



**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: Sisseton School District 54-2	Applicant's Mailing Address: 516 8 <sup>th</sup> Avenue West	
LEA Contact for the School Improvement Grant Name: Dr. April Moen . Position and Office: Title I Director  Contact's Mailing Address: 516 8 <sup>th</sup> Avenue Sisseton, South Dakota 57262	Telephone: (605) 698-7613 ext. 221  Fax: (605) 698-7404  Email address: april.moen@k12.sd.us	
LEA Superintendent (Printed Name): Dr. Stephen Schulte	Telephone: (605) 698-7613 ext.114	
<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: 5/2/2011	
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.		

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

Name of Authorized Representative (Type or Print): Dr. April Moen

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

Date: 5/2/2011

SD Department of Education use only	
Date Received:	_____ <b>Signature of authorized SD DOE staff person</b>

**Guidelines**

***Purpose of Grant***

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

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

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

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

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

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

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

### ***Eligible Applicants***

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

### ***Allocations***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Duration***

Grant Periods:

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

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

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

These funds are contingent on renewed federal funding.

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

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

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

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

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

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

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

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

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

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

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

### ***Technical Assistance***

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

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

**Contact Information**

For grant application questions:

Dr. Kristine Harms (773-6509)

Beth Schiltz (773-4716)

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

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

For fiscal questions:

Rob Huffman (773-4600)

Paul Schreiner (773-7108)

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

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

**LEA APPLICATION REQUIREMENTS**

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Sisseton Middle School				X				
Westside Elementary School				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)**

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

**Planning District Improvement Team Roster**

- Dr. Al Kusters, School Support Team Member
- Dr. Stephen Schulte, Superintendent
- Mrs. Kim Hill, Outside Consultant from ESA-1
- Mr. Jim Frederick, High School Principal
- Mr. Dan Yost, Westside Elementary School Principal
- Mrs. Karen Whitney, Sisseton Middle School Principal
- Mrs. Linda Loberg, New Effington Elementary School Principal



Dr. April Moen, Title I Director/School Improvement Coordinator  
Mrs. Michelle Greseth, Special Education Director  
Mrs. Cheryl Jenner, Technology Director  
Mrs. Carol Thelin, Title I School wide Data Analyst, Reading Recovery  
Mrs. Kathy Peterson, South Dakota Math Counts Teacher in Training, 4<sup>th</sup> Grade Teacher  
Mrs. Brenda Gomarko, High School Physical Education/ACT Groups  
Ms. Sarah Gerhold, SPED, Middle School Language Arts  
Mrs. Janet Just, High School Math Teacher  
Mrs. Chandra Donnell, Parent  
Mr. and Mrs. Paul Osborne, Parents  
Mr. Tim Azure, Parent  
Ms. Jennie Evenson, School Board Member  
Mr. LeRoy Hellwig, School Board Member

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

With the publication of the 2010 Dakota STEP scores, the district finds itself on Level 1 for math and on Level 1 for school improvement in reading.

The objective over the next two years is to make AYP in math and in reading at all attendance centers. In addition, Westside Elementary School(Tier III) and Sisseton Middle School(Tier III) will be working hard to improve their attendance.

Technology Needs Assessment: The Sisseton School District has performed both formal and informal assessment on student and teacher needs within the district. We feel that this is not just a once every two or three year project, but it is an ongoing assessment. The Technology Committee meets quarterly to go over the hardware and software needs of the district as well as looking at the training needs of the employees. Formal assessments are done at the end professional development trainings, and the school district has taken part in the online assessment tool "Taglit" – Taking a Good Look at Instructional Technology. Parent nights and questionnaires have been sent home to get feed back from parents. We have developed Professional Learning Communities (PLC) in each building to review workshops and come up with the needs of the instructors to help integrate technology. Assessing our needs is an ongoing process in the district.

Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application.

Since the fall of 2009, the District Improvement Team has spent time meeting with Dr. Al Kusters (SST) and our ESA 1 representative, Kim Hill analyzing and finding the subgroups that were proficient or advanced on the Dakota STEP assessment. In addition, the team analyzes standards data (CRT) to locate and discuss areas of concern in both reading and math, district wide. The team also spends time discussing current trends and implications during the normal school day that has brought the district to Level 1 District Improvement. The teachers also collaborate in order to devise a plan to work together to promote the success of all students to target the areas of need in regards to academic

concern for the district. The data analysis model used during this time was based on the work of Judy Sergeants' Data Retreat® model which is endorsed by the South Dakota Department of Education.

September 28, 2010: District Data Retreat

November 12, 2010: District Professional Development

December 13, 2010: Plan will be presented to Sisseton School Board Meeting

**Reading CRT Data:** Areas of strength and areas of need were analyzed using Emetrics standards-based assessment data. As a result, staff determined areas of concern in standards instruction to create grade level objectives to enhance reading instruction on grade K-12. While analyzing reading standards data, staff examined the Dakota Step blueprint for the reading indicators that make up over 50% of the reading assessment. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, staff placed more emphasis on these two indicators

**Math CRT Data:** Areas of strength and need were analyzed using Emetrics standards-based assessment data. As a result, staff determined areas of concern in standards instruction to create grade level objectives to enhance mathematics in grade K-12. While analyzing math standards data, staff examined the Dakota Step blueprint for the math strands that make up over 50% of the math assessment. Algebra and Number Sense Strands were determined to be the areas in which the most crucial math skills are embedded. Therefore, staff placed emphasis on these two strands.

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

### **Summarization of Needs Assessment-Reading**

**(Tier III) Westside Elementary-** While the ALL group and subgroups assessed did not make AYP, they are making gains in each subgroup. They are approximately 2% points away from the AMO in all areas of reading instruction based on Confidence Interval calculations. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, Westside staff placed more emphasis on these two indicators.

**(Tier III)Sisseton Middle School-** The Native American and White subgroup made AYP in reading. While the remaining subgroups did not make AYP, it is important to note that they are less than 2% points away from the AMO based on Confidence Interval calculations. Indicators 3 and 5 were determined to be the areas in which needed to be examined further.

**(District)New Effington Elementary-** Grades 3 and 4 are performing at a lower level of proficiency than grades 5 and 6. Reading Indicator 3 showed an area of concern in  $\frac{3}{4}$  grades assessed.

**(District)Sisseton High School-** Sisseton High School eleventh graders made AYP in each subgroup. As a result, 9-12 teachers will continue to implement programs and practices that enhance reading instruction for all students. Indicator 3 was determined to be the area in which needed to be examined further

### **Summarization of Needs Assessment-Math**

**(Tier III)Westside Elementary-** While the ALL group and subgroups assessed did not make AYP, they are **making gains in each subgroup**. They are approximately **2% points away from the AMO**

**in all areas of math instruction** based on Confidence Interval calculations. Number Sense 1 and 3 were determined to be the areas in which the most crucial math skills are embedded and in need of further enhancement.

**(Tier III)Sisseton Middle School-** The **SPED and White subgroup made AYP in math**. While the remaining subgroups did not make AYP, it is important to note that they *are less than 2% points away from the AMO* based on Confidence Interval calculations. Algebra Indicator 4 was an area of concern for 6<sup>th</sup> grade. Algebra Indicator 2 and Statistics Indicators 2 were an area of concern for 7<sup>th</sup> grade. Number Sense Indicator 2 was identified as a concern for 8<sup>th</sup> grade.

**(District)New Effington Elementary-** Grades 3 and 4 are performing at a lower level of proficiency than grades 5 and 6. Number Sense was identified as an area of concern at all grade levels

**(District)Sisseton High School-** Sisseton High School eleventh graders *made AYP in each subgroup*. As a result, 9-12 teachers will continue to implement programs and practices that enhance reading instruction for all students. Number Sense Indicator 2 was identified as an area of concern.

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

*Westside Elementary School*

**Reading Criterion Referenced Data (CRT) Data**

While analyzing reading standards data, Westside staff examined the Dakota Step blueprint for the reading indicators that make up over 50% of the reading assessment. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, Westside staff placed more emphasis on these two indicators.

Grade	Reading Indicator of Concern	Reading Indicator of Success
3	R.2 @ 51%	R.4 @ 58%
4	R.2 @ 52%	R.1 @ 61%
5	R.3 @ 43%	R.4 @ 59%

While analyzing math standards data, Westside staff examined the Dakota Step blueprint for the math strands that make up over 50% of the math assessment. Algebra and Number Sense Strands were determined to be the areas in which the most crucial mathematics skills are embedded.

Therefore, Westside staff placed more emphasis on these two strands.

Grade	2009-2010 Math Strand of Concern	2010-2011 Math Strand of Concern
3	Number Sense Indicator 3 Objective Met	Number Sense Indicator 1
4	Number Sense Indicator 3 Objective Met	Number Sense Indicator 3
5	Number Sense Indicator 1 Did not meet	Statistics Indicator 1

## 2010 Reading

### Strengths

6<sup>th</sup> grade R.4(66.6%) followed closely by R.3(58.6%)

7<sup>th</sup> grade R.2(53.5%) R.5(54%)

8<sup>th</sup> grade R.4(56%) R.1(61%)

### Weakness

6<sup>th</sup> grade Weakness R.5(45.9%)R.1(51.9%)

7<sup>th</sup> grade Weakness R.3(50.9%)

8<sup>th</sup> grade Weakness R.3(53.1%) , R.5 (50.4%)

## 2010 Math

### Strengths

6<sup>th</sup> grade 6N 2 (72.8%) and MN 3(71.2%)

7<sup>th</sup> grade 7A 4 (62.7%) and MG 2(63.4%)

8<sup>th</sup> grade 8M 1(57.1%)

### Weakness

6<sup>th</sup> 6A 4 (44%)

7<sup>th</sup> grade 7S 2 (55.8%) and MA 2 (59.2%)

8<sup>th</sup> grade MN 2(45.6%)

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

Westside Elementary School and Sisseton Middle School are the two schools placed on further levels for school improvement for reading and math which serves them for SIG funds. They are also our Title I schools.

- (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. **N/A Tier III School**

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

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

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

**(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.

### **Westside Elementary School Schoolwide Reading and Math Goals/Objectives/Interventions:**

The following strategies will be implemented, reinforced, and evaluated in order to meet grade level objectives and enhance the overall performance of students in grades 3-5 in math and reading instruction.

**Strategy #1** –We will have a balanced literacy coach and math coach at the K-5 level. The coaches will be instructing a reading team and math team of teachers that consist of 1 teacher from each grade level and SPED teachers from each level in order to train for SD Math Counts (CGI course) and Balanced Literacy. These teams will have a model classroom for language arts and math in each grade level. The team leaders from reading and math will present to their PLC's two times a month on the Thursday after their Monday or Wednesday class to share the information they are learning from their professional development courses for reading and math. Teachers will be encouraged to observe and take part in the model classrooms. The reading and math coaches will be available for assistance, collaboration and observations in the reading and math classrooms throughout the building to provide support for this system change for reading and math.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers**

**Evaluation** – Achievement (Grades 3-5 math/reading Fall/Winter/Spring) Developmental Reading Assessment data (Fall/Winter/Spring) & Dakota STEP test scores Spring 2010-Spring 2011

**Strategy #2** – We will continue Professional Learning Communities (PLCs), hold grade level

teacher meetings twice a month, and K-12 district meeting days. Discussions will be on the following from the PLC monitoring form:

- \_\_\_ SD Counts/CGI Math Professional Development
- \_\_\_ Balanced Literacy Professional Development
- \_\_\_ Content Standards/Curriculum Mapping
- \_\_\_ Data Analysis & Implications for Instruction
- \_\_\_ Small Group/Co-Teaching
- \_\_\_ School Improvement Goals

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

Agendas from Bi-Monthly PLC meetings (documentation of meeting minutes will be kept on file in the Title 1 Director's office)

**Strategy #3** – We will offer afterschool tutoring for K-5 students in the areas of reading and math by highly qualified teachers and qualified paraprofessionals.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Tutors/Administration/Teacher Leaders/General Education Teachers, Family Members**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May,

**Strategy #4** – We will have Small Groups (Inclusion) based on flexed grouping identified by South Dakota Standard needs: Kindergarten-5<sup>th</sup> Grade (Reading/Math) These flex small groups are to be part of or at a separate time in order to provide the 90 minute reading and math instruction throughout the school day in K-5.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**\*READING:** If students are not ‘on grade level’ by winter DRA test scores, these students will be given additional reading instruction by the highly qualified teacher in order to increase the grade levels of reading school wide.

**\*MATH:** If students are not ‘on grade level’ by winter achievement test scores, these students will be given additional math instruction by the highly qualified teacher in order to increase the grade levels of math school wide.

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #5** - We will offer summer school for students who have not achieved all grade level standards and/or need extended academic services. Grades K-5

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Summer School Staff/Administration/Parents/Family Members**

**Evaluation** - DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #6** – We will offer Supplementary Educational Services (SES) to eligible students due to our level 4 status in math.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: SES Coordinator/Tutoring Facilitator/Title I Director**

**Evaluation** – SES assessments

**Strategy #7**- We have hired paraprofessionals for small group/1:1 instruction for student academic strengths and weaknesses at all levels.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**Evaluation**- DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

The following information is a narrative description of each of the strategies in place to enhance instruction for all students in math and reading.

- ❖ The school will continue working on small intervention groups in grades K-5 based on the areas of reading or math need in regard to the South Dakota state standards that are assessed in summative form and formative form from D-STEP and Achievement Series. The students (Grades 3-5) will be assessed (Achievement Series) at the beginning (October), middle (December/January) and of the year (May) with an entire assessment (summative) in both reading and math. The students will be instructed in small-flex groups (inclusion) based on a standard of strength or weakness in reading or math. The students will spend 3-4 weeks of concentrated instruction within these small inclusion flex-groups for intervention. The students will then be assessed (formative) using achievement small tests or standardized check lists after the intervention in order to see strengths and weaknesses. It is at this time that the teacher and inclusion support team will meet to discuss the summative and formative assessments to re-build the flex groups within their classrooms based on different strengths and weaknesses from the formative assessments. The progression of small groups will continue on a 3-4 week basis using continual informal ongoing observations, discussions/assessments, interventions will then be discussed and made. The special education staff and paraprofessionals in a co-teaching model are involved in this process. This form of assessment/intervention/small groups is then also used as documentation if a referral is to be made on a student. The final outcome is to see progress in regard to the overall AYP of our school to reach the AMO for reading and math in regard to the Dakota STEP assessment. The students are then assessed at the end of the year (May) as a summative result.
  
- ❖ Based on the 2010-2011 DRA scores and achievement Math (Winter benchmark), the students that are below grade level will be required to work with the highly qualified teacher and/or the certified SPED staff working with the classroom during an additional intervention reading time besides the regular reading and math time in order to raise the below grade level to on or above by the spring benchmark.

- ❖ The school will continue the tutoring program that will highlight areas of need with regards to reading and math. This is an effort that not only builds the school's curriculum and learning that is taking place, it also builds the communication and parent involvement, as parents are the responsible party in picking up and being involved in their child's tutoring program at school. Frequent phone calls/emails/letters home from the school in regard to the progress of these children also play a huge role in the tutoring program and help build communication between the school and parents. The school is working to meet the individual child's need during the tutoring program – this enhances the differentiated teaching methods that are encouraged through a tutoring program. The students in the tutoring program will be working on word problems for math and our math goals as well as using specific reading and writing strategies that follow with our school improvement plan. Each student will have a specific tutoring plan in place to meet his/her academic strengths and weaknesses.
  
- ❖ Sisseton Public School has implemented their own Academy of Learning, Supplementary Education Service program for our students that are eligible. Tutors have been hired to work directly with these students in order to provide an individualized tutoring program that will target the areas of strength/weakness in reading and math in order to support our school improvement goals.
  
- ❖ The school is continuing professional development in areas of math and reading that are specifically tailored to the above standards. The school's Title I director works closely with professionals that are trained in specific reading and math areas that will bring the highest form of instruction to the teachers. In return we are looking for the highest instruction to be given to our students. A Reading Recovery Teacher Leader has been hired to train a group of highly qualified K-5 teachers from the school in order to further our reading strategies and their uses in the classrooms and small inclusion groups.
  
- ❖ The school continually works on bridging the gap between the parents and the school. In order to do this, we are incorporating parent classes, professional development with regard to parent communication for teachers as well as working with Connie Herman and the SD PIRC to continue our efforts with the Solid Foundations program to enhance our current parent involvement policies. We are working together with our parent involvement/Solid Foundations/PAC team to further our plan that was formulated from our Solid Foundations walk through to continue to provide a school climate and culture that is conducive for parents and family support. We are continually working to provide an educational center that promotes parent involvement.

- ❖ The school works closely with Title VII to promote the relationships and learning of our Native American students. The Title VII staff works each day to encourage attendance as well as to foster relationships in which learning can take place. The Title VII staff works in the school to help bridge the learning gaps for our Native American children. The Title VII staff is also working each day in the classrooms tutoring our students.
- ❖ The school has a contract with a Supplementary Educational Service to provide tutoring services for the economically disadvantaged students through the use of tutoring in their homes. This is a tutoring service that provides summative results and works one-on-one with students to build their academics through the use of laptops in the home.
- ❖ The school will offer summer school to students that have not mastered or need extended services to reach the South Dakota standards at grade level for grades K-5.

### **Sisseton Middle School Goals/Objectives/Interventions/Strategies**

Based on the above results, the following plan has been created to be implemented to encourage support/intervention for the areas of need in reading and math for the middle school.

#### **School-wide Strategies for Improvement**

All teachers complete and submit lesson plans electronically each week using a format provided by the administration that includes the following: Content Standards, Objective of the Day, Assessment of the Objective, Instructional Strategies and Procedures. This lesson plan format can be found in the appendix of the School Improvement Plan.

Professional Learning Communities (PLCs) will be held weekly during a common planning time. Each meeting will follow a standard format provided by the school administration focusing on curriculum and instruction. The format includes a lesson designing structure by Mike Schmoker. An agenda will be set by the team leader and notes kept in a binder. An administrator will attend each of the weekly meetings to monitor and provide feedback and give instruction. Teachers participating in the PLC will bring student work to assess. Teachers will work together to create lessons using SBR instructional strategies. Feedback from teachers will be used by the administration to plan for professional development in the district. The PLC format and Mike Schmoker lesson design can be found in the appendix of the School Improvement Plan.

Grade level Academic and Exploratory Vocabulary Lists have been created that consist of words that all students will “own” before advancing to the next grade level. The Sisseton Middle School Academic Vocabulary list can be found in the appendix of the School Improvement Plan.

A new School Vision and Belief Statements have been written and implemented for the 2010-2011 school year as a result of the School Improvement Audit last spring. The Belief Statements can be found in the appendix of the School Improvement Plan.

All core content teachers are using the same Marzano/Step Up to Writing Note taking and Summarizing strategies consistently in the core content area classrooms of social studies, language arts, math and science.

A New Sisseton Middle School Discipline Plan was created by teachers, administration and parents for the 2010-2011 school-year. The summary of the Discipline Plan can be found in the appendix of the School Improvement Plan.

New school-wide procedures were adopted by the entire staff for the 2010-2011 school-year. Our goal is to cultivate a culture of consistency for our students. These procedures are practices used in every classroom and include: Entering and exiting a classroom, setting up assignment papers, quieting a room instantly, walking in the hall, and the materials to always have in class.

Weekly Faculty Meetings are held that focus on instruction and student achievement and are based on the Professional Development Needs Assessment that can be found in the appendix of the School Improvement Plan.

The school day has been lengthened by 30 minutes.

ENRICH (Everyone Needs to Improve in Character and Homework) is a daily 26 minute structured academic advising time in which 9-11 students are assigned to a teacher. Mondays are designated for social skills, life skills, goal setting and character education. Tuesdays and Wednesdays are designated for academic/advising, and student/teacher conferencing. Thursday is DEAR (Drop Everything and Read or a Homework Catch-Up Day). Fridays are for leadership and team building activities.

New Teacher/Leader positions created to increase and encourage teacher leadership at the middle school. There are five new leadership positions for teachers: Science Team Leader, Math Team Leader, Language Arts/Social Studies Team Leader, After school Clubs and Tutoring Director, and ENRICH (advisor/advisee) Coordinator.

Positive Behavior Intervention and Supports (PBIS) meets twice monthly to discuss intervention plans for students who struggle with behavior issues in the classroom. These plans are then shared with the entire

staff. PBIS also supports rewarding students for the successes they have in the classroom and other areas of the school. Quarterly recognition assemblies are held to recognize student achievement in academics, reading, athletics, attendance and progress on the Dakota STEP. Students earn a middle school pennant on the first recognition and pens to place on the pennant for each additional award earned.

After-school tutoring/Supplementary Educational Services are offered to all students on Monday, Tuesday and Thursday. An Afterschool Tutoring and Clubs Director oversees tutors and club advisors and prepares documentation of student progress. Progress reports are mailed home monthly to parents. Learning logs are kept by students attending afterschool tutoring. Information regarding the club offerings can be found in the appendix of the School Improvement Plan.

Student-led conferences are held in February. These conferences are conducted by the student with their parent. ENRICH teachers act as guides and prepare the students for the conference. A portfolio of student work and progress reports of the District Achievement Series test are shared during this conference.

Professional Development will support the reading and math curriculum with funding from the 10% set-aside of the Title I budget for School District School Improvement. The Title I Director/School Improvement Coordinator will maintain written documentation of the SIP and supporting records.

### **Language Arts/Social Studies Strategies for Improvement**

The Accelerated Reader program will continue to be offered through the library to all students to encourage independent recreational reading. It is not being used as an instructional strategy, but as a tool to encourage wide reading and reading for enjoyment at the middle school.

Language Arts will continue to be taught in a 100-minute block for all students using a Balanced Literacy curriculum. Each 100-minute class will be taught by two co-teachers, one regular education and one special education teacher and be assisted by a paraprofessional. All grade-level language arts classes will be taught during the same period, allowing teachers to flexibly group students.

The Language Arts team at the middle school is completing a 3-year curriculum map for Language Arts based on the South Dakota Language Arts content standards.

A Language Arts Team Leader is in place at the middle school. The team leader conducts all PLC weekly meetings using the K-8 PLC District Agenda. This document is located in the appendix of the School Improvement Plan. The team leader assists teachers as they work in a collaborative environment fostering sharing and focus. The team leader assists the principal in introducing all teaching staff at the middle school to effective literacy strategies. The Language Arts Team Leader also assists teachers in using data

wisely from assessments to drive future curriculum and instructional decisions.

The Social Studies team has joined the Language Arts team in co-planning integrated lessons using the content standards of both curricular content areas. The teams meet each week during PLC's during a common planning time.

Social Studies classes will now incorporate the use of historical fiction and nonfiction literature circles into their curriculum, using the same strategies and skills taught in the Language Arts class.

A library skills curriculum will be developed and implemented by the middle school librarian with the assistance of the language arts teachers and paras. This instruction will be offered by the librarian during the language arts period once each week for 7<sup>th</sup> and 8<sup>th</sup> grade students. Sixth grade students will receive library skills instruction during the exploratory block period for 6<sup>th</sup> grade. Library skills will follow the content standards for library skills and language arts.

### **Math Strategies for Improvement**

Math classes for all grades will be grouped by ability. Students will be assigned to a class based on their ability level according to the Dakota STEP and teacher recommendation. The new District Achievement Series test will be used to flexibly group students in math.

Smaller intervention math classes will be taught with one Title teacher and one SPED para. South Dakota Counts math curriculum will be used in these smaller classes of no more than 10 students. This class includes general education and special education students who are identified as more than one grade level behind in math.

Two math labs are scheduled each day for students to receive individualized math instruction and assistance with the math instructors.

A math teacher is available after school for 1.5 hours, three times a week for math tutoring during the school year beginning second quarter.

### **Parent Involvement Strategies for Improvement**

Increased Parent/School Communication: "Good News" Post Cards are sent by each teacher twice a week. Parents are contacted at the beginning of an academic or behavior problem. Parents are contacted by phone and mail to promote school offerings, such as afterschool academics. Teachers/Administrators

will keep a parent/contact log and focus on those bubble kids who are assigned to them

A parent newsletter is mailed each week updating parents on what is happening in every classroom at the middle school. The newsletter also provides parents with information about school procedures, policy, School Improvement strategies, school events both past and future and useful parenting tips for middle school parents.

A Parent Advisory Committee has been formed and meets monthly to discuss School Improvement concerns and ideas.

Parents will be surveyed each year for feedback to be used to evaluate and address areas where parents have concerns. A copy of this survey can be found in the appendix of the School Improvement Plan.

## **Assessment of Strategies**

### **Evaluation of Strategies**

The assessments used for the above strategies will be both summative and formative. Formative and Summative in the terms that a district created Achievement Series test was developed for math and reading by teacher teams using the Dakota STEP blueprint. This test will be given three times each school year to students in grades 3-8 and 9-10. Teachers will be given statistical breakdowns of student progress in the mastering South Dakota Content Standards in Math and Reading. The principal uses this information to evaluate progress of students and future needs for staff development in critical areas of need. The superintendent receives a copy of the District Report Card which includes the results of the District Achievement Series Test to monitor the progress of students over time as they progress through the Sisseton School System.

Student portfolios are kept by ENRICH (advisor/advisee) teachers, showcasing samples of student work during the school year in all curricular areas and shared with parents during student-led conferencing.

Teachers also use the Achievement Series strands form B, to test students formatively as they master skills in the content standards during the school year..

Daily formative classroom assessments include: Ticket out of class, The Big Three, 3-2-1 Summarization, Name It, Verb It, Finish It, Question of the Day, and other teacher-created assessments that measure daily objectives.

The final summative assessment is the DakotaSTEP for grades 6-8.

## **District Data Progress Report**

The following progress report is completed for each teacher of language arts and math at the middle school as well as the elementary and high schools. The Sisseton School District now has a consistent means of tracking student progress while they are in the school system. In the teacher form, each student

is assessed based on the DakotaSTEP results, achievement on the district-wide Achievement Series test that is administered three times during the school year and quarterly grades. Teachers use the results of the district-wide Achievement Series test to monitor student progress during the school year and to make adjustments in classroom instruction based on the finding of the computer generated reports.

Grade	2010 AYP	2010 DSTEP	Oct. AYP	Oct. PCT	QTR1 Grade	QTR2 Grade	QTR3 Grade	QTR4 Grade	Jan AYP	Jan PCT	May AYP	May PCT
6 R	Y	61.0		45.4	79.4							
7 R	N	55.0		58.0	82.0							
8 R	N	56.0		52.0	78.3							
6 M	Y	62.0		54.6	82.1							
7 M	N	52.0		46.2	78.4							
8 M	Y	60.0		46.9	77.2							

Assessments Used for Student Growth and Achievement

Assessment	Type	Frequency
Dakota STEP	Summative	Annually
District Achievement Test	Formative/Summative	Tri-annually
Classroom Achievement Series Tests	Formative	Ongoing in the classroom
Daily Lesson Objective Assessments	Formative	Daily
Student Portfolios	Summative	Annually
Parent Survey	Formative	Annually
Teacher Survey	Formative	Bi-annually
Student Survey	Formative	Bi-annually

b. Recruit, screen and select external providers, if applicable, to ensure their quality. N/A

c. Align other resources with the interventions.

Continual collaborative efforts with Math Counts (K-6), Reading Up(3-8), Balanced Literacy(K-8) and Title I Intervention(K-8) will support the use of SIG funds with the current funding sources and interventions in place along with the interventions to take place. The funds and programs working together have an overall goal and mission to help our students reach our overall annual reading and math goals. The continued partnerships with ESA-1,SST, Math Counts and assistance from SD DOE will continue throughout the upcoming three year project in order to help support our school help our students to be successful.

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

With the purchase and use of the funds from SIG, practices and policies will be written and put into place with the assistance of all stakeholders. The assistance of building leadership teams, parents, community members and board members will take place in writing the proper procedures

and policies for the technology that will be put into place for the SIG funding. The district will work together with the building parent advisory committees to inform and implement the interventions that are put into practice with the presentation of the SIG funds.

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

The Sisseton School District will work with the SIG grant during the three year period using 1003a, Title I and district funds in collaborative effort. Throughout the 3 years of SIG funding, a transition will be in place in order to sustain the programs and practices once SIG funding is over. This will provide and sustain research based programs and practices for our students after SIG funding is over in order for our students to continue with our schoolwide school improvement efforts to make AYP.

- (5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Highlight major events and benchmarks for all schools over the first year pre-implementation and the remaining three year implementation time period. The timeline should be from the district perspective.* **N/A Tier III School**
- (6) (Tier I & II) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year.) Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.* **N/A Tier III School**
- (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.

**(Tier III Westside Elementary School)** A portable electronic device will be checked out to each student with a 3 year progression to be used for our schoolwide strategies of in school, afterschool and summer school use. The electronic devices offer instructional practices of differentiated practices for all levels of learning in order to meet the annual reading and math goals of our students to make AYP in reading and math. Year one implementing 5<sup>th</sup> grade and staff, year two implementing 4th grade, and year three implementing all elementary students. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies and inquiry based mathematical instruction. Students will be able to annotate and respond to texts in an efficient way along with increasing motivation and engagement. By increasing the availability of reading and language arts across the content areas, students will utilize online curriculum resources, ebooks, and have immediate access to research sources while analyzing nonfiction, historical fiction, and historical documents. The electronic devices would not only be for literacy, small guided reading instruction but also be used to develop fluency in number sense and multiple strategies for solving problems as well as building conceptual understanding of mathematics. The electronic devices extend the learning in preparation for the 21<sup>st</sup> century technology level of understanding that opens a level of learning for diverse learners that are often not met in the traditional

classroom setting. The devices will also be made available for formative assessment tools in the area of reading for running records and for math using the Richardson formative math assessment software. This would be the first step toward a wireless and paperless classroom according to our technology schoolwide plan along with our school improvement annual reading and math goals and schoolwide strategies.

\*The electronic devices for the three year projected plan and further will support the following strategies from our schoolwide/improvement plan with the use of evaluation and assessment for students and staff.\*

\*A technical assistant/curriculum integrationist will be in place for the 3 year project to support the integration of the SIG program funds into the current programs.

**Strategy #3** –We will offer afterschool tutoring for K-5 students in the areas of reading and math by highly qualified teachers and qualified paraprofessionals.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Tutors/Administration/Teacher Leaders/General Education Teachers, Family Members**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May,

**Strategy #4** – We will have Small Groups (Inclusion) based on flexed grouping identified by South Dakota Standard needs: Kindergarten-5<sup>th</sup> Grade (Reading/Math)These flex small groups are to be part of or at a separate time in order to provide the 90 minute reading and math instruction throughout the school day in K-5.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals**

**\*READING: If students are not ‘on grade level’ by winter DRA test scores, these students will be given additional reading instruction by the highly qualified teacher in order to increase the grade levels of reading school wide.**

**\*MATH: If students are not ‘on grade level’ by winter achievement test scores, these students will be given additional math instruction by the highly qualified teacher in order to increase the grade levels of math school wide.**

**Evaluation** – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**Strategy #5** - We will offer summer school for students who have not achieved all grade level standards and/or need extended academic services. Grades K-5

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

**RESPONSIBILITY: K-5 Reading/Math Summer School**

**Staff/Administration/Parents/Family Members**

**Evaluation** - DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

**(Tier III Sisseton Middle School)** A portable electronic device will be checked out to each student with a 3 year progression. Year one implementing 8<sup>th</sup> grade, year two implementing 7<sup>th</sup> and 8<sup>th</sup> grades, and year three implementing all middle school students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies. Students will be able to annotate and respond to texts in an efficient way along with increasing motivation and engagement. By increasing the availability of reading and language arts across the content areas, students will utilize online curriculum resources, ebooks, and have immediate access to research sources while analyzing nonfiction, historical fiction, and historical documents. This would be the first step toward a wireless and paperless classroom.

\*The electronic devices for the three year projected plan and further will support the following strategies from our schoolwide/improvement plan with the use of evaluation and assessment for students and staff.\*

\*A technical assistant/curriculum integrationist will be in place for the 3 year project to support the integration of the SIG program funds into the current programs.

Technology Plan Short Term/Long Term Goals:

**Goal #1 – All students in grades 3 – 8 and 11 will show an increase in math and reading as measured by the Dakota STEP test in the spring of 2014**

**Objective 1** - Existing software programs and online curriculum resources will be infused into the district's math and language arts/reading curriculums to supplement individual student instruction at a higher level of present integration.

**Objective 2** - New software and online programs that are research / standards based will be infused into the district's math and language arts/reading curriculums when appropriate.

**Goal: All K – 12 teachers will increase their level of technology integration to improve student achievement.**

(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.

**Consolidated Application Annual District Goals**

**Goal #1 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.**

**Objective 1** - To improve reading comprehension so that elementary students show a gain on the Dakota STEP in the spring of 2014

**Objective 2** - To improve reading proficiency scores so that all students in grades 6-8 (Middle School) show a gain by the spring of 2014

**Objective 3** - Reading achievement 9 - 12 will improve so that Grade 11 students will be proficient and advanced as measured by the 2014 Dakota STEP test

**Goal # 2 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.**

**Objective 1** - To improve math problem solving skills so that elementary students in grades (3-6 New Effington; 3-West Side) show a gain on the Dakota STEP test in the spring of 2014

**Objective 2** - To improve math proficiency scores so that all students in grades 6-8 (Middle School) will show an increase by the spring of 2014 as measured by the Dakota STEP test

**Objective 3** - Grades 9 through 12 students will increase mathematics achievement so that 11th grade students will be proficient or advanced as measured by 2014 Dakota STEP scores

**(8)** (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.* **N/A Tier III School**

**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 X 7.65% (Social Security-Medicare) = \$1,530  
\$15,000 X 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  
Project Year 2: July 1, 2012 – June 30, 2013  
Project Year 3: July 1, 2013 – June 30, 2014

Personnel:

Westside Elementary School  
1 Technical Assistant/Curriculum Integrationist @ \$20,000  
Sisseton Middle School  
1 Technical Assistant/Curriculum Integrationist @ \$20,000

Employee Benefits:

Westside Elementary School  
❖ 1 Technology/Integration/Assistant for electronic Devices:  $\$20,000 \times 14.3\% = \$2,860$   
❖ 1 Technology/Integration/Assistant for electronic Devices:  $\$4,500 @ 1 \text{ FTE} = \$4,500$   
Sisseton Middle School  
❖ 1 Technology/Integration/Assistant for electronic Devices:  $\$20,000 \times 14.3\% = \$2,860$   
❖ 1 Technology/Integration/Assistant for electronic Devices:  $\$4,500 @ 1 \text{ FTE} = \$4,500$

Travel:

0

Equipment:

Westside Elementary School  
❖ 170 electronic devices @ \$717 = \$121,890 year 1  
❖ 170 electronic devices @\$717= \$121,890 year 2  
❖ 170 electronic devices @\$717= \$121,890 year 3  
  
Sisseton Middle School  
❖ 115 electronic devices @ \$717 = \$82,455 year 1  
❖ 85 electronic devices @\$717= \$60,945 year 2  
❖ 85 electronic devices @\$717= \$60,945 year 3

Supplies:

Westside Elementary School  
❖ 24 carts @ \$350 = \$ 1,400 year 1-3  
❖ 4 hubs @ \$ 40 = \$ 160 year 1 -3

- ❖ 170 Power Cables @ \$4.40 = \$ 506 year 1-3
- ❖ 170 Apps Software @ \$ 150= \$17,250 year 1 -3

Sisseton Middle School

- ❖ 4 carts @ \$350 = \$ 1,400
- ❖ 4 hubs @ \$ 40 = \$ 160
- ❖ 115 Power Cables @ \$4.40 = \$ 506
- ❖ 115 Apps Software @ \$ 150= \$17,250 year 1
- ❖ 85 Apps Software @ \$150 = \$12,750 year 2
- ❖ 85 Apps Software @ \$150= \$12,750 year 3

Contractual:

Westside Elementary School

- ❖ Contracted/Technical Services \$14,000 year 1-3

Sisseton Middle School

- ❖ Contracted/Technical Services \$7,200

Professional Development:

Westside Elementary School

- ❖ Professional Development/Training/Stipends for Staff/In-Service \$6,000 years 1-3

Sisseton Middle School

- ❖ Professional Development/Training/Stipends for Staff/In-Service \$3,000 years 1-3

Indirect Costs

**1.8% of total costs**

## Sisseton 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>Name of School &amp; Tier</b> Westside Elementary School Tier III	0	\$191,960	\$191,960	\$191,960	\$575,880
<b>Name of School &amp; Tier</b> Sisseton Middle School Tier III	0	\$141,839	\$125,795	\$125,795	\$393,429
<b>Name of School &amp; Tier</b>					
<b>Name of School &amp; Tier</b>					
<b>District - Level Activities</b>					
<b>Total Costs</b>	0	\$333,799	\$317,755	\$317,755	\$969,309

\*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.

