



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

School Improvement Grant

School Application

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

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

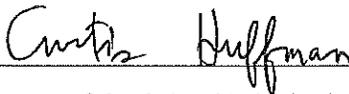
Due Date

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

Grant Period Ends

June 30, ²⁰¹⁹~~2017~~

**FY 2013
School Improvement Grant (SIG)
School Cover Page**

School Name: Wakpala Middle School	School Mailing Address: 12250 SD Hwy. 1806 P.O. Box B Wakpala, SD 57658 <input type="checkbox"/>
<input checked="" type="checkbox"/> Priority School	<input type="checkbox"/> Focus School
School Principal: Curtis Huffman Grade Span: 6,7,8 Telephone: 605-845-3040 Fax: 605-845-7244 Email Address: curtis.huffman@k12.sd.us	
I assure that the information in this application is accurate and feasible. The school will use the School Improvement Grant (SIG) to fully and effectively implement an intervention.	
X  Signature of the School Principal	Date: 3/24/2014 9-8-15 Resubmitted

School Improvement Grants

School Level Section

Intervention Chosen:	Transformation	Turnaround	Closure	Restart
	X			

DESCRIPTIVE INFORMATION

(1) The school has conducted a needs analysis which has revealed the need for a school improvement grant.

WHO was involved with the analysis; *WHAT* data was analyzed; *WHEN* the data was analyzed; and *WHAT* were the outcomes yielded from the results? Describe how the outcome of the needs analysis is connected to the intent of the School Improvement Grant.

The following were involved in the analysis of school data:

- Greg East, Superintendent
- Jay Shillingstad, CEO, Title I/School Improvement Coordinator
- 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

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.

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 Ca

The data analysis helped us identify our top 3 priorities: strengthen reading interventions and implement math interventions; focus on data driven instruction; and, improve teacher evaluation process.

Strengthening reading and math interventions is dependent on hiring an experienced data/intervention specialist, which is what we will do if awarded. The specialist will manage all 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 are at risk of not meeting the specialized instruction needed in our school. Also, as a priority school,

we are required to implement MTSS with fidelity and this grant will help us meet that requirement as well.

- (2) Describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model below and answer the questions that follow pertaining to the intervention model chosen for this priority/focus school.

The Turnaround Model

Section I.A.2(a)

Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]

- *When will the contract with the current principal end?*
- *What criteria will be used in selecting a new principal?*
- *What is the process that will be used to select the new principal?*
- *Who will be involved in the decision making?*
- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
- *How will the principal be included in staffing, calendars/time, and budgeting?*
- *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*

- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
 - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
 - *How will the district screen all existing staff?*
 - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paraprofessionals? Determine the 50% threshold of staff in each category that can be rehired.*
 - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- *List resources available to new staff.*

- *Will there be a mentoring program or literacy and/or math coaches available?*
 - *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
 - *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
- e. Describe the new governance structure that will be adopted for this school.
- *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
 - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?*
- f. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the school ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the school ensure alignment with academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data. *Indicate the use of student data such as from formative, interim, and summative assessments.*
- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours.*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to **all** students in the school and provided at a time when most students would be able to participate.*
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*

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

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

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

School Closure Model
Section I.A.2(c)

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

X The Transformation Model

Section I.A.2(d)

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

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

Turnaround Principle 1

Current principal, Curtis Huffman, was hired in 2013 and has been retained for the 2014-2015 school year. He is a first year principal who has demonstrated potential to lead our turnaround effort. He was mentored by Superintendent Greg East during the 2014-2015 school year. He is currently being mentored by Stan Evan, a state approved consultant. SST Stephanie Weideman has also provided support and technical advice. (See addendum #1 at end of document for additional information.)

- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals, including factors such as student growth and observation-based assessments. [Section I.A.2(d)(1)(i)(B)]
- *How will data on student growth be a significant factor in the evaluation system?*
 - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
 - *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? Define the indicator (assessment) the school will be using to determine growth*
 - *Are the evaluation systems designed and developed with teacher and principal involvement?*

Turnaround Principle 2

We plan to implement the South Dakota Principal and Teacher Effectiveness models. School year 2014-2015 initial implementation will begin and in 2015-2016 full implementation. Principal and Teacher Effectiveness implementation plans have been submitted to the state. South Dakota Framework for Teaching (Danielson /Teachscape) will evaluate professional practice and student growth. Teachers will develop Student Learning Objectives to determine growth between two points in time. Middle school teachers will use the SLO template and SLO quality check-list as provided by the state. The student growth rating will be as provided by the state: low

growth less than 65%; expected growth between 65-85% and high growth 86-100% goal attainment.

Observation based assessments will involve a minimum of 2 walkthrough observations and 1 formal evaluation per semester for the 2014-15 school year and during the term of the grant. A key component of this will be the use of the integrated 8 as defined by SD-DOE. Scoring of evaluations will be based on the rubric provided by SD-DOE. The evaluation matrix will include scores for professional practice and student growth. The scoring for professional practices will be supported in part by the type of artifacts listed on page 21 of the Principal Effectiveness Handbook. One middle school teacher participated and represented the middle school in the Teacher Effectiveness Training provided by ESA 2, Brian Aust on February 25, 2014.

- c. Describe how the school will reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so. [Section I.A.2(d)(1)(i)(C)]
- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
 - *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

Turnaround Principle 1 & 2

Staff who increased student achievement will be publicly recognized during our weekly radio program and letters written to the Standing Rock Sioux Tribe Education Consortium and local newspapers recognizing them for their contributions.

If a staff member is rated as needs improvement in any area of the formal evaluation, the principal will work with them and collaboratively establish an informal plan of assistance with set goals and a timeframe for meeting the goals. If the goals are not met within the timeframe, the principal will then develop a formal plan of assistance. If the goals remain unmet, the principal will make a recommendation for non-renewal to the Superintendent who will then take the recommendation to the Smee School District Board of Education. The school board will make the final decision on non-renewal.

- d. Describe how the district will provide staff ongoing, high-quality, job-embedded professional development. [Section I.A.2(d)(1)(i)(D)]
- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
 - *List resources available to new staff.*
 - *Will there be a mentoring program or literacy and/or math coaches available?*
 - *How will the school ensure that the professional development is aligned with the school's*

comprehensive instructional program?

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

Turnaround Principle 2

Professional development opportunities are aligned with needs identified in the school improvement plan documented in SD-LEAP. Staff has access to our professional resource library which includes supplemental materials related to core and intervention curriculums. Reading and math mentoring/coaching will be done by intervention specialist if awarded the SIG. PD decisions will continue to be data driven and aligned with our reform strategies through the term of the SIG. The district has contracted with Jen Nehl for 12 days of instructional coaching.

For example, the following professional development calendars reflect PD training that is aligned with our reform strategies.

2013-2014 Professional Development

- Aug. 13 – New Staff In-Service
- Aug. 14 – All Staff In-Service, Data Retreat, CWG’s meet
- Aug. 15 – AIMSweb Training (Elementary & Middle School)
HS Staff APEX
- Aug. 16 – Common PD Day at Sitting Bull College (Oceti Sakowin Essential Understanding/Common Core Standards)
- Aug. 19 – Introduction to the Smarter Balanced Website
- Aug. 30 – AIMSweb Data Rollout (Elementary & MS) Regular School Day
- Sept. 11 & 12 – Data Retreat Pierre (LEAP TEAM)
- Oct. 4 – Advanced Applications in Reading Day 3 - All Staff
- Nov. 15 – WoLakota – All Staff
- Jan. 10 – AIMSweb Data Rollout (Elementary & MS) Regular School Day
- Feb. 3 – Advanced Applications in Reading Day 4 – All Staff
MTSS Presentation – Sonja Shannon and Penny Gilles
- Feb. 25 – Principal and Teacher Effectiveness training –(Admin. Team and 1 Elem. Teacher & 1 MS/HS Teacher)
- March 4 – Advanced Applications in Reading Day 5 – All Staff
- March 28 – Smarter Balanced – All Staff
- May 19 – End of the year work day
- May 20 – Teachscape, Principal and Teacher Effectiveness training
- May 21 – Teachscape, Principal and Teacher Effectiveness training
- May 28, 29, 30 – Academy of Pacesetting Districts/Data Retreat (Admin. Team) Pierre

2014-2015 Professional Development

August 13, 14, 15 – Beginning year In-service

August 18 – Common PD at Sitting Bull College
September, 5 – Data Retreat/Roll-Out
October 20 – Higher Order Thinking/Webb Leveling
November 10 – Creating High Quality Assessment Items
January 9 – Winter Data Rollout
March 9 – Teachscape Reflect/Preparing for Observation and Artifact Collection
May 20 – End of year in-service

2015-2016 Professional Development

August 12, 13, 14, 17- Beginning year In-Service
August 14- Common PD at Sitting Bull College
August 17 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty
November 6 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty
January 4 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty
April 4 Quality Assessment, Beyond the Data Retreat, combined with A Framework for Understanding Poverty
12 days of Instructional Coaching with Jen Nehl

- e. Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school? [Section I.A.2(d)(1)(i)(E)]
 - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

Turnaround Principle 1 & 6

Staff openings are listed on the ASBSD website, local and regional newspapers and on the school webpage. Attend college/university job fairs and state job fairs to recruit as needed.

The district offers a higher base salary than surrounding schools. It also offers generous benefits including 100% coverage for individual health, dental, and vision insurance; bonuses for perfect attendance; stipends for professional development outside of contract days; and, various stipends for duties performed after the regular school day.

New staff receive teacher mentoring. All staff receives a formal evaluation twice each year. Stipends, transportation and lodging for professional development are paid for non-contractual days.

Comprehensive instructional reform strategies

- f. Describe how an instructional program will be determined and designed. [Section I.A.2(d)(2)(i)(A)]
- *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the school ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the school ensure alignment with academic standards?*

Turnaround Principle 4 & 5

School improvement is a continuous process using SD-LEAP which includes all assessment data and serves as the foundation for instructional programming.

Student test results from local assessments and annual state mandated tests are used to determine instructional practices. Instructional focus and meeting of standards are determined by benchmark and progress monitoring using AIMSweb and STAR Enterprise. Students are tested three times during the school year – Fall, Winter, Spring.

Objectives identified in SD-LEAP and MTSS require researched based instructional programs. Advanced Reading Applications and Do the Math have been identified as programs with strong validity, reliability, and successful outcomes.

Advanced Reading Applications class provided training for all staff in teaching reading strategies. REWARDS and SRA Corrective Reading are used as a Tier II intervention. If awarded the SIG, we would be able to implement Tier III of the State MTSS model.

The middle school uses Do the Math for interventions in all grades ensuring strong vertical alignment from one grade to the next and alignment with common core standards.

- g. Describe the process the school will use to promote the continuous use of student data.

[Section I.A.2(d)(2)(i)(B)]

- *Indicate the use of student data such as from formative, interim, and summative assessments.*
- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- *Who is involved with the data review process and how often will data be reviewed?*

Turnaround Principle 4 & 5

Formative and summative assessments using AIMSweb, STAR Enterprise, Do the Math, and classroom level CCSS based lesson plans are used to determine if standards are met and if interventions are needed. Student test data is reviewed once a month at staff meetings. Students are benchmarked three times each year and progress monitored according to individual need. Grade level team meetings occur monthly to track students receiving interventions as well as to define their rate of progress. As needs are identified or skills improved, adjustments to interventions are made.

All teachers meet individually monthly with the principal to discuss classroom instruction and student test data. The principal is a member of the SD-LEAP middle school team which reviews student data monthly during SD-LEAP school improvement meetings.

When areas of concern are identified, the administrative team works to provide appropriate support to target the areas of need. The supports include targeted professional development, specialized programs to meet student needs, and financial support as needed.

This grant will provide the necessary financial support to better manage student data and deliver research based differentiated instruction as current resources are not enough to meet the mandates of the state.

Increasing learning time and creating community-oriented schools

h. Describe how the school will increase learning time. [Section I.A.2(d)(3)(i)(A)]

- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours.*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to **all** students in the school and provided at a time when most students would be able to participate.*

Turnaround Principle 3

Currently, the school day begins at 8:35 and ends at 3:35. There is a 21st Century afterschool program available to all students. Middle school students are given the opportunity to stay afterschool for homework help on Tuesdays and Thursdays.

The middle school schedule was altered to accommodate time for interventions during the 2013-2014 school year. This change will continue to accommodate MTSS interventions for the term of the grant.

Pending School Board approval, the 2014-15 school day will begin at 8:30. Additional learning time will be available before school from 8:15-8:30. Also, pending School Board approval, the school year will increase from 168 to 172 student contact instructional days.

- i. Describe how the school will provide appropriate social-emotional and community-oriented services and supports for students? [Section I.A.2(d)(3)(i)(B)]
 - *Describe how the needs of students in this school were analyzed to determine which social- emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
 - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Turnaround Principle 6 & 7

Analysis of student needs is based on the following demographic information.

Smee School District is located within the boundaries of the Standing Rock Indian Reservation in north-central South Dakota. The Standing Rock Reservation, which lies partly in North Dakota and partly in South Dakota, is one of the largest reservations in the Dakotas. Smee School District covers an area of over 300 square miles, and presently serves 45 middle school students in grades 6, 7, and 8 at one attendance center located approximately three miles from Wakpala, South Dakota. The majority of the students are enrolled members of the Standing Rock Sioux Tribe.

Smee School District is located in an extraordinarily rural area. All students are bused to school. Student density is extremely low with .45 students per square mile. The town of

Wakpala has

450 residents, and a limited amount of taxes are available for school support. The community has only a post office, community center, health clinic open one day per week and no other services. The nearest gas station and grocery store are eight miles away.

According to the most recent census data, almost half of the population in our immediate area lives below the poverty line, and there is substantial evidence supporting underachievement among students living in poverty.

Our school district lies within the boundaries of Corson County which has recently been identified as the 9th poorest County in the United States, with an overall poverty rate of 41%, and the poverty rate of children under 18 is 54%. All students, 100%, in Smee School District qualify for free or reduced lunch.

There are very few job opportunities on the reservation, as it remains an extreme representation of national unemployment, poverty, and Temporary Assistance to Needy Families (TANF) dependency. The Bureau of Indian Affairs statistics reflect unemployment rates range from 60 to 70%. The majority of residents in the South Dakota portion of the reservation are subject to extreme geographic isolation. The nearest airport providing minimal flight service is one hundred miles away. The vast majority of tribal offices, Indian Health Services and

Bureau of Indian Affairs offices are located in Fort Yates, North Dakota, which is approximately 47 miles away. The highway to Fort Yates is an older two lane hard surfaced road in need of constant repair and difficult to travel during winter. Consequently, residents on the South Dakota portion of the reservation generally lack the basic necessities and resources.

With a median age of 22 years, compared to the national median age of 35, the median age in this community is quite young. Students attending school in the Smee School District and living on the Standing Rock Reservation have one of the shortest life expectancies in the nation. Consequently, social and economic conditions in this area have presented unique challenges to the school district in its efforts to nurture the academic performance and emotional development of its students. When socioeconomic factors are combined with geographic isolation and language barriers, many children enter school with limited English language acquisition skills and limited exposure to the social and emotional skills required for school success. Accordingly, academic success becomes more challenging.

With all of this in mind, many of our students live under adverse and very challenging conditions at home and in the community. The high prevalence of poverty, alcoholism, drug abuse, violence, multiple family households, unstable families, geographic isolation, lack of dependable transportation, and dependence on social programs for food, clothing, and shelter all contribute substantially to underachievement. Our school has been deeply committed to addressing these challenges along with providing academic strategies to

improve achievement. SIG funds would substantially contribute to our school improvement efforts.

It is evident that meeting the challenges presented by middle school students at Wakpala is far greater than the school can handle alone. Therefore, the school maintains that the only way to create a safer school and to empower more students to succeed academically, socially, and emotionally is to share with the families, tribal officials, family service agencies, law enforcement, and the community at large the responsibility of leading our youth to success. The school strives to establish partnerships with all entities on an on-going basis.

In an effort to address these challenges we have put in place considerable health, social, emotional and community supports to include:

- Full time school nurse
 - Full time school social worker
- Several contract mental health counselors
- Collaboration with department of social services child protection office
- Member of Standing Rock Sioux Tribe Wellness Program which includes bullying and suicide prevention initiatives in all schools
- Member of Standing Rock Education Consortium
- On-site 21st Century afterschool program
 - On-site office for School Resource Officers who visit our schools weekly
- School Wellness Committee sponsors youth wellness conference annually and promotes healthy eating and lifestyles
- Fresh fruit daily – fruit baskets filled with apples, oranges, and bananas are placed in hallways for student access throughout the day.
- Back to School Night during first week of school – parents/guardians and community invited to school for activities and supper
- Parent/Community Committee sponsors student honoring suppers quarterly, bingo nights, elderly suppers
- Culture Committee sponsors cultural events to include quarterly wacipis/pow wow, and Lakota language and knowledge bowls
- Project Skills – a school to work program
- Mission of Mercy Delta Dental bus visits annually
- Johnson O'Malley Parent Committee provides funds for field trips, cultural events, and expenses related to Lakota Nation Language Bowl
- Positive Behavioral Intervention Supports as part of MTTSS – positive notes sent home, Courage Cards for positive behavior
- Conscious Discipline approach to managing student behavior
- Collaboration with local tribal council to secure grant for playground in the community of Wakpala

- On-site E-Learning Center for credit recovery, advanced courses, and dual enrollment
- Weekly radio program used to inform parents/guardians and community about school events
- DDN access at school for parents who do not have internet access at home
- Book Fair during PTC
- Career and Technical Education provided via contract with Northwest Area Schools Cooperative – 8 CTE mobile trailers rotate among the contract schools

Providing operational flexibility and sustained support

- j. Describe the operational flexibility that will be given to this school. [Section I.A.2(d)(4)(i)(A)]
 - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?
How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

Turnaround Principle 1

Prior to 2013-2014, decision making was done under the Professional Learning Community/Collaborative Work Group model. Now decision making is done through needs assessment, state mandate and is data driven based on results from data retreats.

Middle school focus will be on providing interventions for reading and math in order to insure that all students are at grade level when entering high school.

- k. Describe the ongoing, intensive technical assistance and related support that will be provided to the school. [Section I.A.2(d)(4)(i)(B)]
 - *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
 - *What kind of support will be provided and how often?*

Turnaround Principle 1

We recognize the state as a provider of technical assistance. SD-LEAP guides our school improvement process. SD-LEAP school level meetings are held monthly with minutes recorded and an agenda set for next meeting. Continuous work on assessing indicators, creating plans with specific tasks, and monitoring of all plans and tasks, occurs monthly. Reading and math goals and objectives are set in the fall and monitored 3 times during the year. A school turnaround plan is also submitted 3 times per year. A school support specialist

monitors all activity in SD-LEAP and monitors the school's progress via coaching comments and on-site visits quarterly.

A Title I Technical Advisor has been assigned by the state to review and approve all Title I expenditures. SD DOE has also conducted Title I technical visits annually.

*

Additional learning time was increased by the Board of Education on 4/9/14 when they approved the number of student contact days to increase from 166 (2013-14) to 170 (2014-15).

- (3) Describe the strategies used or will be used to increase the involvement and contributions of parents and community partners in supporting classroom instruction and increase student achievement. [Section I.A.4(a)(8)] *Examples mechanisms to support family and community engagement could include establishing an organized parent group, holding public meetings to review school performance and develop school improvement plans, using surveys to gauge parent and community satisfaction and support, implementing complaint procedures for families, parent education classes, and coordinating with local social and health service providers to help meet family's needs.*

Turnaround Principle 7

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.

- (4) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

During 2014-2015, AIMSweb reading will be implemented as well as progress monitoring. Benchmark assessments will occur 3 times per year and progress continuously monitored during the entire term of the SIG. Also, STAR Enterprise will be used for measurements in reading 3 times per year during the term of the SIG.

Smarter Balanced Test results will be available in the spring of each year. This

will be used as one measurement of school improvement.

Initial implementation for Principal and Teacher Effectiveness Evaluations will occur in 2014-2015 with full implementation during 2015-2016.

- (5) List the reading and math annual goals for this priority/focus school. *Schools must use the goals created as part of the priority/focus school process in SD LEAP. Schools may copy and paste the goals for both math and reading into this question. (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 through 2019-20) that will be used during each of the grant years.)*

Academic Achievement Goals for School Year 2014-2015

The purpose of this document is to assist school leadership teams in reviewing and evaluating student achievement data to best determine what goals are appropriate. In addition, this document allows for the monitoring of academic progress and evaluation of existing strategies and goals on a regular basis as determined by the school leadership team.

While there are minimum goal requirements for Focus and Priority schools, the goals written in this document should reflect the needs of the students as identified through data analysis. Therefore, additional goals may be written to address all recognized needs.

Priority Schools - At minimum, complete academic goals for both reading and math, for all students, focused on improving achievement. (Goals for subgroups are optional). It would be beneficial to include goals relating to attendance (elementary and middle school) and graduation (high school only) if data review warrants.

Focus Schools- At minimum, complete a goal for each GAP subgroup contributing to Focus School status. Based on student achievement data, the leadership team will determine if they should write a goal in the area of Mathematics, Reading, Graduation (high schools only), Attendance (elementary and middle schools), or any other area they deem pertinent.

School Name

Smee Middle School and High School

Focus	
Priority	X
Status Year	2

Date form is completed

Fall		Winter	3/27/2015	Spring	5/26/2015
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Student group(s) the goal(s) focus on: (Place an X in all boxes that apply to these goals)

All students	XX	Economic Disadvantaged	X	Native American	X	Asian	
White		Two or more races		Hawaiian Pacific			
Black		Limited English Proficient		Special Education			

Writing your goals

- The leadership team will:
 - Ensure SMART goals are written. SMART goals are —Specific, Measureable, Appropriate and Achievable, Realistic and Rigorous, Time bound and Timely.
 - Provide student benchmark data three times a year in the fall, winter, and spring.
 - Ensure data is reported in a clear, consistent format each reporting period to guarantee data can be compared easily.
 - Evaluate and determine whether progress has been made or that the SMART goal has been met.

SMART Goal for Reading		The percent of students in grades 6-8 at or above benchmark using AIMSweb MAZE will be increased by 15% from fall 2014 benchmark scores by spring benchmark scores by spring benchmark of 2015. Using STAR Enterprise overall average mean scaled score for grades 6-8 will increase by 15% from fall (500) to spring benchmark (575).	
Targeted grade levels		6-12	
Name of the assessment or measurement tool		AIMSweb or STAR Enterprise	
Major strategies to be used to accomplish this goal		For students in grades 6-8, intervention groups will use 95% group Vocabulary Surge program, progress monitoring every two weeks with AIMSweb. For students in grades 9-12, after school homework help is offered by the classroom teacher as well as the 21st Century After School Program. The core English teacher is utilizing reading time when students finish classroom assignments. This is monitored through individual student logs.	
Benchmark Data Reporting for Reading			
Enter student or school data (data may be added as a separate document)			
Fall Benchmark Data/Results		Winter Benchmark Data/Results	
AIMSweb CBM 6 th grade: 41% 7 th grade: 29%		AIMSweb CBM 6 th grade: 41% 7 th grade: 31%	
		Spring Benchmark Data/Results	
		AIMSweb CBM (fluency) 6 th grade: 29% 7 th grade: 36.3%	

<p>8th grade: 43%</p> <p>AIMSweb MAZE 6th grade: 35.2% 7th grade: 57% 8th grade: 21.3%</p> <p>STAR</p> <p>6th grade: 461 7th grade: 520 8th grade: 521</p> <p>Fall STAR mean scaled score for all grades 9-12 is: 664</p> <p>STAR individual grade scaled scores</p> <p>9th grade: 513 10th grade: 740 11th grade: 675 12th grade: 649</p>	<p>8th grade: 50%</p> <p>AIMSweb MAZE 6th grade: 41.1% 7th grade: 38.4% 8th grade: 31.2%</p> <p>STAR</p> <p>6th grade: 541 7th grade: 595 8th grade: 627</p> <p>Winter STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual grade scaled scores</p> <p>9th grade: 597 10th grade: 632 11th grade: 740 12th grade: 786</p>	<p>8th grade: 28.5%</p> <p>AIMSweb MAZE 6th grade: 35.2% 7th grade: 36.3% 8th grade: 21.3%</p> <p>STAR</p> <p>6th grade: 599 7th grade: 658 8th grade: 585</p> <p>Spring STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual scaled scores</p> <p>9th grade: 547 10th grade: 819 11th grade: 711 12th grade: 1021</p>
Fall Data Summary and Narrative for Reading		
<p>Relative to your goal, what do you expect to accomplish by the winter reporting period?</p>	<p>CBM increase % at benchmark by 15 percentage points STAR Enterprise improved scaled scores by 100 points at each grade level.</p>	
Winter Data Summary and Narrative for Reading		
<p><u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.</p>	<p>Middle school is on track to meet goal.</p>	
<p><u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.</p>	<p>Current strategies will be continues</p>	

<p><u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.</p>	<p>No need for revision at this time.</p>
<p>Spring Data Summary and Narrative for Reading</p>	
<p><u>Goal Completion:</u> Was the goal met? Summarize the results from fall to spring.</p>	<p>No, the goal was not met. Only the 7th grade class increased by 7.3% from fall to winter in the AIMSweb CBM (fluency). The MAZE stayed the same or went down from fall to winter in grades 6-8.</p> <p>For the STAR scores, 6th grade met the goal of 15% or greater increase from fall to spring. 6th grade had a 30% growth and 7th grade had a 26% growth. 12th grade also succeeded the goal of 15% or greater increase from fall to spring. They had a growth of 57% from fall to spring.</p>
<p><u>Sustainability/Adjustment:</u> If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?</p>	<p>The Spring of the year became chaotic with several staff members gone for the last few weeks of the school year. This caused an inconsistency within the school in all areas of the Middle School and High School. As well, there was lots of testing at the end of the year with Smarter Balanced, STAR, AIMSweb, and D-Step Science. The students became tired of testing and the spring scores do not accurately show their ability because of this.</p> <p>We are strengthening our Middle School by having two core teachers assigned to grades 6 and 7. This will allow more consistency throughout and get them off of the 8-12 schedule where bad habits are being picked up.</p>

<p>SMART Goal for Math</p>	<p>The percent of students in grades 6-8 at or above benchmark will increase from 15% average fall benchmark to 30% average spring benchmark scores 2015 using AIMSweb M-CAP and M-COMP. This is an overall average for grades 6-8 inclusive. Using STAR Enterprise benchmark testing, grades 6-8 will increase by 10% the overall average STAR Enterprise mean scaled score from fall (665) to spring (732).</p> <p>For students in grades 9-12, the goal is to increase the STAR MEAN scaled score by 10% from fall to spring.</p>		
<p>Targeted grade levels</p>	<p>6-12</p>		
<p>Name of the assessment or measurement tool</p>	<p>STAR Enterprise and AIMSweb</p>		
<p>Major strategies to be used to accomplish this goal</p>	<p>For students in grades 6-8, interventions using "Do the Math" have been implemented. Progress monitoring using AIMSweb has been added this year.</p> <p>For students in grades 9-12, math Interventions are being given to the 9th grade class for Fall Semester. This is a full (54) minute class period. After school homework assistance is offered by the classroom teacher and through the 21st Century After-School Program</p>		
<p>Benchmark Data Reporting for Math</p>			
<p>Enter student or school data (data may be added as a separate document)</p>			
<p>Fall Benchmark Data/Results</p>	<p>Winter Benchmark Data/Results</p>	<p>Spring Benchmark Data/Results</p>	
<p>AIMSweb</p>	<p>AIMSweb</p>	<p>AIMSweb</p>	
<p>6th grade CAP: 23.4% COMP: 17.5%</p>	<p>6th grade CAP: 11% COMP: 35.2%</p>	<p>6th grade CAP: 29.3% COMP: 29.3%</p>	
<p>7th grade CAP: 7% COMP: 14.2%</p>	<p>7th grade CAP: 23% COMP: 30.7%</p>	<p>7th grade CAP: 18% COMP: 36.3%</p>	
<p>8th grade CAP: 7% COMP: 14.2%</p>	<p>8th grade CAP: 19% COMP: 12.4%</p>	<p>8th grade CAP: 14% COMP: 7%</p>	

<p>STAR 6th grade: 651 7th grade: 654 8th grade: 688 MEAN SS: 664.33</p> <p>Fall STAR mean scaled score for all grades 9-12 is: 697</p> <p>STAR individual scaled scores</p> <p>9th grade: 625 10th grade: 776 11th grade: 705 12th grade: 680</p>	<p>STAR 6th grade: 694 7th grade: 702 8th grade: 685 MEAN SS: 693.67</p> <p>Winter STAR mean scaled score for all grades 9-12 is:</p> <p>STAR individual scaled scores</p> <p>9th grade: 685 10th grade: 746 11th grade: 735 12th grade: 706</p>	<p>STAR 6th grade: 708 7th grade: 716 8th grade: 667 MEAN SS: 697</p> <p>Spring STAR mean scaled score for all grades 9-12 is:</p> <p>STAR scaled scores</p> <p>9th grade: 677 10th grade: 826 11th grade: 731 12th grade: 726</p>
Fall Data Summary and Narrative for Math		
<p>Relative to your goal, what do you expect to accomplish by the winter reporting period?</p>	<p>6th grade is on track, 7th and 8th grades need to be at 20% by winter benchmark testing.</p>	
Winter Data Summary and Narrative for Math		
<p><u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.</p>	<p>AIMSweb measure is on track for COMP, but not CAP</p>	
<p><u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.</p>	<p>Need to increase amount of instruction for applications of mathematics.</p>	
<p><u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.</p>	<p>No adjustments made at this time.</p>	

Spring Data Summary and Narrative for Math

Goal Completion: Was the goal met?
Summarize the results from fall to spring.

For AIMSweb, the goal was from an increase of 15% to 30% from fall to spring. 6th grade was close with an increase of 29.3% in both the CAP and COMP. 7th grade COMP was a 36.3% increase. These were the only classes meeting or closely meeting the goal in grades 6-8 CAP and COMP. The 8th grade class improved in the CAP, but had negative growth in the COMP.

For STAR Math, the goal was not met in any classes. 6th grade had an 8% increase from fall to spring. 7th grade had a 9% increase from fall to spring. 9th grade had an 8% increase from fall to spring. Overall, every grade except 8th grade increased in percentage from fall to spring, but less than 10%.

It appears that the 8th grade class had something happen that negatively impacted their growth for this year.

Sustainability/Adjustment: If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?

The 7-12 Math Teacher quit a month into school leaving a long-term sub to fill in for the remainder of the school year. We also had several teachers at the Middle and High School leave a few weeks before school was over. This inconsistency did not help our test scores at the end of the school year. This compiled with lots of other testing in the spring caused for a lack of concentration and effort on the students' part.

We are strengthening the Middle School by having two teachers teach grades 6 and 7 as core teachers. This will help focus on consistency and structure. It will get these classes off the 8-12 schedule and allow for more instructional time in these core areas. We will continue to implement the "Do The Math" curriculum and expand using the Connected Mathematics 2 Common Core curriculum.

SMART Goal for Attendance (elementary and middle schools)	Wakpala Middle School, grades 6-8, will maintain 94% or above attendance rate for the 2014-15 school year.		
Targeted grade levels	6-8		
Name of the assessment or measurement tool	DDN Attendance tab monthly incentive and end of year incentive for attendance. We follow the school and tribal attendance protocol by sending letters to parents when students have missed 5; 7; and 10 days of school. We file truancy with appropriate court system for students who exceed 10 days unexcused absences.		
Major strategies to be used to accomplish this goal	Honoring supper and monthly incentive for attendance.		
Benchmark Data Reporting for Attendance			
Enter student or school data (data may be added as a separate document)			
Fall Benchmark Data/Results	Winter Benchmark Data/Results	Spring Benchmark Data/Results	
6-8 attendance for September 2014-96.19%	6-8 attendance from August - December 2014- 94.04%	6-8 attendance from August 19, 2014 through May 19, 2015 was 94.42%	
Fall Data Summary and Narrative for Attendance			
Relative to your goal, what do you expect to accomplish by the winter reporting period?	Maintain current monthly attendance rate.		
Winter Data Summary and Narrative for Attendance			
Progress Update: Explain whether you are or are not on track toward meeting the goal.	Middle School is still on track, but needs to keep above current average.		
Strategy Modification: Explain whether this data suggests a need to adjust strategies within the school to meet the goal.	Continue with current strategies.		
Goal Adjustment: Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.	No adjustment needed.		

Signature Page

Fall

Principal Signature
Date

SST Signature
Date

Winter

Principal Signature
Date

SST Signature
Date

Spring

Curtis Huffman
5-26-15

Principal Signature
Date

SST Signature

- (6) Give an overview of the interventions/strategies the school will be implementing with the SIG funds? *What personnel, travel, equipment, supplies, contractual, and professional development will be implemented? Explain what the SIG funds will purchase over the course of the grant years. Provide an explanation if the school is asking for pre-implementation costs,*

examples could include: Hold community meetings to review school performance; compensate staff for instructional planning, such as examining student data; and 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.

This grant would be used for salaries and benefits for a full time, certified teacher to manage the AIMSweb, benchmark testing and progress monitoring as well as assisting students with reading intervention to increase their comprehension and fluency.

- (7) The school assures to report to the SEA the school-level data required under section III of the final requirements (Achievement Indicators and Leading Indicators such as school year minutes, increased learning time, advanced coursework, dual enrollment coursework, teacher attendance, etc.)

BUDGET: Complete the budget for this particular priority/focus school.

Below is a description of the budget categories for consideration in required budget narrative.

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

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).

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

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.

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

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.

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

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. The school can only apply indirect costs to the first \$25,000 of a contract.

Include a budget description for each year of the proposed 3 year project in the charts below. An example chart is below, followed by a chart for pre-implementation, year 1, year 2, and year 3.

Grant Periods:

Pre-implementation: Award Notification – June 30, 2014
(Optional- costs needed prior to start of grant on July 1, 2014. Example: stipends for staff to attend a training in June to prepare for implementing a program in August)

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

Addendum #1

Mr. Huffman's selection was based upon the applicant pool that had less than 10 candidates that applied for the combined position of MS & HS Principal. The geographic location of the district as well as the student population being 98%+ Native American we feel are factors in why the candidate pool was so shallow.

Mr. Huffman has demonstrated this year his ability to not only learn, but utilize the LEAP system as it applies to the Turnaround work needing to be done at the MS level. A key indicator to this leadership has been his work in refining, defining and streamlining the discipline process so as to be in sync with the requirements of PBIS which he has done. The number of discipline incident reports is down significantly compared to 2 years ago as well as compared to last year. The number of incidents two years ago was in excess of 800 and last year just fewer than 400 and this year are near 200. This massive shift is due to the use of PBIS, but also credit has to be given to Mr. Huffman for staying the course and requiring all staff to utilize the system with a consistency and fidelity in its use.