



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

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

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

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



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

**Due Date**

**5/2/2011**

**South Dakota Department of Education**

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

**Grant Period Ends**

**June 30, 2014**

**FY 2010**

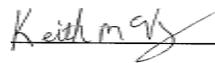
**School Improvement Grant (SIG)**

**Cover page**

|  |  |  |
|--|--|--|
| Legal Name of Applicant: Smee School District  | Applicant's Mailing Address:<br>Smee School District<br>PO Box B<br>Wakpala, SD 57658        |  |
| LEA Contact for the School Improvement Grant<br><br>Name: Chris Fried<br><br>Position and Office: Federal Programs Director<br><br>Contact's Mailing Address:<br>Smee School District<br>PO Box B<br>Wakpala, SD 57658   | Telephone: 605-845-3040<br><br>Fax: 605-845-7244<br><br>Email address: chris.fried@k12.sd.us |  |
| LEA Superintendent (Printed Name):<br>Keith McVay  | Telephone:<br>605-845-3040   |  |
| <b>I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants.</b><br><br>X <u>Keith McVay</u><br>Signature of the LEA Superintendent   | Date:<br>5/2/2011  |  |
| The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application. |  |  |

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

Name of Authorized Representative (Type or Print): Keith McVay

Original Signature of Authorized Representative: 

Date: 5/2/2011

| SD Department of Education use only |  |
|-------------------------------------|--|
| Date Received:                      | _____<br>Signature of authorized SD DOE staff person |

**Guidelines**

**Purpose of Grant**

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

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

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

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

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

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

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

### ***Eligible Applicants***

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

### ***Allocations***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Duration***

Grant Periods:

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

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

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

These funds are contingent on renewed federal funding.

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

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

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

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

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

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

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

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

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

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

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

### ***Technical Assistance***

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

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

**Contact Information**

For grant application questions:

Dr. Kristine Harms (773-6509)

Beth Schiltz (773-4716)

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

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

For fiscal questions:

Rob Huffman (773-4600)

Paul Schreiner (773-7108)

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

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

**LEA APPLICATION REQUIREMENTS**

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

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

| SCHOOL NAME         | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) |         |         |                |
|---------------------|-----------|--------|---------|----------|-----------------------------------|---------|---------|----------------|
|                     |           |        |         |          | turnaround                        | restart | closure | transformation |
| Wakpala High School |           | X      |         |          |                                   |         |         | <u>X</u>       |
|                     |           |        |         |          |                                   |         |         |                |
|                     |           |        |         |          |                                   |         |         |                |
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|                     |           |        |         |          |                                   |         |         |                |
|                     |           |        |         |          |                                   |         |         |                |

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

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

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

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

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, Sandy Gipp Elementary 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 committee 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.

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

The 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.

- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between application availability and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*
- 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, and Sandy Gipp elementary 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.
- d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for each school.*
- 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 possibly 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.

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

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 weather 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.

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

- a. Describe the LEA's capacity to adequately serve the schools identified in the application. *What capacity does the district have to execute and support a turnaround or transformational model? Will the district contract with any person or organization to assist with the implementation of the turnaround or transformational model? What resources does the district have in terms of staffing, funding, support, partnerships, etc. that will assist the district in successfully implementing the chosen interventions? Differentiate what has already taken place and detailed plans for the future.*
- b. 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.

- c. Describe district administrative oversight. *Your answer must include who from the district will provide oversight of the SIG and how that will be accomplished.*

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

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

Wakpala High School is the only tier I school in the Smee School District.

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

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

The Smee School District will only serve the Wakpala High School with this SIG application. The Wakpala Elementary received a SIG grant starting July 1 2010 and is using that grant for a three year period and does not need to reapply for funding. Consultation between the BLT, high school teachers, school board and parents took place from late February through mid April about designing interventions for the improvement grant. The BLT will continue to discuss the SIG and interventions weekly or monthly, depending on what actions is needed to modify or update the School Improvement Grant. The District and School leadership will keep the school board and parents informed of the improvement process and keep them included in decisions and modifications of the interventions in the plan.

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

The Building Leadership Team and School Board are involved in the selection procedures for external providers. In order for an external provider to be chosen by the Smee School District, it must be a researched based provider. The Smee School District also requires that follow up is done with the school in the form of coaching to ensure the program is being followed and to help with questions that staff may have.

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

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

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

Current policies and practices are in line to fully implement the interventions and activities it has proposed in the school section. The Smee School Board is willing to modify policies and practices if necessary to allow the interventions to work successfully.

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

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

- (5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Highlight major events and benchmarks for all schools over the first year pre-implementation and the remaining three year implementation time period. The timeline should be from the district perspective.*

The Smee School District has only 1 school in the district, the Wakpala Public School which consists of the Wakpala Elementary and Wakpala High School. The perspective of the district and high school are virtually the same because leadership of the district is also the leadership of the high school. The following timeline was put together by the BLT.

## The Next Generation Project: Timeline

| <b>Goal</b>   | <b>Strategies</b>   | <b>Actions</b>  | <b>Person(s)<br/>Responsible</b>                 | <b>Timeline</b>                    | <b>Outcomes</b>                                     |
|---|---|---|--|------------------------------------|---|
| <b>1.0 Forecast:</b><br>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<br>Federal Programs<br>AB<br>Evaluator | Summer 2011 and every summer after | Indian Student Guide for College Preparation(ISMCP) |
|   |   | 1.1.2 Train staff in use of ISMCP   | Principal<br>Federal Programs                    | 8.2011<br>and each year after      | Staff trained to use the ISMCP                      |
|   |   | 1.1.3 Review plan and its use; revise as needed   | Principal<br>Federal Programs<br>AB              | Summer 2012 and annually           | Annual review and revisions of ISMCP tool           |
| <b>1.0 Forecast:</b><br>to predict (a future  | 1.2 Engage 9-12 grade students in completing their forecast plan for the appropriate years in | 1.2.1 Complete the ISMCP appropriate to grade levels, set   | Principal<br>Teachers                            | 8.2011 And each year               | ISMCP Personal Map for Grades 9-12                  |





## The Next Generation Project: Timeline

| <b>Goal</b> | <b>Strategies</b> | <b>Actions</b>   | <b>Person(s)<br/>Responsible</b>   | <b>Timeline</b>   | <b>Outcomes</b>  |
|-------------|-------------------|--|--|---|--|
|             |                   | <p>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</p> <p>1.3.4 Use new curriculum maps integrated into all academic subjects</p> <p>1.3.5 Review and revise curriculum</p> | <p>Teachers<br/>Students</p> <p>Principal<br/>Teachers<br/>Instructional Coach</p> <p>Principal<br/>Curriculum</p> | <p>1-5.2012 and each year after</p> <p>8.2012 and each year after</p> <p>6.2012 and each year after</p> | <p>All 9<sup>th</sup> grade will complete Expanding the Circle</p> <p>All academic classes mapped with career connections</p> <p>Annual review and revisions</p> |

## The Next Generation Project: Timeline

| <i>Goal</i> | Strategies   | Actions   | Person(s)<br>Responsible   | Timeline   | Outcomes   |
|-------------|--|---|--|--|--|
|             |  |   | committee<br><br>Teachers<br><br>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<br><br>1.4.2 Complete list for each student of the academic classes needed for entrance to primary college options and crosswalk with ISMCP | Principal<br><br>Teachers<br><br>Students<br><br><br><br>Principal<br><br>Teachers<br><br>Students | 11.2011<br><br>And each year after<br><br><br><br>11.2011<br><br>And each year after | List of career pathways linked to college options for each pathway<br><br><br><br><br><br><br>Each pathway linked to academic preparation<br><br><br>ISMCP Student map |

## The Next Generation Project: Timeline

| <i>Goal</i> | Strategies | Actions   | Person(s)<br>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<br/>Teachers<br/>Students</p> <p>Principal<br/>Teachers<br/>Students</p> | <p>12.2011<br/>and<br/>5/2012</p> <p>And each<br/>year after</p> <p>12.2011</p> <p>And in fall<br/>each year<br/>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>Goal</i>  | Strategies   | Actions  | Person(s)<br>Responsible                            | Timeline                          | Outcomes   |
|--|--|--|---|-----------------------------------|--|
| <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<br/>Federal Programs<br/>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<br/>Evaluator<br/>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<br/>Teachers<br/>Students</p>          | <p>Every quarter, every year</p>  | <p>Meet NCLB outcomes for Reading Math Science History and English</p> |
|  |  |  |   |                                   | Meet High Standards  |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies  | Actions   | Person(s)<br>Responsible                               | Timeline                               | Outcomes   |
|---|---|---|--|--|--|
|   |   |   |  |  | set by Colleges nationally   |
| <b>2.0 Focus:</b><br><br>a central point, as of attraction, attention, or activity; to concentrate. | 2.2 Place all students in curriculum options to include online, one-on-one mentoring, dual credit, AP and theme-based learning opportunities. | 2.2.1 Group students developmentally and assess groups for changes.   | Federal Programs<br><br>Teachers<br><br>Principals     | Every Semester each year and as needed | Regroup students as they move competently through standards                                  |
|   |   | 2.2.2 Continue APEX academic option for students achieving above grade level and students needing academic support. | Principal<br><br>Principals<br><br>E-Learning Director | Semester each year and as needed       | Students gaining basic skills at grade level or above<br><br>Students enrolled in AP classes |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies   | Actions  | Person(s)<br>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<br/>SBC</p> <p>Principals<br/>Instructional Coach<br/>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><br/>a central point, as of attraction,</p> | <p>2.3 Develop student mentoring process both in-school and with Sitting Bull College and Bismarck</p> | <p>2.3. 1 Develop and implement Resiliency Teams that create high standards for students and provide support for academic</p>  | <p>Evaluator<br/>Principal<br/>Federal</p>   | <p>7/2011 and each year after</p>  | <p>9-12 Student-led Teams with 4-6 students meeting</p>   |

## The Next Generation Project: Timeline

| <b>Goal</b>                             | <b>Strategies</b> | <b>Actions</b>   | <b>Person(s)<br/>Responsible</b>   | <b>Timeline</b>   | <b>Outcomes</b>  |
|---|-------------------|--|--|---|--|
| attention, or activity; to concentrate. | State College     | <p>success.</p> <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>Programs</p> <p>AB</p> <p>Principal<br/>Teachers<br/>Students</p> <p>HS Principal<br/>SBC</p> | <p>8/2011 and each year after</p> <p>8/2011 and each year after</p> | <p>weekly</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</p> |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies   | Actions   | Person(s)<br>Responsible          | Timeline               | Outcomes   |
|---|--|---|-----------------------------------|------------------------|--|
|   |  |   |                                   |                        | online sessions                                      |
| <b>3.0 Fidelity:</b><br><br>strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness. | 3.1 Create and use quarterly process for student management of outcomes toward academic goals to include assessments linked to state and tribal standards. | 3.1.1 Quarterly review of ISMCP outcomes by students, teachers and parents                                  | Principal<br>Teachers<br>Students | 9.2011-13<br>quarterly | Updated ISMCP  |
|   |  | 1.2.4 Quarterly redesign of strategies to meet goals with reporting to parents                              | Principal<br>Teachers<br>Students | 9.2010-13<br>quarterly | Continuous improvement of ISMCP components           |
|   |  | 2.1.2 Train all 9-12 students to track and monitor assessments in English, Math, Social Studies and Science | Principal<br>Teachers<br>Students | 9.2010-13<br>quarterly | Assessment tool for each student to monitor progress |

## The Next Generation Project: Timeline

| <b>Goal</b>   | <b>Strategies</b>  | <b>Actions</b>  | <b>Person(s)<br/>Responsible</b>                                | <b>Timeline</b>  | <b>Outcomes</b>   |
|---|--|---|---|--|---|
|   |  |   |   |  |   |
| <b>3.0 Fidelity:</b><br>strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness. | 3.2 Review annually academic goals and outcomes including higher education options using ISMCP tool  | 3.2.1 Meet in Resiliency Teams to review ISMCP personal outcomes from previous year<br><br>3.2.2 Prepare presentation for Parent Teacher Conference | Principal<br>RT Guides<br>Students<br><br>RT Guides<br>Students | 9/2012 and every year after<br><br>Quarterly beginning 10/2011 | Continued improvement and focus for each individual student<br><br>Student ownership of goals and outcomes<br>Presentation skills |
| <b>3.0 Fidelity:</b><br>strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness,   | 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<br>Federal programs<br>School Nurse<br>Wellness       | 9/2010 and every year after                                    | Use data to identify areas to target training   |

## The Next Generation Project: Timeline

| <b>Goal</b>   | <b>Strategies</b>   | <b>Actions</b>   | <b>Person(s)<br/>Responsible</b>                                 | <b>Timeline</b>             | <b>Outcomes</b>   |
|---|---|--|--|-----------------------------|---|
| precision, faithfulness, rigor, meticulousness.   |   | 3.3.2 Research and select appropriate programmatic options for use in Health class and as topics for the Fidelity Groups (see 4.0) | committee<br><br>Principal<br>School Nurse<br>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><br>strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, | 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<br>Principal                                    | 9/2011 and every year after | Review of college curriculum to identify potential classes, identify sites and costs, and develop long range plan |

## The Next Generation Project: Timeline

| <b>Goal</b>  | <b>Strategies</b>   | <b>Actions</b>   | <b>Person(s)<br/>Responsible</b>   | <b>Timeline</b>   | <b>Outcomes</b>  |
|--|---|--|--|---|--|
| meticulousness.  |   | 3.4.2 Increase number of classes available to students   | Principal<br>SBC<br>Teachers   | 9/2011<br>and every<br>year after   | Four year forecast of curriculum options for ISMCP   |
| <p><b>3.0 Fidelity:</b></p> <p>strict observance of promises, duties, loyalty; adherence to fact or detail; accuracy; exactness, precision, faithfulness, rigor, meticulousness.</p> | 3.5 Fast track students in science, math, English and history/social science who are prepared to complete college level classes | <p>3.5.1 Identify students in 9-12 who are at or above grade level</p> <p>3.5.2 Use E-Learning environment with APEX or other identified curriculum as an academic option for students achieving above grade level</p> | <p>Federal programs<br/>Principals</p> <p>Principal<br/>E-Learning Center Director</p> | <p>10/2011<br/>and<br/>quarterly</p> <p>10/2011<br/>and<br/>quarterly</p> | <p>High achieving students continually challenged</p> <p>Students completing high level or AP classes with college credit</p> <p>Teachers in all</p> |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies   | Actions   | Person(s)<br>Responsible   | Timeline   | Outcomes   |
|---|--|---|--|--|--|
|   |  | 3.5.3 Train all teachers in writing across the curriculum and develop student outcomes that include student presentations of written work.  | Principal<br>Teachers<br>Instructional Coach                       | 7/2012 and monitoring each month by Coach  | disciplines using writing as an outcome for student performance                        |
| <b>3.0 Fidelity:</b><br><br>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<br><br>3.6.2 Determine which academic areas are prepared for AP status | Federal programs<br>Principal<br><br>Federal programs<br>Principal | 12/2011-5/2012 and every year after as needed<br><br>8/2012 and every spring after | Advance Placement training and schedule for certification<br><br>AP Certified Teachers |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies   | Actions                                      | Person(s)<br>Responsible      | Timeline                    | Outcomes  |
|---|--|--|-------------------------------|-----------------------------|---|
|   |  | 3.6.3 Deliver AP classes directly or on-line | Principal                     | 8/2012 and every year after | Increasing numbers of students in AP classes      |
| <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 | 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<br>Year 2 and after: Grades 9 |
|   |  | 4.1.2 Develop approach and schedule          | Principal<br>Federal programs | 8-12.2011                   | Implementation plan                               |
|   |  | 4.1.3 Implement schedule of                  | Principal                     | 8.2011 and every year       | Interviews scheduled                              |

## The Next Generation Project: Timeline

| <i>Goal</i>  | Strategies   | Actions  | Person(s)<br>Responsible   | Timeline  | Outcomes   |
|--|--|--|--|---|--|
| supporter.   |  | student interviews and meetings with tribal experts<br><br>4.1.4 Complete student projects | Federal programs<br><br>Teachers<br><br>NGPM<br>Teachers<br>Students | after<br><br><br>5/2012<br>and every year after | and recorded<br><br><br>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 | 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<br><br>4.2.2 Meet with tribal partners        | Principal  |   | Ancestry software<br><br><br>Interviews scheduled                          |

## The Next Generation Project: Timeline

| <b>Goal</b>   | <b>Strategies</b>   | <b>Actions</b>  | <b>Person(s)<br/>Responsible</b>      | <b>Timeline</b>   | <b>Outcomes</b>   |
|---|---|---|---------------------------------------|---|---|
| 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. |   | and family members to gain knowledge<br><br>4.2.3 Complete and display Family Tree Projects   | Students<br><br>Students              |   | and recorded<br><br>Year 1: Grades 6-12<br><br>Year 2 and after:<br>Grades 6<br><br>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      | 4.3 Develop and implement annual Tribal Responsibility Projects (TRP's) | 4.3.1 Complete needs assessment working with local tribal leadership<br><br>4.3.2 Design student-led projects for tribal leaders and community members to | BLT Resiliency Teams<br><br>Principal | 10.2011 and each year after<br><br>10.2011-3.2012 and each year | Community and/or Tribal Needs Assessment<br><br>Identified Project Plan with Budget                                     |

## The Next Generation Project: Timeline

| <i>Goal</i>   | Strategies | Actions   | Person(s)<br>Responsible                  | Timeline                     | Outcomes                                 |
|---|------------|---|---|------------------------------|--|
| generally not blood relations but who share common attitudes, interests, or goals; a person who gives assistance supporter. |            | include work plans and budgets.                         | Teachers<br>Resiliency Teams              | after                        |  |
|   |            | 4.3.3 Design student-led assessment of project outcomes | Principal<br>Teachers<br>Resiliency Teams | 3-5.2012 and each year after | Identified Project Assessment            |
|   |            | 4.3.4 Continue student-led projects using same process  | Evaluator<br>Principal<br>AB              | 6.2012 and every year after  | Evaluation and development for next year |

## The Next Generation Project: Timeline

| <b>Goal</b>  | <b>Strategies</b>   | <b>Actions</b>   | <b>Person(s)<br/>Responsible</b>                              | <b>Timeline</b>                     | <b>Outcomes</b>                                     |
|--|---|--|---|-------------------------------------|---|
| <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. | 4.4 Develop and place all 6-12 students in cross-age Resiliency Teams to strengthen personal, school, family and community support. | 4.4.1 Research and develop concept of Resiliency Teams with school, community and student leadership | Evaluator<br><br>Principal<br>B. Benard,<br>West Ed<br><br>AB | 7-10.2011                           | Resiliency Team design and outcomes                 |
|  |   | 4.4.2 Train school, student and parent leadership in the concept                                     | Principal<br><br>B. Benard,<br>West Ed                        | 10.2011<br><br>And every year after | Training for Adult/ Student Resiliency Team Leaders |
|  |   | 4.4.3 Implement Resiliency Teams for in-school support for   | Principals<br><br>Federal Programs                            | 10.2011-5.2012 and every year after | Resiliency Teams, 9-12                              |

## The Next Generation Project: Timeline

| <i>Goal</i> | Strategies | Actions   | Person(s)<br>Responsible                              | Timeline                                       | Outcomes   |
|-------------|------------|---|---|--|--|
|             |            | high performance<br><br>4.4.4 Assess success of<br>Resiliency Teams | Evaluator<br>Principal<br>B. Benard,<br>West Ed<br>AB | 6.2012 and<br>in June of<br>each year<br>after | Continuous<br>Improvement of<br>concept, model and<br>implementation |

- 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 11 months for each of the three years of the grant.

- (6)** (Tier I & II) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

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. *Briefly describe the activities for all Tier III schools served. Specifics of the activities will be provided in each school section.*  
The Smee School District does not have any schools in tier III that are applying for a SIG.
- (8)** (Tier III) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier III schools the district commits to serve. The districts must*

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

The Smee School District does not have any schools in tier III that are applying for a SIG.

**(9)** (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

*Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.*

- In December of 2010 Dr. Kristi Harms contacted Chris Fried, Federal Programs Director, for the Smee 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.

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

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

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

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

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

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

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

**Grant Periods:**

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

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 has been taken for travel. 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 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. E-file 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                              | \$4,000.00        | \$4,000.00        | 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/Inservies                   |                   | \$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 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      | \$800.00                  |

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 promethean boar/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. 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  $\$179,150 \times 2.5\% = \$4479$**

**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 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 |
|                           |                  | Total             | \$800.00                  |

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 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</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 44 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.

|          |                 |   |            |
|----------|-----------------|---|------------|
| Per Diem | \$8, \$11, \$17 | 3brkfst/3lunches/3suppers<br>4 people/5 trips | \$2,160.00 |
|----------|-----------------|---|------------|



|                           |          |            |          |                     |
|---------------------------|----------|------------|----------|---------------------|
| 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      | \$800.00 |                     |

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**

**(Name) School District**

Budget Information  
Title I School Improvement 1003(g)

**Budget Summary**

| Schools                            | Project Year 1<br>7/01/11 - 6/30/12 (a) |                                 | **Project Year 2<br>7/01/12 - 6/30/13<br>(b) | **Project Year 3<br>7/1/13 - 6/30/14<br>(c) | Three-Year Total    |
|------------------------------------|---|---------------------------------|--|---|---------------------|
|                                    | Pre-implementation                      | Year 1 - Full<br>Implementation |  |   |                     |
| <b>Wakpala High School Tier I</b>  |   | <b>\$258,759.89</b>             | <b>\$239,507.51</b>                          | <b>\$240,256.94</b>                         | <b>\$738,524.34</b> |
|                                    |   |                                 |  |   |                     |
|                                    |   |                                 |  |   |                     |
|                                    |   |                                 |  |   |                     |
|                                    |   |                                 |  |   |                     |
|                                    |   |                                 |  |   |                     |
|                                    |   |                                 |  |   |                     |
| <b>District - Level Activities</b> |   |                                 |  |   |                     |
| <b>Total Costs</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 renewed federal funding

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

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

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

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

The SD DOE has requested and received the waivers below.

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

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

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

The SD DOE has not requested the waiver below.

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

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