



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

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

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

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



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

**Due Date**

**May 2, 2011**

**South Dakota Department of Education**

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

**Grant Period Ends**

**June 30, 2014**

**FY 2010**

**School Improvement Grant (SIG)**

**Cover page**

Legal Name of Applicant: Huron School District 02-2 Huron Middle School	Applicant's Mailing Address: PO Box 949 Huron, SD 57350
LEA Contact for the School Improvement Grant Name: Darci Love Position and Office: Director of Curriculum & Instruction Contact's Mailing Address: Buchanan Elementary Bld. 555 Melette SW Huron, SD 57350	Telephone: (605 – 353 – 6992) Fax: (605 – 353 – 7877) Email address: darci.love@k12.sd.us
LEA Superintendent (Printed Name): Terry Nebelsick (Acting Superintendent)	Telephone: (605 – 353 – 6990)
<b>I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants.</b>  X _____ Signature of the LEA Superintendent	Date: April 29, 2011
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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

Name of Authorized Representative (Type or Print): Terry Nebelsick (Acting Superintendent)

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

Date: April 26, 2011

**SD Department of Education use only**

Date Received:

\_\_\_\_\_  
Signature of authorized SD DOE staff person

**Guidelines**

***Purpose of Grant***

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

corrective action, and restructuring plans under section 1116.” The regulatory requirements expand upon these provisions, further defining LEAs with the “greatest need” for SIG funds and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

The Consolidated Appropriations Act, 2010, which was signed into law by President Obama on December 16, 2009, included two critical changes to the SIG program. First, the Consolidated Appropriations Act, 2010 allows SEAs and LEAs to use SIG funds to serve certain “newly eligible” schools (*i.e.*, certain low-achieving schools that are not Title I schools in improvement, corrective action, or restructuring). Second, the law increases the amount that an SEA may award for each school participating in the SIG program from \$50,000 annually to \$2 million annually.

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

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

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

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

### ***Eligible Applicants***

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

### ***Allocations***

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

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

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

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

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

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve: Turnaround, Restart, School Closure, or Transformational Models.

### ***Four Models***

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

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

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

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

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

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

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

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

Requests for waivers to enable a Tier I or Tier II Title I participating school operating a targeted assistance program to operate a schoolwide program so it can implement a turnaround, restart, school closure, or transformational model should be made directly to the United States Department of Education. Such a waiver is necessary because a school operating a targeted

assistance program may only provide Title I services to students who are most at risk of failing to meet State’s student academic achievement standards; it may not provide services for the school as a whole. In order to operate a schoolwide program, a school must meet the 40 percent poverty eligibility threshold.

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

***Budget and Accounting***

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

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

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

***Duration***

Grant Periods:

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

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

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

These funds are contingent on renewed federal funding.

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

the SEA may continue to award the LEA SIG funds for other eligible schools. The SEA would reduce the LEA's grant, however, by the amount allocated for the schools for which funding is not being renewed.

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

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

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

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

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

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

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

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

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

### ***Technical Assistance***

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

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

### ***Contact Information***

For grant application questions:

Dr. Kristine Harms (773-6509) [Kristine.Harms@state.sd.us](mailto:Kristine.Harms@state.sd.us)

Beth Schiltz (773-4716) [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

For fiscal questions:

Rob Huffman (773-4600) [Robyn.Huffman@state.sd.us](mailto:Robyn.Huffman@state.sd.us)

Paul Schreiner (773-7108) [Paul.Schreiner@state.sd.us](mailto:Paul.Schreiner@state.sd.us)

**LEA APPLICATION REQUIREMENTS**

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					Turnaround	Restart	closure	transformation
Huron Middle School	463548000314			X				

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

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

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

- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome.

Mike Taplett Middle School Principal, Laura Willemsen Assistant Middle School Principal/ESL Director, Jean Larson counselor, Vanya Munce, 8<sup>th</sup> grade math, Marianne Trandall 8<sup>th</sup> language arts/reading, Sharon Engelhart 7<sup>th</sup> grade math and science, Lisa Kissner 6<sup>th</sup> grade math and social studies, Shari Lord 6<sup>th</sup> grade science and language arts/reading, Sherri Nelson FACS, Sherie Englert ESL teacher, Michelle Kretschmar MS Title Teacher, Darci Love School Improvement Coordinator/Curriculum Director, Peggy Heinz Special Services Director, Sarah Rubish parent, Tammy Slepikas parent, Michelle Bennett board member/parent.



- b. Indicate the data sources that were analyzed, as part of the district's comprehensive needs assessment designed for the purpose of the SIG application.

The Huron School District conducts an annual data retreat, which is designed to be the comprehensive needs assessment for both district and building level improvement plans. The needs assessment for the purpose of the SIG application was conducted in addition to the annual data retreat.

Data Sources that are analyzed as part of the data retreat and that were used for the purposes of this grant include:

- Student - Dakota STEP (math and reading achievement), Measures of Academic Progress (MAP), ACCESS (English Language Acquisition-state assessment), course grades, attendance records, discipline/behavior referrals, student demographics, Write to Learn (State Writing Assessment)
  - Professional Practices - professional portfolios, teacher evaluation (Teacher Compass), Professional Practices Survey Data
  - Programs & Structures- peer observations (SIOP and CGI), Title, ESL, SPED, After School Programs, SES program data, referral data (SPED, office, SAFE, counseling)
  - Family & Community Data-parent teacher conference attendance and participation, Title Meetings, Surveys, Wellness program (participation/ data), Home Liaison data, PRIDE Survey, Interagency Meetings with community resources, Nutrition data.
  - We had a three day comprehensive audit to determine our areas of needs related to support for school improvement; November 19-21, 2008.
- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application.

A formal district wide data retreat was held on May 26 & 27, 2010, which was facilitated by the Curriculum Director along with Technology Innovation in Education (TIE). During that Data Retreat the school improvement team prioritized needs based on multiple sources of data. From these needs, the school improvement team identified strategies and interventions for continuing improvement. The school improvement team meets periodically throughout the year to discuss the progress of the improvement plan and determine what else can be done to increase student achievement.

On February 9, 2011 all middle school teachers participated in a card sort activity to discuss perceptions, values, and beliefs based on 58 descriptors of effective schools. The middle school improvement team met on March 2<sup>nd</sup> to analyze the results of the card sort activity. Team planning groups (6<sup>th</sup> grade, 7<sup>th</sup> grade, 8<sup>th</sup> grade, and Exploratory/Elective) also met and discussed the findings from the card sort activity and included feedback in their weekly notes submitted to the administration. These results were shared with the school improvement team again on April 13<sup>th</sup>. Another meeting is scheduled for April 27<sup>th</sup> to draft a narrative summarizing the results of the card sort activity for the Huron Middle School, School Improvement Plan.

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

The following are the identified areas of need from the May 26 & 27, 2010 Data Retreat:

- Hispanic, Economically Disadvantaged (ED), English Language Learner (ELL) and Students with Disabilities (SD) are not on target to meet AMO
- Retention, attendance and graduation rates indicate a need for increased family and student involvement in the educational process to create a sense of community and security
- Continued application of research-based strategies to enable teachers to effectively instruct all students
- Alignment of curriculum with SD content standards at the district, building and grade levels
- Ownership in regards to professional growth
- Individual Education Plans (IEP's for SD and IIP's for ELL) need to be appropriately designed and implemented

Through the card sort activity of February 9, 2011, it was determined that areas of need include:

- enrichment opportunities
- parent involvement/participation
- creating a community of learners

The staff felt that the school was exemplary or meeting expectations in the areas of:

- high standards for all students
- effective instructional strategies that increase the amount of quality of learning time
- intensive and sustained professional development.

Staff was able to demonstrate how data analysis is used to drive instructional strategies. Time was spent on sharing how professional staff development aligns with instructional strategies and interventions that are systemic, ongoing, and sustainable for all learners.

- e. List the strengths and weaknesses for each school based on the results of the comprehensive needs assessment.

The statements below are based

Strengths:

- Students are encouraged to use learning strategies as they pose problems and seek solutions.
- There is a building-wide effort to make cultural inclusiveness a means of enhancing learning and participation for all students.
- Teachers do a good job of devising appropriate modifications of instruction to accommodate their students' needs.
- Teachers are not afraid to use technology as a learning tool; especially with proper training and on-going practical application usage.
- Over-all, staff development has been tailored to the needs of the Middle School when addressing our annual AYP report in math & reading from the Dakota STEP assessment.

Weaknesses:

- Adequate staff training to include thematic study in lesson preparation and integrating student learning through thematic study.

- Effective technology integration into learning.
- Parent participation in workshops, training, etc. and frequently contribute to curriculum planning and decision-making.
- School programs are built around meeting the needs of the entire family, planning teams gather information from parents and students to learn about program effects.
- Educators group students according to their interest and choices, rather than their abilities.
- Opportunities for peer mentors to serve as models of success for students.

The priority is to provide educational resources/staffing that would allow for us to expand thematic study, integration of technology into lesson preparation, and involve parents in the planning of curriculum to address the common CORE standards of 2014-2015.

- f. Provide the rationale the district used to determine which schools to serve with SIG funds and which schools not to serve.

Only one school in the Huron School District qualifies under Tier III that is the middle school. The original school improvement plan was developed in 2004 to address the needs of our students with disabilities subgroup. Necessary revisions have been identified over the years with new subgroups not making AYP in math &/or reading. As of the 2010 No Child Left Behind Report Card we have Asian/Pacific Islanders and Limited English Proficiency subgroups not making AYP in math. We have Asian/Pacific Islanders, Economically Disadvantaged, and Limited English Proficiency subgroups not making AYP in reading.

- (2)** (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

- a. Describe the LEA's capacity to adequately serve the schools identified in the application.

Not Applicable.

- b. Describe district administrative oversight.

Not Applicable

- (3)** (Tier I) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. Not Applicable

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

- a. Design and implement interventions consistent with the final requirements.

School interventions have been focused around goals and objectives identified in the school improvement plan. These interventions were identified through the data retreat process and are monitored by the school improvement team. School improvement planning is an ongoing process that will include continuous evaluation and revision of strategies.

The following strategies and interventions are currently being used:

- Curriculum Mapping - on-going process to assure alignment of curriculum

- Building Academic Vocabulary – each grade level provides instruction based on vocabulary derived from the state standards and the “12 Power Words”.
- Emphasis on Math and Reading Standards – Math and Reading teachers use eMetric to determine standards where students continually score low and use this to target instruction.
- SIOP (Sheltered Instruction Observation Protocol) – Each teacher is trained and held responsible to use the 8 core components of this protocol.
- CGI (Cognitive Guided Instruction) – Math teachers have started to use this form of instruction with the middle school students.
- Direct Instruction – this is an intervention used for students struggling the most.
- After School Programs – tutoring and clubs
- STRIPES – daily advisory period to provide each student a teacher who meets with them regularly and encourages involvement and provides violence prevention instruction.
- Student-led Conference – students meet with their parents while a teacher is present to explain their grade and how things are going.

Specifically, the district intends to use SIG funds to provide staffing who serve as teacher leaders, assuring the math and reading programs are delivered using research-based strategies.

**b. Recruit, screen, and select external providers, if applicable, to ensure their quality.**

Once a determination has been made by the school improvement team that there is an area of need, the team engages in discussion and brain storming about what research based practices are appropriate. The decision to partner with external providers is made by the building administration with input from the school improvement team and the district curriculum director. The criteria used to determine which providers will be selected are guided by the alignment to the school improvement plan, the needs that have been identified by the team and the research-base behind the provider. Research indicates that effective interventions must be supported by on-going professional development that includes coaching, observation, and training.

In the future, the math and reading specialists will develop criteria to select external providers, conduct research and make recommendations regarding the implementation of new programs and practices. This recommendation will then be presented to the school improvement team for their consideration and then to the building administration and curriculum director for final approval.

**c. Align other resources with the interventions.**

Currently, elementary (K-5) teachers district wide are a part of the state Math Counts Initiative. Through this involvement, our middle school (6-8) math faculty have also been participating in the training and implementation of this program.

The district allocates funds to each level, which supports the overall educational program. The curriculum department fiscally supports the purchase textbooks, materials, and manipulatives that are adopted through a curriculum review process. Other services that provide support in terms of staffing and interventions at each level are Special Services and English as a New Language (ENL).

- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

The building level master schedule would need to allow for collaboration between the classroom teachers and the math/reading specialist. The specialist would require a schedule that would allow for opportunities to co-teach and demonstrate best practices related to classroom instruction. The district would need to modify policy to reflect the job description of a specialist/teacher coach and set performance expectation and responsibilities. This person would be responsible to coordinate all math and reading curriculum in grades 5-8 and coordinate with the building administration and district curriculum director. Identified barriers include a large number of students who need services and a limited amount of time during the school day. This is compounded by the districts commitment to development the whole child. This commitment necessitates opportunities for growth and development in areas other than math and reading, thus taking away available time. Another barrier will be assuring the needs of our diverse student population are met. This is a barrier as our student population has changed drastically over the last three years. Identifying the needs of the new population of students and then finding effective strategies to improve achievement requires time and resources. Upon receiving this grant, the district is willing to adjust schedules to allow for the development of an atmosphere conducive to professional collaboration and learning.

- e. Sustain the reforms after the funding period ends.

The district will make every effort to retain staff to ensure the implementation and evaluation of the effective interventions identified in this plan. It may be necessary to conduct an analysis of current staffing practices that lead to improved student performance. Upon completion of this analysis, programs and teaching assignments may need to be revised. In addition, local tax payers may be requested to provide increased support through an opt-out of the current tax structure in order to assure that effective programs and practices can be maintained. The district will continue to be creative in seeking additional funding sources to supplement the core educational program.

- (5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Not Applicable*
- (6) (Tier I & II) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *Not Applicable*
- (7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

The Huron Middle School will hire a highly qualified math and reading specialist for grades 5-8 and classified support staff. The function of the specialist will be:

- To support the professional growth of middle school math and reading teachers by strengthening the understanding of math and reading content.
- To promote enhanced instruction and student learning by helping teachers develop more effective teaching practices to allow all students to reach high standards.

- To share research addressing how students learn.
- To design, implement, and evaluate effective lessons.
- To serve as teacher mentors.
- To provide leadership regarding the review and continued development of the overall math and reading programs.
- To facilitate peer observations using the Sheltered Instruction Observation Protocol (SIOP) model.
- To develop 21<sup>st</sup> Century Skills through effective application and integration of technology.

The Huron Middle School will hire two para-educators to work closely with the math and reading specialist, collecting data, monitoring student growth and monitoring students while working on SES programs.

The Huron Middle School will purchase classroom technology to be used for instruction that would include hardware and software applications. iPads and Smartboards will be purchased to enhance teaching and learning. While iPads are too new to provide much research in regard to the educational benefits, there are studies that do indicate positive educational effects from providing student educational technology. These technologies can also be a useful tool in both meeting the needs of our diverse student populations as well as an assistive device to lessen the impact of certain disabilities and language barriers.

**(8)** (Tier III) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

**Math Goal:** All students will make AYP in math, by scoring or by applying confidence interval to attain the AMO target (79) as measured by the Dakota STEP.

**Reading Goal:** All students will make AYP in reading, by scoring or by applying confidence interval to attain the AMO target (76) as measured by the Dakota STEP.

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

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 Tier I, Tier II, and Tier III school it commits to serve.**

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

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

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

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

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

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

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000

Paraprofessional: \$15,000 @ 1 FTE = \$15,000

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).

Examples:  $\$20,000 \times 7.65\%$  (Social Security-Medicare) = \$1,530  
 $\$15,000 \times 7.65\%$  (Social Security-Medicare) = \$3,000

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

Examples: 3 trips X 400 miles X .37= \$4,440  
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

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 laptop and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Examples: Desktop computers @ \$1200 = \$3600  
Laptop computer -1 @ \$900 = \$900

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

Examples: Reading books - \$300  
Software for Math assistance program - \$175

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.

Example: Company A – Provide professional development workshop - \$1,200

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

Example: Professional development conference – New York  
Airfare - \$550  
Registration - \$250  
Meals – 3 days @ \$36 per day = \$108  
Lodging – 2 days @ \$175 = \$350  
Miscellaneous – Cab - \$50

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

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

**Grant Periods:**

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

Hiring a Math and Reading specialist with para-educator support will allow our grade level and subject area teams to analyze and recommend improvements the current curriculum and instructional practices and develop a consistent formative assessment to monitor student achievement. The para-educator will allow the specialist and classroom teacher to co-teach with the para-educator gathers data and prepare reports to be analyzed.

With the help of technology in the classroom, student assessment can be done quickly and regularly. Besides providing the research tool that our student need in the ever changing world, this new technology can help to close the educational gap between our subgroups, while meeting the needs of our divers student population. It allows for effective differentiation in the classroom without singling out those who have modified or accommodated assignments.

The use of Smartboards in the classroom setting will promote greater student participation and engagement in the math and reading lessons. These devices can lessen the impact of certain disabilities and language barriers that exists in our school.

A primary responsibility of these additional staff members would be to strengthening classroom teachers' understanding of Common Core Standards. To promote enhanced math and reading instruction and student learning by helping teachers develop more effective teaching practices that allow all students to reach high standards on the Dakota STEP.

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

2013 school year will be a continuation of collaboration among and between specialist and individual teachers in math and reading through co-planning, co-teaching, and coaching. Curriculum and grade level teams will identify specific data and interpret that data to improve student achievement. Specialists will facilitate discussing, research and implementation of research-based instructional strategies. Effective and going professional development will be provided through collaboration of building administration, content specialists, and the district curriculum director.

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

In addition to continuing activities from the first two years, curriculum specialists will focus on teacher's delivery and understanding of the Common Core Standards. The specialist and teacher will spend time refining and improving assessment and instructional practices.

**Personnel:** Hiring two FTE (math and reading specialists) to provide leadership, program development, and professional learning in mathematics and reading instruction. Hire two para-professionals to assist in this implementation.

<b>PERSONNEL</b>		Year 1	Year 2	Year 3
Teachers	2 FTE@\$32,000	\$64,000	\$65,000	\$66,000
Paraprofessional	2 FTE @ \$17,000	\$34,000	\$34,000	\$26,000
	Total	\$98,000	\$99,000	\$92,000

**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).

<b>BENEFITS</b>		Year 1	Year 2	Year 3
Teachers	Salary x 33%	\$21,120	\$21,450	\$21,780
Paraprofessional	Wages x 14%	\$5,000	\$5,000	\$3,640
	Total	\$26,120	\$26,450	\$25,420

**Travel:** To be determined based on analysis of math and reading programs - may include mileage, airline, meals, and lodging.\* see below

<b>TRAVEL</b>	Travel – will vary depending on location	Year 1	Year 2	Year 3
Mileage	2 trips (math/reading) 1000 miles @.37	\$740	\$740	\$740
	Total	\$740	\$740	\$740

**Equipment:** Purchase of one classroom sets of Apple iPads per grade level (5-8 for a total of 4 sets). Purchase of 8 Smartboards for all math and reading classrooms in the building.

<b>EQUIPMENT</b>		Year 1	Year 2	Year 3
iPads	80 iPads @ \$500 - \$40,000 Year 2 = 1 charge station @\$200	\$40,000	\$40,200	\$0
Smartboards	8 @ \$1,300 - \$10,400	\$10,400		
	Total	\$50,400	\$40,200	\$0

**Supplies:**

**Contractual:**

**Professional Development:** To be determined based on analysis of math and reading programs.

<b>Professional Development</b>		Year 1	Year 2	Year 3
2 Math Teachers	Registrations (\$400) - \$800 Meals (3 days @ \$24/day) - \$144 Lodging (2 nights @ \$100) - \$400	\$1,344	\$1,344	\$1,344
2 Reading Teachers	Registrations (\$400) - \$800 Meals (3 days @ \$24/day) - \$144 Lodging (2 nights @ \$100) - \$1050	\$1,344	\$1,344	\$1,344
	Total	\$2,688	\$2,688	\$2,688

**Indirect Costs:** 1.83% is the allowed indirect cost rate.

<b>BENEFITS</b>		Year 1	Year 2	Year 3
Grant Total		\$177,948	\$169,078	\$120,848
Indirect Costs	1.83	\$2372	\$2397	\$2248
	TOTAL	\$180,320	\$171,475	\$123,096



**(Name) School District**

**Budget Information  
Title I School Improvement 1003(g)**

**Budget Summary**

Schools	Project Year 1 7/01/11 - 6/30/12 (a)		**Project Year 2 7/01/12 - 6/30/13 (b)	**Project Year 3 7/1/13 - 6/30/14 (c)	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>Huron Middle School / Tier III</b>		2 FTE @ \$32,000 Total=\$64,000	\$65,000	\$66,000	\$195,000
		2 Paraprofessionals @ \$17,000 Total=\$34,000	\$34,000	\$26,000	\$94,000
		\$26,120	\$26,450	\$25,420	\$77,990
		iPad (Classroom Sets) \$40,000 Smartboards \$10,400 Total=\$50,400	iPad (Classroom Sets) +charge station \$40,200		\$90,600
		Travel \$740	Travel \$740	Travel \$740	\$2,220
		Professional Dev. \$2,688	Professional Dev. \$2688	Professional Dev. \$2688	\$8,064
		Indirect Costs \$2372	\$2397	\$2248	\$7017
<b>District - Level Activities</b>					
<b>Total Costs</b>		\$180,320	\$171,475	\$123,096	\$474,891

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

\*\* Contingent upon renewed federal funding

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

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

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

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

The SD DOE has requested and received the waivers below.

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

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

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

The SD DOE has not requested the waiver below.

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

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

