



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

School Improvement Grant

LEA Application
Smee School District

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

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

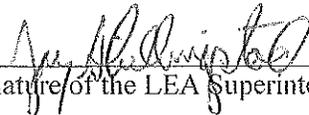
Due Date

South Dakota Department of Education
Mackay Office Building, Title I Office
800 Governors Drive
Pierre, SD 57501

Grant Period Ends

June 30, 2017

FY 2013
School Improvement Grant (SIG)
Cover page

LEA Name: Smee School District	LEA Mailing Address: 12250 SD Hwy. 1806 P.O. Box B Wakpala, SD 57658
LEA Contact for the School Improvement Grant Name: Jay Shillingstad Position and Office: Title I/School Improvement Coordinator Contact's Mailing Address: same as above	Telephone: 605-845-3040 Fax: 605-845-7244 Email address: jay.shillingstad@k12.sd.us
LEA Superintendent (Printed Name): Jay Shillingstad, CEO	Telephone: 605-845-3040
I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants. X  Signature of the LEA Superintendent	Date: 3/24/2014 9-8-15 Resubmitted
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.	

schools list waiver” in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools. An additional waiver is in place to add the list focus schools to the SIG list.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Allocations

Federal requirements set the minimum award for each school at \$50,000 and the maximum award at \$2,000,000 per year.

Under this competition, South Dakota has \$1.37 million in Federal FY 2013 funds available, plus a limited amount of uncommitted funds from previous competitions, to award 3 year projects. Therefore, the maximum combined three year total award amount a school could receive is approximately \$1.4 million. The minimum award amount for each school is \$50,000 per year.

In previous years, South Dakota SIG awards averaged \$175,000 per year per school. SD DOE reserves the right to make awards for less than the amount requested based on what is reasonable and necessary.

Based on Need and Commitment

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 priority or focus schools.

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 priority school that the LEA commits to serve: Turnaround, Restart, School Closure, or Transformational Models.

Four Models

Districts with priority and focus 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 priority or focus schools that currently do not have Tier I or Tier II School Improvement Grants for the 2013-2014 school year.

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:

Pre-implementation	Award Notification – June 30, 2014
Project Year 1:	July 1, 2014 – June 30, 2015
Project Year 2:	July 1, 2015 – June 30, 2016
Project Year 3:	July 1, 2016 – June 30, 2017

The SEA must renew the LEA’s SIG grant with respect to each priority or focus 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. 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 and school applications will undergo review by a panel with facilitation. Panel members will be recruited with expertise in curriculum, administration, and teacher evaluation. A rubric will be used to determine if LEA applications/school applications meet the requirements of the grant and warrant approval. Each element will be scored based on the following scoring rubric:

Strong: 3 points- Responses were thorough with sufficient detail

Moderate: 2 points- Responses were satisfactory needing minor clarifications

Limited: 1 point- Responses were attempted but lacking specificity

Not Evident: 0 points- No response was given or response was unclear and lacked many details and evidence

The complete scoring rubric is attached at the end of this document and at the end of the school application.

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. Technical assistance will be provided by department staff at the request of the district. LEA applications must be submitted within 45 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 2014-2015 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 Shawna Poitra (shawna.poitra@state.sd.us). **A follow-up paper copy of the original LEA cover page signed by the authorized representative and the superintendent and the original School cover page signed by the principal must be mailed to SD DOE (800 Governors Drive, Pierre, SD 57501).**

Technical Assistance

A Live Meeting will be held to provide LEAs with the LEA application and School Sections. An overview of 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 be available to help districts as they design their SIG applications.

Contact Information

For grant application questions:

Shannon Malone (773-6509)

shannon.malone@state.sd.us

Shawna Poitra (773-8065)

shawna.poitra@state.sd.us

For fiscal questions:

Rob Huffman (773-4600)

robyn.huffman@state.sd.us

Cody Stoesser (773-7108)

cody.stoesser@state.sd.us

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 priority and focus school the LEA commits to serve and identify the model that each priority implement.

SCHOOL NAME	NCES ID #	INTERVENTION			
		Turn-around	Restart	Closure	Transformation
Wakpala Elementary	4675600				X
Wakpala Middle School	4675600				X
Wakpala High School	4675600				X

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. Please answer these questions from a district perspective, taking into consideration each of the district's priority and focus schools.

- (1) The LEA has analyzed the needs of each school for the purpose of the SIG application 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 analysis 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.
- The following were involved in the analysis of school data:
- Jay Shillingstad, CEO, Title I/School Improvement Coordinator
 Greg East, Superintendent
 Karyl Knudson, Elementary Principal
 Curtis Huffman, Middle/High School Principal
 Kathy Schmeichel, Special Education Director
 Heather Overland, Elementary/Middle School Math Teacher
 Stephanie Weideman, SST
 Sandy Gaspar, Title I Technical Advisor
 Colleen Blake, Learning Specialist Three Rivers Special Services Cooperative
- 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 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.

Our school improvement plan is guided by SD-LEAP and the seven school turnaround principles. We also recognize the state as a provider of technical assistance in our efforts to

move forward with academic improvements. We have been assigned a SST and Technical Advisor who have visited our schools frequently and provided invaluable assistance. SST Stephanie Weideman and Technical Advisor Sandy Gaspar have brought a very high level of state engagement in our schools which is very much appreciated.

The elementary staff participated in two data roll outs based on AIMSweb benchmark testing. The first one was at the end of August 2013, following initial benchmark testing. Results were used to group students for interventions in reading. In early January 2014, we completed a data roll out with Colleen Blake. Using winter benchmark results from AIMSweb benchmark test, an error analysis was completed and this information was used to identify specific student needs and to identify commonalities among grade levels.

In September 2013, we participated in the state sponsored SD-LEAP Data Retreat and completed a needs assessment using the Four Lenses of Data: Student Achievement, Programs and Structures, Professional Practice, and Family and Community. We analyzed data from Dakota STEP, STAR Enterprise, AIMSweb, and State Report Card.

On May 29 and 30, 2014 we participated in the state sponsored Regional Data Retreat and again completed a needs assessment using the Four Lenses of data. We analyzed data from Dakota STEP, STAR Enterprise, AIMSweb, State Report Card, SD-STARS, and our District Comprehensive Needs Assessment.

On May 26 and 27, 2015 we again participated in the state sponsored Regional Data Retreat and completed a needs assessment using the Four Lenses of Data. We again analyzed data from Dakota STEP Science, STAR Enterprise, AIMSweb, State Report Card, and preliminary Smarter Balanced test results.

Analysis of all data helped us identify our top priorities: strengthen reading and math interventions in all schools; stay focused on data driven instruction; continue to improve teacher evaluation process; add a core reading class in the high school; address student apathy and missing assignments in the high school; and improve college and career readiness.

Strengthening reading and math interventions was dependent on hiring experienced data/intervention specialists which we did last year with SIG funds. The specialists continue to manage student data and assist us in our efforts to improve reading interventions and expand math interventions, which were started in the 2013-2014 school year. Without this, we were at risk of not meeting the specialized instruction needed in our schools. Also, all schools listed above are priority schools and, consequently, we are required to implement MTSS with fidelity and this grant will help us meet that requirement as well.

We plan to address student apathy by implementing the ICU (Intensive Care Unit) program in the high school. And, we plan to improve college and career readiness by retaining our school counselor with SIG funds.

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 most recent CNA was completed in Spring 2014. The CNA was completed by staff mentioned on page 8 above. The CNA was guided by the seven turnaround principles and SD-LEAP/School Self Assessments. The completed CNA is on file in the School Improvement Coordinator's office.

The CNA provides a summary of activities conducted during the needs assessment such as: communication with staff, parents/guardians and community; district support for school improvement; leadership and decision making; curriculum and instruction; human capital (personnel); student support; school improvement planning, identification, diagnosis, and progress monitoring; student and staff surveys.

We provide adequate data sources and evaluation of current practices and programs to support these grant applications. We have demonstrated a great need for these funds and are deeply committed to doing what we plan to do, that is, continue to strengthen reading and math interventions in all schools through the hiring and retention of intervention specialists, implement ICU in the high school to address student apathy, and continue to improve college and career readiness for our high school students.

- 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 priority and focus school.

We have identified the need to strengthen reading and math interventions in the elementary school, and expand reading and math interventions in the middle school and high school. We need to continue to implement both components of MTSS (RTI and PBIS) in all schools, and we need to implement teacher and principal effectiveness evaluations using Teachscape. We cannot do this with current resources and therefore are dependent upon being awarded SIG funds so we can move forward with our school improvement efforts. We have already demonstrated to the state that we have the capacity and commitment to implement fully and effectively more rigorous interventions in all schools.

Ongoing analysis of data reflects the need for continued interventions in math and reading as well as improving teacher and principal effectiveness.

- 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.

Elementary school. Strengths: Strong principal and demonstrated ability to deliver interventions resulting in increased student achievement; excellent student attendance; stable staff; school climate. Weakness: Teacher evaluation process.

Middle School. Strengths: Consistent application of PBIS practices and protocols; good student attendance; adequate capacity and commitment to strengthen reading and math interventions; consistency of Principal. Weakness: Teacher evaluation process.

High School. Strengths: Good student attendance; consistency of Principal. Weaknesses: High turnover of staff; student apathy; graduation rate; college and career readiness; teacher evaluation process.

- f. Describe how selected interventions are aligned to the needs of each school, which were identified during the comprehensive needs assessment. The primary need at the elementary and middle school was strengthening reading and math interventions and focusing on data driven instruction. To accomplish this, we have hired an AIMSweb coordinator to ensure benchmarking and progress monitoring take place at the elementary and middle schools. We have also hired a full-time reading and math intervention teacher to administer reading and math interventions at the middle school.

The needs at the high school included: addressing student apathy and missing assignments and improving college and career readiness. To accomplish this we plan to implement the ICU program and hire a full time career counselor.

(2) X The LEA assures that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

(3) The LEA must describe actions it has taken, or will take, to—

- 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 transformation model? (Examples may include describing credentials of qualified staff, support of turnaround efforts by school board/community, new staff ready to implement change, etc.) Will the district contract with any person or organization to assist with the implementation of the turnaround or transformation model? Differentiate what has already taken place and detailed plans for the future. Who from the district will provide oversight of the SIG and how that will be accomplished?

With the SIG funds we will be able to support students in each school with researched-based instructional strategies.

The Smee School District has been involved with SD-LEAP for four years, and we receive substantial support from the State via our SST and Technical Advisor. Our involvement with SD-LEAP/School Self-Assessment and guidance by SST and Technical Advisor have equipped us with the capacity for continuous improvement. We enjoy the support of our school board and the community as we move forward with turnaround efforts. We have received training in MTSS (RTI and PBIS) and are committed to deliver reading and math interventions with fidelity as required by the state. However, our current resources are not enough to sustain our efforts to date. The SIG funds will enable us to continue to move forward and better meet our school improvement efforts.

We have contracted with a state approved consultant to collaborate with school administration in the area of school improvement. We have also contracted with an instructional coach to help provide classroom instructional coaching to staff and principals.

Our Title I/School Improvement Coordinator, Jay Shillingstad, will provide oversight of the SIG's via weekly meetings with the school principals and intervention specialists as well as monthly SD-LEAP/School Self-Assessment, district and school level team meetings. These meetings will be used to track progress of interventions, progress of the ICU program, and improvement of college and career readiness.

- b. Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model. 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. Examples may include non-renewal of current principal, held data retreat, met with staff to plan for upcoming PD, held school board meeting to explain change, etc. Broadly address all of the schools the district has committed to serve. School level applications will contain specific actions and timelines the district will meet in implementing the interventions for each school.

District level data retreats were held in 2012, 2013, and 2014. The following were identified as top priorities: strong leadership, a new principal and teacher evaluation system, implementation of reading and math interventions, and improvement of classroom instruction.

School board members attended the data retreat in 2013 and two members attended a SD-LEAP management meeting in Pierre in 2015. They learned about our efforts to implement transformation interventions. Our superintendent and/or other staff attend monthly Standing Rock Sioux Tribe Education Consortium meeting, participate in a weekly one hour long radio program about school events and transformation efforts. We also attend monthly Wakpala Tribal/District Council meetings to communicate our transformation efforts and school events. In all of our efforts, we have made the public aware about the forthcoming changes as they relate to teacher and principal effectiveness, especially in the evaluation process.

Another key element would be cooperative work done with Standing Rock Sioux Tribe via Health, Education, Welfare committee as it relates to school activities, attendance, curriculum, and accreditation. The school is also a partner in applying for several grants with the Standing Rock Sioux Tribe in the areas of mental health, wellness, law enforcement, and economic development.

The elementary school started reading interventions in 2012-2-2013 and added math interventions in 2013-2014. The middle school started reading and math interventions in 2013-2014. Both schools will continue to need the efforts of additional staff as provided by the SIG's. The only way we can continue to deliver interventions more effectively and meet requirements of MTSS is to keep the intervention and data management staff provided for by the SIG's as our current resources are not enough.

The High School staff is challenged with high student apathy, poor graduation rate, and few students pursuing and enrolling in higher education. Implementation of the ICU program along with more emphasis on college and career readiness is needed. SIG funds are needed to assist us in our efforts to improve in these areas.

The Smee School District has implemented numerous activities to engage students in the educational process. The school has a radio program on KLND, the local station, once a week. Parent-teacher conferences are held twice each year. We have quarterly family events including Bingo, Make and Take, an elders' meal and the staff serve supper one night of the local community wacipi each August. We have an honoring wacipi at the end of the school year. We have a school social worker who, along with various staff members, make home visits. Parents are called regularly with any concerns about their students. Monthly newsletters are sent home. School reach is used to remind parents of upcoming events as well as any schedule changes and weather related information. We have two foster grandparents who are at school daily. "We Both Read" home to school reading program is going well and have high participation.

- c. 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. (Is there a process for Requests for Proposals (RFPs)? Is there an MOU or contract in place to hold provider accountable? Are performance measures established? Will the provider be reviewed regularly?) Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?

We have one external provider. We have contracted with an instructional coach to provide instructional coaching to classroom teachers and principals. We selected this provider based on student achievement data and the need to improve our classroom instruction.

- d. Align other resources with the interventions. Describe other resources available to the district that will be leveraged to assist with interventions under SIG. Include participation in 21st Century Grants, MTSS, Math Counts, etc. Address resources in terms of funding, staffing, partnerships, and support.

We plan to use other Title I funds to help purchase intervention supplies, hire a school improvement coordinator, and use existing staff to deliver interventions. General funds will be utilized to assist with supplies, books, copies, and other resources as necessary. 21st Century Grant money funds the after school program and summer school. We receive MTSS funds which are used in our school-wide PBIS program. Three elementary teachers participate in Math Counts.

- e. Modify its practices, procedures, 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. Examples may include governance structures, business processes, union and board agreements, hiring and staffing practices, flexibilities in budgeting, time/schedules, curriculum, assessments, etc. What barriers exist? Indicate the willingness of the district to modify procedures along the way if needed.

To fully and more effectively implement interventions in all schools is dependent on hiring additional staff and retaining them with SIG funds. We will continue to leverage other staff to help deliver interventions and have modified our schedules in all schools to accommodate time for interventions. On April 9, 2014 the school board approved the 2014-2015 school calendar increasing the number of contact days with students from 166 to 170.

The middle school (6th and 7th grades) schedule has been changed to increase instructional and intervention time for both reading and math. The 21st Century after school program will provide after school tutoring/homework help for all students K-12.

The district has contracted with an instructional coach for 12 days during the 2015-16 school year.

- f. The district will review data to track progress of implementation at the end of each year of the grant year. We have contracted with a state approved consultant to collaborate with district staff and monitor implementation of the SIG grant. Our Title I/School Improvement Coordinator, Jay Shillingstad, will provide oversight of the SIG's via weekly meetings with the school principals and intervention specialists as well as monthly SD-LEAP/School Self-Assessment, district and school level team meetings. These meetings will be used to track progress of interventions, progress of the ICU program, and improvement of college and career readiness.
- g. The Smee School District has implemented numerous activities to engage students in the educational process. The school has a radio program on KLND, the local station, once a week. Parent-teacher conferences are held twice each year. We have quarterly family events including Bingo, Make and Take, an elders' meal and the staff serve supper one night of the local community wacipi each August. We have an honoring wacipi at the end of the school year. We have a school social worker who, along with various staff members, make home visits. Parents are called regularly with any concerns about their students. Monthly newsletters are sent home. School reach is used to remind parents of upcoming events as well as any schedule changes and weather related information. We have two foster grandparents who are at school daily. "We Both Read" home to school reading program is going well and have high participation.
- h. 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, building staff capacity, repurposing staff, re-evaluating partner agreements, and other resources that will be needed to sustain the reforms. Describe which activities will be sustained and which, if any, will be terminated.

We may be able to repurpose staff at the end of the SIG funds. For example, we may be able to use other Title I monies to cover one K-8 full-time intervention specialist. We will apply for additional grant monies at the end of the SIG funds to sustain our reform efforts. We are also hopeful that the State per student allocation will increase significantly along with Impact Aid. We will use Impact Aid funds as available.

- i. Implement one or more evidence based strategies in accordance with the selected intervention model. The reading intervention program 95% group is utilized to target skill deficits in students. Within the 95% group we also utilize the Vocabulary Surge and Multi-syllabic routine cards. In math, we use the Do The Math Intervention program to help build a solid math foundation.
- j. Demonstrate that the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each priority and focus school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of these schools. The Smee School District has adjusted all schedules, all staff are highly qualified, and benchmark assessments and progress monitoring are a key component to ensure interventions are delivered with fidelity. Current SIG funds have already been utilized to hire an intervention teacher, purchase intervention materials/curriculum, hired an AIMSweb data coordinator. We also have a school improvement coordinator funded with Title I funding.
- k. Describe how the LEA will meet the intent and purpose of services under sub part I or II of part B of Title VI of ESEA (Rural Education Assistance Program) that proposes to modify one element of the turnaround or transformational model, if applicable.

The Smee School District has contracted with a state approved consultant to collaborate with school administration.

(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority and focus school identified in the LEA's application. Highlight major events and benchmarks for all schools over the five year implementation time period. If asking for pre-implementation costs (for activities from award date to June 30, 2014. Examples include: Hold community meetings to review school performance; compensate staff for instructional planning, such as examining student data; Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model), describe what the funds will cover. The timeline should be from the district perspective.

Transformation interventions were put in place in 2012-2013 in the elementary school, and in 2013-2014 in the middle school, and in 2014-2015 in the high school. We will continue this intervention model in 2015-2016 and through the duration of our Priority status as well as during the term of the SIG grant.

In 2014, with SIG funds, we hired a full-time certified teacher to manage all AIMSweb data and a full-time certified teacher to deliver reading interventions in the middle school. We also purchased reading and math intervention materials with SIG funds.

The timeline below highlights major events and benchmarks:

- Principals attended SLO training in February/March 2014.
- On April 9, 2014, the school board approved additional student contact days.
- On April 9, 2014, the school board approved hiring a reading interventionist for MS/HS for 2014-2015.
- One administrator was certified as a Teachscape administrator in May 2014.
- Teachscape training took place for all K-12 teachers and administrators on May 20 and 21, 2014.
- Staff attended MTSS/PBIS training in summer 2014.
- Staff attended data utilization training in 2014.
- Staff participated in SLO training for their area in summer 2014.
- Started in fall 2014 and continuing through spring 2016, the district will utilize the 7 days of PD assistance provided by the South Dakota Department of Education to address various needs of both teachers and administration.
- During 2014-2015, evaluation processes for teacher and principal effectiveness was started with one principal and two teachers being evaluated.
- During 2015-2016, full implementation of teacher and principal effectiveness evaluations will take place.
- SLO implementation will begin in 2015-2016 and continue through duration of grant period.
- ICU training will take place in 2015-2016 and continue as needed during duration of grant.
- More emphasis on college, career and life readiness will begin in 2015-2016. Our school counselor will attend JAG (Jobs for Graduates) training in summer 2015 and will continue to deliver GEAR-UP and SD-My Life curriculums.

(5) The LEA must review each priority and focus school that receives School Improvement Grant funds. Describe how the LEA will monitor annual goals for student achievement, which may be documented in SD LEAP. (Each school must have a reading and math annual goal, which must be measurable and specify the indicator (district assessment for 2014-15, Smarter Balanced Assessment for 2015-16 and 2016-17) that will be used during each of the grant years.) Indicate how progress will be measured towards each of the requirements for the selected intervention model. If progress is not shown, describe the action steps the district may take.

Annual reading and math goals for each school will be set in the Fall and recorded in SD-LEAP/School Self-Assessment. Progress on goals will be measured 3 times during the year using AIMSweb and STAR Enterprise during the duration of the grant period. Smarter Balanced assessment results in 2015-2016 and 2016-2017 will be used to help establish goals and measure progress during those years.

If progress is not shown, re-purposing of staff, non-renewal of staff, schedule changes, and/or adjustments to intervention strategies will be done.

- (6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its priority and focus schools. Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.

We will continue to utilize local weekly radio program to discuss and disseminate information about our school improvement efforts and utilization of the SIG's. A key part of the radio program relates to fact that listening audience can call in with questions or concerns during the live broadcast, thus having immediate feedback as it relates to caller's concerns. We will also discuss school improvement efforts quarterly at the local tribal district council meetings. Another key piece will include discussions with the tribal health, education, and welfare committee on at least an annual basis.

It is intended that parents/guardians will be notified via various mailings during the school year to inform them of progress. During parent-teacher conferences held twice per year, the Superintendent, Principals, and Title I/School Improvement Coordinator will meet with the public to discuss school improvement efforts. Staff will be updated via principal meetings and during in-service held throughout the year.

- (7) The LEA may apply for district-level funds to provide activities for all eligible priority and focus schools in their district receiving a SIG award. If the LEA has more than one priority and focus school eligible for funds, describe any district-level activities the LEA is applying for. (Ex. District has three eligible priority and focus schools that received SIG funds and will provide professional development to all three schools out of district-level funds rather than individual SIG school funds.) Describe the district-level activity and the amount requested for each activity. Who at the district level is monitoring these activities?

Not applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority and focus 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 priority and focus school it commits to serve; and
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority and focus schools.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each priority and focus school

the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of priority and focus schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Focus School #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Focus School #2	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities		250,000	\$250,000	\$250,000	\$750,000
Total Budget	\$1,216,750	\$5,062,250	\$5,981,500	\$5,620,000	\$17,880,500

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements;
- (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 priority and focus school, that it serves with school improvement funds;
- (3) If it implements a restart model in a priority or focus 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;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

Smee School District
 Budget Information
 Title I School Improvement 1003(g)

Budget Summary									
Schools	Pre-implementation (Optional)	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total		
Include dates of planning period (up to one academic year) and implementation project years									
Wakpala Elementary School		\$55,175	\$57,102	\$56,322	\$64,126	\$66,357	\$291,740		
Wakpala Middle School		\$60,525	\$59,144	\$60,802	\$67,672	\$67,027	\$315,170		
Wakpala High School		\$100,450	\$96,498	\$68,203	\$70,089	\$72,498	\$407,738		
**District - Level Activities									
Total Costs							\$1,014,648		

*Use restricted indirect cost rate (same rate as regular Title I program)
 **Only applicable for LEAs with more than one eligible priority and focus school applying for grant