) in July of each year to ensure they will be ready when school starts in August of each school year.
- At the beginning of each school year a schedule will be created with staff and students to set up increased learning time so students can attain their minimum number of hours needed.
- One Friday afternoon per month will be set aside for professional development and collaboration between staff during each school year.
- Professional development will take place during each summer during the grant period to include national conferences and professional development held at the school.
- Instructional coaches and an evaluator will be contracted with for one visit per month for 5 months for each of the three years of the grant.
- The following plan outlines more parts of the proposed project and benchmarks. Please see next page:

## The Next Generation Project: Timeline

<b>Goal</b>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
<b>1.0 Forecast:</b>  to predict (a future condition or occurrence); calculate in advance; to plan beforehand; prearrange	1.1 Create unique Indian Student Map for College Preparation(ISMCP)	1.1.1 Using expertise from the Advisory Board, develop ISMCP for students 9-12 to include academic outcomes tracking and wellness strategies.	Principal  Federal Programs  AB  Evaluator	Summer 2011 and every summer after	Indian Student Guide for College Preparation(ISMCP)
		1.1.2 Train staff in use of ISMCP	Principal  Federal Programs	8.2011  and each year after	Staff trained to use the ISMCP
		1.1.3 Review plan and its use; revise as needed	Principal  Federal Programs  AB	Summer 2012 and annually	Annual review and revisions of ISMCP tool
<b>1.0 Forecast:</b>	1.2 Engage 9-12 grade students in completing their forecast plan	1.2.1 Complete the ISMCP appropriate to grade levels, set	Principal	8.2011 And each year	ISMCP Personal Map



## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
<b>1.0 Forecast:</b>  to predict (a future condition or occurrence); calculate in advance; to plan beforehand; prearrange	1.3 Introduce and develop understanding of career pathways for grades 9-12	1.3.1 Use existing career development software and research additional tools.	Principal  Teachers	8.2011 and each year after	ISMCP Curriculum map for grades 9-12 on college research and preparation
		1.3.2 Research national and state career pathways based on economic growth locally, nationally and globally including economic development impact on reservations	Evaluator  Principal  Counselor	8-12.2011 and each year after	Research on local and global economic job opportunities

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		1.3.3 Link research to curriculum with focus on career choice and pre-collegiate preparation using Expanding the Circle Curriculum as class in Grade 9	Teachers Students	1-5.2012 and each year after	All 9 <sup>th</sup> grade will complete Expanding the Circle
		1.3.4 Use new curriculum maps integrated into all academic subjects	Principal Teachers Instructional Coach	8.2012 and each year after	All academic classes mapped with career connections
		1.3.5 Review and revise curriculum	Principal Curriculum	6.2012 and each year after	Annual review and revisions

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
			committee  Teachers  Evaluator		
	1.4 Complete college tours with grades 9-12; both virtual and actual	1.4.1 Identify student goals 9-12 using ISMCP and link to college options  1.4.2 Complete list for each student of the academic classes needed for entrance to primary college options and crosswalk with ISMCP	Principal  Teachers  Students    Principal  Teachers  Students	11.2011  And each year after    11.2011  And each year after	List of career pathways linked to college options for each pathway       Each pathway linked to academic preparation   ISMCP Student map

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		<p>1.4.3 Research and provide links to college campuses and opportunities to visit</p> <p>1.4.4 Use research as topic for Resiliency Teams and publish information for all grades 9-12.</p>	<p>Principal Teachers Students</p> <p>Principal Teachers Students</p>	<p>12.2011 and 5/2012</p> <p>And each year after</p> <p>12.2011</p> <p>And in fall each year after</p>	<p>of classes needed for college entrance</p> <p>College campus visits and reports to Resiliency Teams</p> <p>Resiliency Teams focused on support for Academic Outcomes and College Preparation</p>

## The Next Generation Project: Timeline

<i><b>Goal</b></i>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
<p><b>2.0 Focus:</b></p> <p>a central point, as of attraction, attention, or activity; to concentrate.</p>	<p>2.1 Assess and group all 9-12 grade students by competency in English, Math, Social Studies and Science and create ongoing monitoring tool.</p>	<p>2.1.1 Create assessment portfolio for all students as part of ISMCP</p>	<p>Principal Federal Programs Evaluator</p>	<p>Summer 2011 (see 1.1)</p>	<p>ISMCP for monitoring personal academic progress</p>
		<p>2.1.2 Train all 9-12 students to track and monitor assessments in English, Math, Social Studies and Science</p>	<p>Principal Evaluator Teachers</p>	<p>8.2011 and each year after</p>	<p>Quarterly tracking of progress and as standards are completed</p>
		<p>2.1.3. Increase 9-12 student competency to grade level or above in all academic areas</p>	<p>Principal Teachers Students</p>	<p>Every quarter, every year</p>	<p>Meet NCLB outcomes for Reading Math Science History and English</p> <p>Meet High Standards set by Colleges</p>



## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		<p>2.2.3 Continue and increase numbers of student in dual credit classes either at SBC or online.</p> <p>2.2.4 Develop and implement theme based learning options for all 9-12 students.</p>	<p>HS Principal SBC</p> <p>Principals Instructional Coach Teachers</p>	<p>8.2011 and each year after</p> <p>12.2011 and in fall each year after</p>	<p>Students enrolled in Sitting Bull College Dual Credit classes and on-line classes</p> <p>Teachers trained to implement theme based integrated units</p> <p>Integrated curriculum units</p>
<p><b>2.0 Focus:</b> a central point, as of attraction, attention, or activity; to</p>	<p>2.3 Develop student mentoring process both in-school and with Sitting Bull College and Bismarck State College</p>	<p>2.3. 1 Develop and implement Resiliency Teams that create high standards for students and provide support for academic success.</p>	<p>Evaluator Principal Federal Programs</p>	<p>7/2011 and each year after</p>	<p>9-12 Student-led Teams with 4-6 students meeting weekly</p>

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
concentrate.		<p>2.3.2 Create High School faculty student mentoring assignments to increase student graduation and college entrance rates.</p> <p>2.3.3 Develop partnerships with local higher education to create student to student mentoring.</p>	<p>AB</p> <p>Principal Teachers Students</p> <p>HS Principal SBC</p>	<p>8/2011 and each year after</p> <p>8/2011 and each year after</p>	<p>Faculty mentors that follow students from 9 through 12<sup>th</sup> grade in quarterly meetings</p> <p>College Mentors for Juniors/Seniors meet once and connecting through adult led online sessions</p>
<b>3.0 Fidelity:</b>	3.1 Create and use quarterly process for student management	3.1.1 Quarterly review of ISMCP outcomes by students,	Principal	9.2011-13	Updated ISMCP

## The Next Generation Project: Timeline

<b>Goal</b>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	of outcomes toward academic goals to include assessments linked to state and tribal standards.	teachers and parents	Teachers  Students	quarterly	Continuous improvement of ISMCP components
		1.2.4 Quarterly redesign of strategies to meet goals with reporting to parents	Principal Teachers Students	9.2010-13 quarterly	
		2.1.2 Train all 9-12 students to track and monitor assessments in English, Math, Social Studies and Science	Principal Teachers Students	9.2010-13 quarterly	Assessment tool for each student to monitor progress
<b>3.0 Fidelity:</b> strict observance of	3.2 Review annually academic goals and outcomes including higher education options using	3.2 1 Meet in Resiliency Teams to review ISMCP personal	Principal RT Guides	9/2012 and every	Continued improvement and focus for each

## The Next Generation Project: Timeline

<b>Goal</b>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	ISMCP tool	outcomes from previous year  3.2.2 Prepare presentation for Parent Teacher Conference	Students  RT Guides  Students	year after  Quarterly beginning 10/2011	individual student  Student ownership of goals and outcomes  Presentation skills
<b>3.0 Fidelity:</b>  strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	3.3 Receive focused health seminars on healthy lifestyles including resiliency training, nutrition, suicide prevention, drug and alcohol abuse prevention programs	3.3.1 Identify health risks for students	Principal  Federal programs  School Nurse  Wellness committee	9/2010 and every year after	Use data to identify areas to target training

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<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		3.3.2 Research and select appropriate programmatic options for use in Health class and as topics for the Fidelity Groups (see 4.0)	Principal School Nurse Wellness committee	9/2010 and every year after	Healthy lifestyle seminars for all 9-12 students using developmentally appropriate approaches and settings
<b>3.0 Fidelity:</b>  strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	3.4 Develop continuing relationships with Sitting Bull College that allows students to receive dual credit beginning in the 11 <sup>th</sup> grade.	3.4.1 Continue and increase numbers of student in dual credit classes either at SBC or online.	Federal programs  Principal	9/2011 and every year after	Review of college curriculum to identify potential classes, identify sites and costs, and develop long range plan
		3.4.2 Increase number of classes available to students	Principal	9/2011 and every	Four year forecast of curriculum options

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<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
			SBC Teachers	year after	for ISMCP
<b>3.0 Fidelity:</b>  strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	3.5 Fast track students in science, math, English and history/social science who are prepared to complete college level classes	3.5.1 Identify students in 9-12 who are at or above grade level	Federal programs  Principals	10/2011 and quarterly	High achieving students continually challenged
		3.5.2 Use E-Learning environment with APEX or other identified curriculum as an academic option for students achieving above grade level	Principal  E-Learning Center Director	10/2011 and quarterly	Students completing high level or AP classes with college credit
		3.5.3 Train all teachers in writing across the curriculum and develop student outcomes that include student	Principal	7/2012 and monitoring each	Teachers in all disciplines using writing as an outcome for student

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		presentations of written work.	Teachers  Instructional Coach	month by Coach	performance
<b>3.0 Fidelity:</b>  strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.	3.6 Upgrade teaching credentials of 9-12 faculty to include Advanced Placement certification	3.6.1 Research and identify a pathway for all high school core teachers to receive AP status and complete training	Federal programs  Principal	12/2011-5/2012 and every year after as needed	Advance Placement training and schedule for certification
		3.6.2 Determine which academic areas are prepared for AP status	Federal programs  Principal	8/2012 and every spring after	AP Certified Teachers
		3.6.3 Deliver AP classes directly or on-line	Principal	8/2012 and every year after	Increasing numbers of students in AP classes

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
<b>4.0 Family and Friends:</b> any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins and a group of people who are generally not blood relations but who share common attitudes, interests, or goals; a person who gives assistance supporter.	4.1 Research student's tribal heritage with tribal authorities and family members.	4.1.1 Hire tribal history mentor.	NGPM	8.2011 and every year after	Year 1: Grades 9-12  Year 2 and after: Grades 9
		4.1.2 Develop approach and schedule	Principal  Federal programs	8-12.2011	Implementation plan
		4.1.3 Implement schedule of student interviews and meetings with tribal experts	Principal  Federal programs	8.2011 and every year after	Interviews scheduled and recorded

## The Next Generation Project: Timeline

<i>Goal</i>	Strategies	Actions	Person(s) Responsible	Timeline	Outcomes
		4.1.4 Complete student projects	Teachers NGPM Teachers Students	5/2012 and every year after	Published projects for School and Tribal Libraries
<b>4.0 Family and Friends:</b> any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins and a group of people who are generally not blood	4.2 Develop family tree for each student purposely to identify members of honor and create a family profile for display.	4.2.1 Purchase software for heritage project  4.2.2 Meet with tribal partners and family members to gain knowledge	Principal  Students		Ancestry software  Interviews scheduled and recorded

## The Next Generation Project: Timeline

<i><b>Goal</b></i>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
relations but who share common attitudes, interests, or goals; a person who gives assistance supporter.		4.2.3 Complete and display Family Tree Projects	Students		Year 1: Grades 6-12  Year 2 and after: Grades 6  Family Tree Powerpoint Presentation
<b>4.0 Family and Friends:</b> any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins and a group of people who are generally not blood relations but who	4.3 Develop and implement annual Tribal Responsibility Projects (TRP's)	4.3.1 Complete needs assessment working with local tribal leadership  4.3.2 Design student-led projects for tribal leaders and community members to include work plans and	BLT Resiliency Teams  Principal Teachers Resiliency	10.2011 and each year after  10.2011-3.2012 and each year after	Community and/or Tribal Needs Assessment  Identified Project Plan with Budget

## The Next Generation Project: Timeline

<i><b>Goal</b></i>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
share common attitudes, interests, or goals; a person who gives assistance supporter.		budgets.	Teams	3-5.2012 and each year after	Identified Project Assessment
		4.3.3 Design student-led assessment of project outcomes	Principal Teachers Resiliency Teams		
		4.3.4 Continue student-led projects using same process	Evaluator Principal AB	6.2012 and every year after	Evaluation and development for next year
<b>4.0 Family and Friends:</b> any group of persons closely related by blood, as	4.4 Develop and place all 6-12 students in cross-age Resiliency Teams to strengthen personal, school, family and community	4.4.1 Research and develop concept of Resiliency Teams with school, community and	Evaluator Principal	7-10.2011	Resiliency Team design and outcomes

## The Next Generation Project: Timeline

<b>Goal</b>	<b>Strategies</b>	<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcomes</b>
<p>parents, children, uncles, aunts, and cousins and a group of people who are generally not blood relations but who share common attitudes, interests, or goals; a person who gives assistance supporter.</p>	<p>support.</p>	<p>student leadership</p> <p>4.4.2 Train school, student and parent leadership in the concept</p> <p>4.4.3 Implement Resiliency Teams for in-school support for high performance</p>	<p>B. Benard, West Ed</p> <p>AB</p> <p>Principal</p> <p>B. Benard, West Ed</p> <p>Principals</p> <p>Federal Programs</p> <p>Evaluator</p>	<p>10.2011</p> <p>And every year after</p> <p>10.2011-5.2012 and every year after</p> <p>6.2012 and in June of</p>	<p>Training for Adult/ Student Resiliency Team Leaders</p> <p>Resiliency Teams, 9-12</p> <p>Continuous Improvement of</p>

## The Next Generation Project: Timeline

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		4.4.4 Assess success of Resiliency Teams	Principal B. Benard, West Ed  AB	each year after	concept, model and implementation

(6) (Tier I, II, & III) 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, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

► List the reading and math annual goals for this Tier I, II or III school, if applicable. *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.*

GOAL: Wakpala High school will improve math scores. Strategies: Wakpala High school will improve math scores by 10% by the spring of 2011 and improve their math DACS scores by 150 scaled score points from the pre-test to the post test. Wakpala High School students will improve their star math scores by at least one grade level equivalent from the pre-test to the post-test. Wakpala High School math scores will rise from 20% of the students testing proficient and advanced to 30% of the students testing proficient and advanced.

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(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. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.* Wakpala High School is a Tier I school.

(8) (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. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe while developing the LEA and school application for SIG funds.*

- In December of 2010 Dr. Kristi Harms contacted Chris Fried, Federal Programs Director, for the Smeeth School District and Wakpala High School that the school would be moving from a tier III status down to a tier I status.
- Chris informed the Building Leadership team on December 8<sup>th</sup> 2010 of the change in status from the South Dakota department of Education.
- On January 5<sup>th</sup> the BLT, consisting of teachers, principals, superintendent, federal programs director, nurse, business manager, after school coordinator, and SPED director, started the discussion on whether or not to pursue the SIG grant from the state.

- The BLT met on January 19<sup>th</sup>, February 2<sup>nd</sup>, and 16<sup>th</sup>, March 2<sup>nd</sup> and 16<sup>th</sup>. At each of these meetings discussion was held on ideas, strategies, budget, and other aspects of the grant.
- The Smee School District School Board was informed of the possibility of having to reapplying for the SIG on March 9<sup>th</sup> 2011. At that time we were still waiting to hear from the South Dakota Department of Education on the approval of their application to US Department of Education.
- On March 18<sup>th</sup> SD Department of Education informed us that their application had been approved and we could begin working on our applications.
- On April 12<sup>th</sup> the JOM/Wakpala Parent Advisory Group meet for their monthly meeting. Amanda Hermes presented the information on the SIG to those present at the meeting and asked for input.
- Chris Fried presented information on the SIG to the Smee School Board on April 13<sup>th</sup> and a discussion on the type of improvement model chosen was held.
- Also on April 1<sup>st</sup> and 13<sup>th</sup> a meeting with all of the high school staff present was held to discuss ideas and concerns regarding the school improvement models.
- The BLT team met on March 30<sup>th</sup> and April 13<sup>th</sup> to continue discussion on the SIG and the writing of the grant.
- On April 21<sup>st</sup> and April 27<sup>th</sup> the BLT met to revise and update the SIG application before it was submitted.

**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. Complete the budget for this particular school.**

**Budget categories for consideration in required budget narrative.**

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

**Grant Periods:**

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

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

Strategic Reading Teacher Salary \$35,000. This is an estimated salary based on the hiring schedule the school uses from the negotiated agreement.

Staff incentives for showing student growth on DSTEP/DACS/STAR math and reading assessments \$1125 per subject for certified teachers for possible total of \$2,250 per teacher. There are 8 teachers working with high school students for a possible total of \$18,000. \$625 per subject for paraprofessionals for a possible total of \$1250 per paraprofessional. There are three paraprofessionals working in the high school for a possible total of \$3,750. \$2,000 per subject for the high school principal for a possible total of \$4,000. Possible total of \$25,750 if all incentives are met.

Stipends for staff to work with students during extended learning time after school. Staff earn \$20 per hour per the negotiated agreement. There will be an average of 8 hours of extended learning time per week with 36 weeks in the school year. 2 staff must be budgeted for in case a large number of students decide to stay for extended learning time at the same time. Each staff position could possibly work 288 hours for a total of \$5,760 per year. Two staff would then equal \$11,520  
 Year 1 total \$72,270

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).

- Benefits for Strategic Reading Teacher
- Social Security \$2,170 (6.2%)
- State Retirement \$2,100 (6%)
- Full single health insurance, dental, and vision \$5,520 (currently \$460 per month)
- Workers compensation insurance \$182 (.52 ASBSD rate for 2011)
- Unemployment insurance \$245 (.7% of salary)
- Year 1 Total: \$10,217

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

College Student Visits. Each project year, Junior or sophomore students will have the opportunity to travel to a prestigious college campus to visit and experience the intensity and atmosphere of a top postsecondary institution. Since we are not aware of where these campus visits will be taken, an estimate of travel to University of Minnesota was taken. Research was done on car rental and hotel rates and per diem is the state rate for out of state travel. See the following table for a detailed description of the travel.

		3brkfst/3lunches/3suppers/ 4people/5trips	
Per Diem	\$8, \$11, \$17		\$2,160.00
Gas for travel	\$150/day	\$150/day for 2 days for 5 trips	\$1,500.00
Hotel	\$100.00	2 rooms/2 nights for 5 trips	\$2,000.00
		<b>Year 1 Total</b>	<b>\$5,660.00</b>

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.

Five lap top computers are also needed in the guidance counselor’s office for student use. Students will use the laptops for many aspects of the project. The computer labs at the schools are utilized almost every hour of the school day and not enough time would be available in the labs to make

the project successful. The five laptops, \$1,163.8 for each laptop, would total \$5,819 based on a quote from the technology coordinator's supplier.

Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @ \$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total = \$24,562

This equipment is to be divided among the classrooms for easy access to expand the alternative classes that are offered by our APEX program and to expand the opportunity for project or thematic based learning.

Total year 1 \$30,381

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

The supplies that will be purchased for the project are vital for the success of the project. Each student in the project is required to have a portfolio. Each student will need a three ring binder to place all this information into. Students will also have files with manila folders and hanging folders for extra information to be stored in. The total cost for this type of equipment is \$1,999.92. Student information is highly sensitive information and needs to be safeguarded. An electronic filing software program will be purchased to ensure the security of student information. Efile-cabinet software will be purchased and training will be included in the use of the file storing software. The cost of the software is \$4,000 based on the quote received from the company. The manila folders, hanging folders, 3 ring binders, and desktop organizer prices were all taken from the school specialties 2011 office supply catalog. Please see the following table for a detailed description of the equipment. We have budget for supplies during staff training on new programs and strategies the proposed project is implementing. Supplies have also been budgeted for the daily operation of the project by the principal and the students. The principal/student supplies are broken down as follows: Office Supplies, including envelopes, paper, post its, filing labels and misc. (pens, pencils, paper clips, etc...) total \$916.39. The cost for these supplies was taken from School Specialty 2011 office supply catalog. Shipping and handling of supplies and equipment was estimated based on weight and distance to ship materials to the schools and came to a total of \$300. Each grade will create a Tribal Responsibility Project in the community. They types of project are not known at this time but money needs to be budgeted in order to purchase material for the students to complete their projects. Projects could range from remodeling a room in a community center, painting, landscaping, building or repairing recreational facilities. An estimated amount of \$400 per project was created based on materials it would take to complete some of the projects stated above. There will be a total of 4 projects per year for a total of \$1,600 in supplies for the Tribal Responsibility Projects. Please see the following chart for a detailed description of the supplies for the Project Manager and Students.

<b>Supplies</b>	<b>cost/unit</b>	<b>Total Cost</b>	
Manila Folders box of 100 Letter size	\$22.89	\$45.78	200 manila folders/ 2 units
Hanging folders box of 25 Letter size	\$21.27	\$170.16	200 hanging folders/ 8 units
E-file cabinet	\$4,000	\$4,000	1 software program
Copy paper 1rm = 500 sheets	\$9.89	\$247.25	25 rms/ 25 units
Post its pack of 14	\$24.19	\$72.57	42/ 3 units
filing labels pack of 1500	\$26.79	\$26.79	1500/ 1unit
Envelopes brown w/ clasp pack of 100	\$14.79	\$14.79	100/1 unit
Envelopes self address box of 500	\$54.99	\$54.99	500/ 1 unit
3 Ring Binders	\$17.49	\$1,783.98	102/102 units
Shipping and handling	\$300.00	\$300.00	estimated

Supplies for PD/Inservices		\$800.00	**see worksheet below
Supplies for Tribal Responsibility Projects	\$400.00	\$1,600.00	4 projects estimated amount
<b>total</b>	<b>\$4,892.30</b>	<b>\$9,116.31</b>	

In order to keep up with the demand of computer usage in the school the school needs to purchase more bandwidth so the network does not slow down and come to a standstill. The state of South Dakota will pay for \$924.45 per month for our bandwidth. The cost that the Wakpala High School would incur would be a onetime installation fee of \$500 and a monthly fee of \$450.29. The total for one year of service would be \$5,903.48. This was obtained from a quote by our technology coordinator from SDN communications.

Trainings: Supplies for staff training will be included from three different areas of professional development including the Indian Student Map for College Preparation creation workshop, Expanding the Circle training, and Resiliency training. All of the supplies for these workshops will include office supplies such as paper, writing utensils, etc. The cost for all three of the trainings which will take place each year is \$800. Please see the attached table for a detailed description.

<b>Supplies</b>	<b>Cost/Unit</b>		<b>Total Cost</b>
Supplies for 1 wk of pd	\$500.00	misc items	\$500.00 ISMCP Training
Supplies for 2 days of PD	\$300	misc items	\$300 Resiliency Training
		<b>Total</b>	<b>\$800.00</b>

Total year 1 **\$15,819.79**

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.

The Wakpala High School will contract with North West Area Schools to provide mobile classrooms in career and technical education for high school students. These CTE classrooms are fully furnished by NWAS with supplies and including a certified teacher. These mobile classrooms are on a rotation and are in a school for 1 semester only. Each school gets two different CTE courses per year. There are eight classrooms total and each class rotates through the school every four years. The CTE courses that are offered are Small Engines, Building Trades, CAD/CAM, Electricity, Graphic Design, Health Occupations, Hospitality and Tourism, and Metal Fabrications = \$69,750

Indian Student Map for College Planning. The project will contract with Gael Casner who will work with staff members from Wakpala High School for one week on the development of the ISMCP. The development of the ISMCP is crucial to the program as it will serve as the students guide throughout their schooling. The ISMCP will be reviewed every year and revised for changes if needed. Gael will return each summer to ensure the ISMCP is a strong document and continuous improvement of the model. The instructor fee charged by Gael Casner is equal to the fee currently paid by the Wakpala school for a Cognitively Guided Instruction coach who works with staff throughout the year

on a math program. Expenses for flight, car rental, gas, food, and lodging were calculated with the same numbers and formulas as the advisory board expenses. Staff from Wakpala school are paid a stipend of \$100 a day. The Wakpala school will also serve breakfast and lunch and be reimbursed the state amount for those meals. The total expenses for the ISMCP training are \$12,501.30. ISMCP training and review will be all three years of the project. Please see the attached table for a detailed description of the expenses.

<b>ISMCP</b>			
flights from san fran	\$766.80	1 flight	\$766.80
Car rental	80/day	6 days	\$480.00
Gas Stipend	\$.55/mile	250 miles	\$137.50
Food Stipend	\$11, \$14, \$21	2 brkfst, 2 lunch, 7 supper	\$197.00
Instructor's Fee	\$750/day	5 days	\$3,750.00
Wak staff stipends	\$100/day	12 staff for 5 days	\$6,000.00
Wak breakfast cost	\$5/plate	15people*5days*\$5	\$375.00
Wak lunch cost	\$7/plate	15people*5days*\$7	\$525.00
Grand River Casino/Hotel	\$45/night	6 nights	\$270.00
		<b>Total</b>	<b>\$12,501.30</b>

Resiliency Training. The NGP will contract with Bonnie Bernard from West Ed to complete Resiliency Training for all staff members of Wakpala Schools. The training by Ms. Bernard will consist of two days during in-service before the beginning of school starting in August year. The Instructor fees, flight, gas, food, and lodging were calculated based on the same information used for the ISMCP training. The total cost of the Resiliency Training and contracting with Bonnie Bernard is \$6,136.80. Resiliency Training will take place all three years of the project. Please see attached table for a detailed description of the expenses.

<b>Resiliency Training</b>			
Flight	\$766.80	766.8	\$766.80
Car rental	80/day	3 days	\$240.00
Gas stipend	\$.55/mile	220 miles	\$121.00
Food Stipend	\$11, \$14, \$21	2brkfst, 2lunch, 4 supper	\$134.00
Wak Staff Stipends	\$100/day	have during inservice	\$0
Wak breakfast cost	\$5/plate	60 people*2days*\$5	\$600.00
Wak lunch cost	\$7/plate	60 people*2days*\$7	\$840.00
Instructor fees	\$1500/day	2days	\$3,000.00
Grand River Casino/hotel	\$45/night	3 nights	\$135.00
		<b>Total</b>	<b>\$6,136.80</b>

Instructional Coaches. The NGP will contract with two coaches who will visit each school one day per month for 5 months out of the year. An instructional coach in the area of thematic based learning will visit with staff at each school and guide them in the implementation of the strategy. The other coach will be a technology coach working with staff in the use of classroom technology. Coaches have not been identified at this time as research continues to find the best coaches in the areas of thematic based learning and technology training (ESA 5 and TIE office are candidates. Instructor fees were planned based on the rate that area ESA's charge of \$500 per day as instructors have not been finalized as of yet. The total expenses for one instructional coach in thematic learning and one

technology coach for year one of the project is \$5,000. The thematic instructional coach will be for four years. The technology coach will be for one year only. Please see the attached table for a detailed description of the expenses.

**Instructional & Tech  
Coaches**

Instructor Fees	\$500/day	2 days/coach/5 months	\$5,000.00
<b>Total</b>			<b>\$5,000.00</b>

Evaluator. The Wakpala School will contract with Patricia Stone, who will serve as evaluator of the program. She has developed an Evaluation Plan that covers the outcomes from the work plan. She will be on site once per month for up to three days and will work closely with the principal and staff members. The expenses for the evaluator are combined into a single sum and the contractor is responsible for all of her own expenses. The school will enter into a contract with Patricia Stone for \$20,000 per year based on a daily rate of \$450 a day for an estimated 44 days.

Total Year 1 **\$113,388.10**

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

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

Registration for 5 attendees @ \$509 = \$2,545  
 Flight and hotel rooms for 5 people @ \$600 as found on Travelocity = \$3,000  
 Meal allowance \$40 per day for 5 days for 2 people = \$1,000  
 Car Rental as found on Travelocity = Staff will ride with elementary staff who are attending the same conference  
 Gas allowance for car rental = Staff will ride with elementary staff who are attending the same conference

Total Year 1 = **\$6,545**

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

**Year 1 Eligible \$179,150 x 2.5% = \$4479**

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

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

Strategic Reading Teacher Salary \$35,800. This is an estimated salary based on the negotiations the school has had the past three years.

Staff incentives for showing student growth on DSTEP/DACS/STAR math and reading assessments \$1125 per subject for certified teachers for possible total of \$2,250 per teacher. There are 8 teachers working with high school students for a possible total of \$18,000. \$625 per subject for paraprofessionals for a possible total of \$1250 per paraprofessional. There are three paraprofessionals working in the high school for a possible total of \$3,750. \$2,000 per subject for the high school principal for a possible total of \$4,000. Possible total of \$25,750 if all incentives are met.

Stipends for staff to work with students during extended learning time after school. Staff earn \$20 per hour per the negotiated agreement. There will be an average of 8 hours of extended learning time per week with 36 weeks in the school year. 2 staff must be budgeted for in case a large number of students decide to stay for extended learning time at the same time. Each staff position could possibly work 288 hours for a total of \$5,760 per year. Two staff would then equal \$11,520

Year 2 total \$73,070

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).

Benefits for Strategic Reading Teacher

Social Security \$2,219 (6.2%)

State Retirement \$2,148 (6%)

Full single health insurance, dental, and vision \$5,520 (currently \$460 per month)

Workers compensation insurance \$186 (.52 ASBSD rate for 2011)

Unemployment insurance \$250 (.7% of salary)

Year 2 Total: \$10,323

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

College Student Visits. Each project year, Junior or sophomore students will have the opportunity to travel to a prestigious college campus to visit and experience the intensity and atmosphere of a top postsecondary institution. Since we are not aware of where these campus visits will be taken, an estimate of travel to University of Minnesota has been taken for travel information. Research was done on car rental and hotel rates and per diem is the state rate for out of state travel. See the following table for a detailed description of the travel.

		3brkfst/3lunches/3suppers	
Per Diem	\$8, \$11, \$17	4 people/5 trips	\$2,160.00
Gas	150/day	150/day for 2 days for 5 trips	\$1,500.00
Hotel	\$100.00	2 rooms/2 nights for 5 trips	\$2,000.00
		<b>Year 2 Total</b>	<b>\$5,660.00</b>

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.

Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @ \$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total = \$24,562

This equipment is to replace laptops that are no longer able to be repaired and upgraded.

Total year 2 \$24,562

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

<b>Supplies</b>	<b>cost/unit</b>	<b>Total Cost</b>	
E-file cabinet maintenance	\$600.00	\$600.00	1 unit
Copy paper 1rm = 500 sheets	\$9.89	\$247.25	25 rms/ 25 units
Post its pack of 14	\$24.19	\$72.57	42/ 3 units
Envelopes brown w/ clasp pack of 100	\$14.79	\$14.79	100/1 unit
Envelopes self address box of 500	\$54.99	\$54.99	500/ 1 unit
3 Ring Binders	\$17.49	\$524.70	30/30 units
Shipping and handling	\$200.00	\$200.00	estimated
Full Height Locking Storage Cabinet	\$324.00	\$324.00	1/1unit
Supplies for PD/Inservies		\$800.00	**see worksheet below
Supplies for Tribal Responsibility Projects	\$400.00	\$1,600.00	4 projects estimated amount
<b>total</b>	<b>\$1,645.35</b>	<b>\$4438.03</b>	

In order to keep up with the demand of computer usage in the school the school needs to purchase more bandwidth so the network does not slow down and come to a standstill. The state of South Dakota will pay for \$924.45 per month for our bandwidth. The cost that the Wakpala High School would incur would be a onetime installation fee of \$500 and a monthly fee of \$450.29. The total for one year of service would be \$5,903.48. This was obtained from a quote by our technology coordinator from SDN communications.

Trainings: Supplies for staff training will be included from three different areas of professional development including the Indian Student Map for College Preparation creation workshop, Expanding the Circle training, and Resiliency training. All of the supplies for these workshops will include office supplies such as paper, writing utensils, etc. The cost for all three of the trainings which will take place each year is \$800. Please see the attached table for a detailed description.

<b>Supplies</b>	<b>Cost/Unit</b>	<b>Total Cost</b>	
Supplies for 1 wk of pd	\$500.00		misc items \$500.00 ISMCP Training

Supplies for 2 days of PD	\$300	misc items	\$300	Resiliency Training
				<b>Total</b>
				<b>\$800.00</b>

Total year 2 **\$10,341.51**

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.

The Wakpala High School will contract with North West Area Schools to provide mobile classrooms in career and technical education for high school students. These CTE classrooms are fully furnished by NWAS with supplies and including a certified teacher. These mobile classrooms are on a rotation and are in a school for 1 semester only. Each school gets two different CTE courses per year. There are eight classrooms total and each class rotates through the school every four years. The CTE courses that are offered are Small Engines, Building Trades, CAD/CAM, Electricity, Graphic Design, Health Occupations, Hospitality and Tourism, and Metal Fabrications = \$69,750

**ISMCP**

Instructor's Fee	\$750/day	5 days	\$3,750.00
Wak staff stipends	\$100/day	12 staff for 5 days	\$6,000.00
Wak breakfast cost	\$5/plate	15people*5days*\$5	\$375.00
Wak lunch cost	\$7/plate	15people*5days*\$7	\$525.00
<b>Total</b>			<b>\$10,650</b>

**Resiliency Training**

Instructor fees	\$1500/day	2days	\$3,000.00
<b>Total</b>			<b>\$3,000.00</b>

**Instructional & Tech Coaches**

Instructor Fees	\$500/day	2 days/coach/5 months	\$5,000.00
<b>Total</b>			<b>\$5,000.00</b>

Evaluator. The Wakpala School will contract with Patricia Stone, who will serve as evaluator of the program. She has developed an Evaluation Plan that covers the outcomes from the work plan. She will be on site once per month for up to three days and will work closely with the principal and staff members. The expenses for the evaluator are combined into a single sum and the contractor is responsible for all of her own expenses. The school will enter into a contract with Patricia Stone for **\$23,000** per year based on a daily rate of \$450 a day for an estimated 50 days.

Total Year 2 **\$111,400**

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

All professional development activities are included in the contractual portion of the budget.

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

**Year 2 Eligible \$166,045 x 2.5% = \$4151**

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

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

Strategic Reading Teacher Salary \$36,600. This is an estimated salary based on the hiring schedule the school uses from the negotiated agreement.

Staff incentives for showing student growth on DSTEP/DACS/STAR math and reading assessments \$1125 per subject for certified teachers for possible total of \$2,250 per teacher. There are 8 teachers working with high school students for a possible total of \$18,000. \$625 per subject for paraprofessionals for a possible total of \$1250 per paraprofessional. There are three paraprofessionals working in the high school for a possible total of \$3,750. \$2,000 per subject for the high school principal for a possible total of \$4,000. Possible total of \$25,750 if all incentives are met.

Stipends for staff to work with students during extended learning time after school. Staff earn \$20 per hour per the negotiated agreement. There will be an average of 8 hours of extended learning time per week with 36 weeks in the school year. 2 staff must be budgeted for in case a large number of students decide to stay for extended learning time at the same time. Each staff position could possibly work 288 hours for a total of \$5,760 per year. Two staff would then equal \$11,520

Year 3 total \$73,870

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).

Benefits for Strategic Reading Teacher

Social Security \$2,270 (6.2%)

State Retirement \$2,196 (6%)

Full single health insurance, dental, and vision \$5,520 (currently \$460 per month)

Workers compensation insurance \$190 (.52 ASBSD rate for 2011)

Unemployment insurance \$256 (.7% of salary)

Year 3 Total: \$10,432

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

College Student Visits. Each project year, Junior or sophomore students will have the opportunity to travel to a prestigious college campus to visit and experience the intensity and atmosphere of a top postsecondary institution. Since we are not aware of where these campus visits will be taken, an estimate of travel to University of Minnesota has been taken for travel information. Research was done on car rental and hotel rates and per diem is the state rate for out of state travel. See the following table for a detailed description of the travel.

		3brkfst/3lunches/3suppers	
Per Diem	\$8, \$11, \$17	4 people/5 trips	\$2,160.00
Gas	150/day	150/day for 2 days for 5 trips	\$1,500.00
Hotel	\$100.00	2 rooms/2 nights for 5 trips	\$2,000.00
<b>Year 3 Total</b>			<b>\$5,660.00</b>

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.

Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @ \$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total = \$24,562

This equipment is to replace laptops that are no longer able to be repaired and upgraded.

Total year 3 \$24,562

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

<b>Supplies</b>	cost/unit	Total Cost	
E-file cabinet	\$600.00	\$600.00	1 unit
Manila Folders box of 100 Letter size	\$22.89	\$45.78	200 manila folders/ 2 units
Hanging folders box of 25 Letter size	\$21.27	\$170.16	200 hanging folders/ 8 units
Copy paper 1rm = 500 sheets	\$9.89	\$247.25	25 rms/ 25 units
Post its pack of 14	\$24.19	\$72.57	42/ 3 units
3 Ring Binders	\$17.49	\$524.70	30/30 units
Shipping and handling	\$200.00	\$200.00	estimated
Supplies for PD/In-services		<b>\$800.00</b>	**see worksheet below
Supplies for Tribal Responsibility Projects	\$400.00	\$1,600.00	4 projects estimated amount
<b>total</b>	<b>\$1,295.73</b>	<b>\$4260.46</b>	

In order to keep up with the demand of computer usage in the school the school needs to purchase more bandwidth so the network does not slow down and come to a standstill. The state of South Dakota will pay for \$924.45 per month for our bandwidth. The cost that the Wakpala High School would incur would be a onetime installation fee of \$500 and a monthly fee of \$450.29. The total for one year of service would be \$5,903.48. This was obtained from a quote by our technology coordinator from SDN communications.

Trainings: Supplies for staff training will be included from three different areas of professional development including the Indian Student Map for College Preparation creation workshop, Expanding the Circle training, and Resiliency training. All of the supplies for these workshops will include office supplies such as paper, writing utensils, etc. The cost for all three of the trainings which will take place each year is \$800. Please see the attached table for a detailed description.

Supplies	Cost/Unit		Total Cost
Supplies for 1 wk of pd	\$500.00	misc items	\$500.00 ISMCP Training
Supplies for 2 days of PD	\$300	misc items	\$300 Resiliency Training
Total			<b>\$800.00</b>

Total year 3 **\$10,163.94**

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.

The Wakpala High School will contract with North West Area Schools to provide mobile classrooms in career and technical education for high school students. These CTE classrooms are fully furnished by NWSAS with supplies and including a certified teacher. These mobile classrooms are on a rotation and are in a school for 1 semester only. Each school gets two different CTE courses per year. There are eight classrooms total and each class rotates through the school every four years. The CTE courses that are offered are Small Engines, Building Trades, CAD/CAM, Electricity, Graphic Design, Health Occupations, Hospitality and Tourism, and Metal Fabrications = \$69,750

**ISMCP**

Instructor's Fee	\$750/day	5 days	\$3,750.00
Wak staff stipends	\$100/day	12 staff for 5 days	\$6,000.00
Wak breakfast cost	\$5/plate	15people*5days*\$5	\$375.00
Wak lunch cost	\$7/plate	15people*5days*\$7	\$525.00
<b>Total</b>			<b>\$10,650.00</b>

**Resiliency Training**

Instructor fees	\$1500/day	2days	\$3,000.00
<b>Total</b>			<b>\$3,000.00</b>

**Instructional & Tech Coaches**

Instructor Fees	\$500/day	2 days/coach/5 months	\$5,000.00
<b>Total</b>			<b>\$5,000.00</b>

Evaluator. The Wakpala School will contract with Patricia Stone, who will serve as evaluator of the program. She has developed an Evaluation Plan that covers the outcomes from the work plan. She will be on site once per month for up to three days and will work closely with the principal and staff members. The expenses for the evaluator are combined into a single sum and the contractor is responsible for all of her own expenses. The school will enter into a contract with Patricia Stone for **\$23,000** per year based on a daily rate of \$450 a day for an estimated 50 days.

Total cost year 3 ***\$111,400***

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

**Year 3 Eligible \$166,766 x 2.5% = \$4169**

**Budget Information**  
**American Reinvestment and Recovery Act (ARRA)**  
**Title I School Improvement 1003(g)**

Name of School:

**Budget Summary**

Budget Categories	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)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
<b>1. Personnel</b>		\$72,270	\$73,070	\$73,870	\$219,210
<b>2. Employee Benefits</b>		\$10,217	\$10,323	\$10,432	\$30,972
<b>3. Travel</b>		<b>\$5,660</b>	<b>\$5,660</b>	<b>\$5,660</b>	<b>\$16,980</b>
<b>4. Equipment</b>		\$30,381	\$24,562	\$24,562	\$79,505
<b>5. Supplies</b>		<b>\$15,819.79</b>	<b>\$10,341.51</b>	<b>\$10,163.94</b>	<b>\$36,325.24</b>
<b>6. Contractual</b>		<b>\$113,388.10</b>	<b>\$111,400</b>	<b>\$111,400</b>	<b>\$336,188.10</b>
<b>7. Professional Development</b>		\$6,545	\$0	\$0	\$6,545
<b>8. Total Direct Costs (line 1-7)</b>		<b>\$254,280.89</b>	<b>\$235,356.51</b>	<b>\$236,087.94</b>	<b>\$725,725.34</b>
<b>9. Indirect Costs*</b>		<b>\$4479</b>	<b>\$4151</b>	<b>\$4169</b>	<b>\$12799</b>
<b>10. Total Costs (lines 8-9)</b>		<b>\$258,759.89</b>	<b>\$239,507.51</b>	<b>\$240,256.94</b>	<b>\$738,524.34</b>

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

\*\* Contingent upon continued federal funding