



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

School Improvement Grant

School Application

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

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

Due Date

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

Grant Period Ends

June 30, 2017

FY 2013
School Improvement Grant (SIG)
School Cover Page

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

School Improvement Grants

School Level Section

Intervention Chosen:	Transformation	Turnaround	Closure	Restart
	X			

DESCRIPTIVE INFORMATION

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

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

The following were involved in the analysis of school data:

- Greg East, Superintendent
- Karyl Knudson, Elementary Principal
- Curtis Huffman, Middle/High School Principal
- Kathy Schmeichel, Special Education Director
- Heather Overland, Elementary/Middle School Math Teacher
- Jay Shillingstad, Title I/School Improvement Coordinator
- Stephanie Weideman/SST
- Bob Rose/Title I Technical Advisor
- Colleen Blake/Learning Specialist Three Rivers Special Services Cooperative

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

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

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

Strengthening reading and math interventions is dependent on hiring an experienced data/intervention specialist, which is what we will do if awarded. The specialist will manage all student data and assist us in our efforts to improve reading interventions and expand math interventions, which were started in the 2013-2014 school year. Without this, we are at risk of not meeting the specialized instruction needed in our school. Also, as a priority school,

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

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

The Turnaround Model

Section I.A.2(a)

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

- *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
 - *How will the principal be included in staffing, calendars/time, and budgeting?*
 - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment?*
 - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
 - *How will the district screen all existing staff?*
 - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paraprofessionals? Determine the 50% threshold of staff in each category that can be rehired.*
 - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- *List resources available to new staff.*

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

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

☐ The Restart Model

Section I.A.2(b)

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

☐ School Closure Model

Section I.A.2(c)

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

X The Transformation Model

Section I.A.2(d)

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



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

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

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

We plan to implement the South Dakota Principal and Teacher Effectiveness models.

School year 2014-2015 initial implementation will begin and in 2015-2016 full implementation.

Principal and Teacher Effectiveness implementation plans have been submitted to the state. South Dakota Framework for Teaching (Danielson /Teachscape) will evaluate professional practice and student growth. Teachers will develop Student Learning Objectives to determine growth between two points in time. Middle school teachers will use the SLO template and SLO quality check-list as provided by the state. The student growth rating will be as provided by the state: low growth less than 65%; expected growth between 65-85% and high growth 86-100% goal attainment.

Observation based assessments will involve a minimum of 2 walkthrough observations and 1 formal evaluation per semester for the 2014-15 school year and during the term of the grant. A key component of this will be the use of the integrated 8 as defined by SD-DOE. Scoring of evaluations will be based on the rubric provided by SD-DOE. The evaluation matrix will include scores for professional practice and student growth. The

scoring for professional practices will be supported in part by the type of artifacts listed on page 21 of the Principal Effectiveness Handbook. One middle school teacher participated and represented the middle school in the Teacher Effectiveness Training provided by ESA 2, Brian Aust on February 25, 2014.

- c. Describe how the school will reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so. [Section I.A.2(d)(1)(i)(C)]

- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
- *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

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

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

- d. Describe how the district will provide staff ongoing, high-quality, job-embedded professional development. [Section I.A.2(d)(1)(i)(D)]

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
- *List resources available to new staff.*
- *Will there be a mentoring program or literacy and/or math coaches available?*
- *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
- *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

Professional development opportunities are aligned with needs identified in the school improvement plan documented in SD-LEAP. Staff has access to our professional resource library which includes supplemental materials related to core and intervention curriculums. Reading and math mentoring/coaching will be

done by intervention specialist if awarded the SIG. PD decisions will continue to be data driven and aligned with our reform strategies through the term of the SIG.

For example, the following 2013-2014 professional development calendar reflects PD training is aligned with our reform strategies.

2013-2014 Professional Development

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

e. Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school? [Section I.A.2(d)(1)(i)(E)]

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

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

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

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

Comprehensive instructional reform strategies

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

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

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

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

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

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

- g. Describe the process the school will use to promote the continuous use of student data. [Section I.A.2(d)(2)(i)(B)]

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

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

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

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

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

Increasing learning time and creating community-oriented schools

- h. Describe how the school will increase learning time. [Section I.A.2(d)(3)(i)(A)]*
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours.*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to **all** students in the school and provided at a time when most students would be able to participate.*

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

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

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

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

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

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

Smee School District is located in an extraordinarily rural area. All students are bused to school. Student density is extremely low with .45 students per square mile. The town of Wakpala has 450 residents, and a limited amount of taxes are available for school support. The community has only a post office, community center, health clinic open one day per week and no other services. The nearest gas station and grocery store are eight miles away.

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

Our school district lies within the boundaries of Corson County which has recently been identified as the 9th poorest County in the United States, with an overall poverty rate of 41%,

and the poverty rate of children under 18 is 54%. All students, 100%, in Smee School District qualify for free or reduced lunch.

There are very few job opportunities on the reservation, as it remains an extreme representation of national unemployment, poverty, and Temporary Assistance to Needy Families (TANF) dependency. The Bureau of Indian Affairs statistics reflect unemployment rates range from 60 to 70%. The majority of residents in the South Dakota portion of the reservation are subject to extreme geographic isolation. The nearest airport providing minimal flight service is one hundred miles away. The vast majority of tribal offices, Indian Health Services and Bureau of Indian Affairs offices are located in Fort Yates, North Dakota, which is approximately 47 miles away. The highway to Fort Yates is an older two lane hard surfaced road in need of constant repair and difficult to travel during winter. Consequently, residents on the South Dakota portion of the reservation generally lack the basic necessities and resources.

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

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

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

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

- Full time school nurse
- Full time school social worker

- Several contract mental health counselors
- Collaboration with department of social services child protection office
- Member of Standing Rock Sioux Tribe Wellness Program which includes bullying and suicide prevention initiatives in all schools
- Member of Standing Rock Education Consortium
- On-site 21st Century afterschool program
 - On-site office for School Resource Officers who visit our schools weekly
- School Wellness Committee sponsors youth wellness conference annually and promotes healthy eating and lifestyles
- Fresh fruit daily – fruit baskets filled with apples, oranges, and bananas are placed in hallways for student access throughout the day.
- Back to School Night during first week of school – parents/guardians and community invited to school for activities and supper
- Parent/Community Committee sponsors student honoring suppers quarterly, bingo nights, elderly suppers
- Culture Committee sponsors cultural events to include quarterly wacipis/pow wow, and Lakota language and knowledge bowls
- Project Skills – a school to work program
- Mission of Mercy Delta Dental bus visits annually
- Johnson O’Malley Parent Committee provides funds for field trips, cultural events, and expenses related to Lakota Nation Language Bowl
- Positive Behavioral Intervention Supports as part of MTTSS – positive notes sent home, Courage Cards for positive behavior
- Conscious Discipline approach to managing student behavior
- Collaboration with local tribal council to secure grant for playground in the community of Wakpala
- On-site E-Learning Center for credit recovery, advanced courses, and dual enrollment
- Weekly radio program used to inform parents/guardians and community about school events
- DDN access at school for parents who do not have internet access at home
- Book Fair during PTC
- Career and Technical Education provided via contract with Northwest Area Schools Cooperative – 8 CTE mobile trailers rotate among the contract schools

Providing operational flexibility and sustained support

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

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

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

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

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

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

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

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

Smarter Balanced Test results will be available in Spring 2015, 2016, and 2017, and used as measurement of school improvement.

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

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

List the reading and math annual goals for this priority/focus school. *Schools must use the goals created as part of the priority/focus school process in SD LEAP. Copy and paste the goals for both math and reading into this question. (Each school must have a reading and math annual goal, which must be measurable and specify the indicator (district assessment for 2014-15, Smarter Balanced Assessment for 2015-16 and 2016-17) that will be used during each of the grant years.)*

SD
Wakpala Middle School
PO Box B
Wakpala SD 57658
605-845-3040

Goals and Objectives Form

Priority Schools- At minimum please complete an academic goal (both math and reading) for improving achievement for all students. Goals for subgroups are optional.

Focus Schools- At minimum please complete a goal (math, reading, graduation, or attendance) for subgroups contributing to the Gap group which identified the school for Focus status.

To complete this form:

1. Enter the information for each goal.
2. Select "Repeat" to add additional goals (scroll down to the empty fields to add information regarding the additional goals for all students or subgroups)
3. Click "Save" at the bottom of the form to save responses.
4. To submit the report, return to the dashboard, go to the Required Reports Tab and click the "submit" button next to the Goals and Objectives Form.

Please answer the following questions for each goal:

1. Which area is the goal for:

- Math
- Reading
- Attendance
- Graduation
- Other

If Other, please describe:

2. Which student group does the goal focus on: (Check all that apply to this specific goal)

- All Students
- Economic Disadvantaged
- Hispanic
- Native American
- White
- Two or more races
- Hawaiian Pacific
- Asian
- Black
- Limited English Proficient
- Special Education

3. Which Grade Level(s)? (Check all that apply to this specific goal)

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- High School

4. What is your Goal? (SMART – Specific, Measurable, Achievable, Realistic, Timely)

Increase in STAR scale score, Fall to Spring.

5. How will the school evaluate whether you have met this goal? Repeat if needed.

Measurable objective(s) to meet goal	10% increase in STAR scale score, Fall to Spring.
Measurement Tool	STAR Enterprise
Targeted student grades	6, 7, and 8
Fall Benchmark Results - Please give results or explain progress	STAR 657 average scale score for grades 6-8
Winter Progress Check - Please give results or explain progress	STAR 699 average scale score for grades 6-8
Spring Progress Check - Please give results or explain progress	716 average scale score for grades 6-8, made 9.5% progress just under goal.

6. List the major strategies being used within the school to accomplish this goal?

Afterschool homework assistance is offered to students twice per week. Math core curriculum is taught by one teacher instead of two.
Math interventions will be implemented Spring 2014 (We were awarded supplemental 1003a funds to assist with interventions.)

- Reviewed and Approved.
- Reviewed and Not Approved. See Comments Below.

Comments:

We will need to work on creating a tiered approach to math interventions. Much the same way you are addressing the reading.

Please answer the following questions for each goal:

1. Which area is the goal for:

- Math
- Reading
- Attendance
- Graduation
- Other

If Other, please describe:

2. Which student group does the goal focus on: (Check all that apply to this specific goal)

- All Students
- Economic Disadvantaged
- Hispanic
- Native American
- White
- Two or more races
- Hawaiian Pacific
- Asian
- Black
- Limited English Proficient
- Special Education

3. Which Grade Level(s)? (Check all that apply to this specific goal)

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

High School

4. What is your Goal? (SMART – Specific, Measurable, Achievable, Realistic, Timely)

Increase STAR scale scores, Fall to Spring. Reduce number of Tier III students.

5. How will the school evaluate whether you have met this goal? Repeat if needed.

Measurable objective(s) to meet goal	15% increase in STAR scale scores Fall to Spring. Reduce number of students in Tier III comprehension by 30%.
Measurement Tool	STAR Enterprise and AIMSweb.
Targeted student grades	6,7,8
Fall Benchmark Results - Please give results or explain progress	55.8% of students receive Tier III interventions for comprehension. 32.6% of students receive Tier II interventions for comprehension. 11.6% of students receive Tier I core reading comprehension instruction. 27.7% of students receive Tier III interventions for fluency. 38.63% of students receive Tier II interventions for fluency. 34.09% of students receive Tier I core reading fluency instruction. STAR 494 average scale score.
Winter Progress Check - Please give results or explain progress	31.8% of students receive Tier III interventions for comprehension. 36.4% of students receive Tier II interventions for comprehension. 31.8% of students receive Tier I interventions for comprehension. 31.11% of students receive Tier III interventions for fluency. 37.77% of students receive Tier II interventions for fluency. 31.11% of students receive Tier I interventions for fluency. Reduced Tier III by 42% in comprehension (24 students in Tier III in Fall and 14 students in Tier III in Winter). STAR 559 average scale score.
Spring Progress Check - Please give results or explain progress	See addendum #2 at end of document.

6. List the major strategies being used within the school to accomplish this goal?

Reading intervention teacher dedicated to all grades. All students are benchmarked three times per year and progress monitored weekly as indicated by AIMSweb.

- Reviewed and Approved.
 Reviewed and Not Approved. See Comments Below.

Comments:

Great work!

Jan 2014 - Many thanks for including the same data in the winter progress check section. I really appreciate it!

Please answer the following questions for each goal:

1. Which area is the goal for:

- Math
 Reading
 Attendance
 Graduation
 Other

If Other, please describe:

2. Which student group does the goal focus on: (Check all that apply to this specific goal)

- All Students
 Economic Disadvantaged
 Hispanic
 Native American
 White
 Two or more races
 Hawaiian Pacific
 Asian
 Black
 Limited English Proficient
 Special Education

3. Which Grade Level(s)? (Check all that apply to this specific goal)

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- High School

4. What is your Goal? (SMART – Specific, Measurable, Achievable, Realistic, Timely)

Achieve 94% attendance.

5. How will the school evaluate whether you have met this goal? Repeat if needed.

Measurable objective(s) to meet goal	94% attendance rate
Measurement Tool	Infinite Campus
Targeted student grades	Grades 6, 7, 8
Fall Benchmark Results - Please give results or explain progress	97% during 1st week in October
Winter Progress Check - Please give results or explain progress	94.8% at end of first semester/December 2013.
Spring Progress Check - Please give results or explain progress	95.10% attendance rate for 2013-2014, exceeded the goal of 94% .

6. List the major strategies being used within the school to accomplish this goal?

Perfect attendance monthly incentives.
 3,5,7,and 10 day absence letters sent to parents.
 Reports to tribal juvenile court and truancy officers when students are habitually absent.
 Recognition by principal at closing ceremonies on Friday afternoon for achieving 94% or above for the week.
 Parents are informed of attendance rate during weekly radio program and praised for their efforts in supporting good attendance.
 Open gym/free time for those eligible.

- Reviewed and Approved.
- Reviewed and Not Approved. See Comments Below.

Comments:

What strategies are you implementing here?

Jan 2014 - thank you for including the strategies!

- (2) Give an overview of the interventions/strategies the school will be implementing with the SIG funds? *What personnel, travel, equipment, supplies, contractual, and professional development will be implemented? Explain what the SIG funds will purchase over the course of the next three years. Will the school apply for any pre-implementation costs? (Pre-implementation costs are for activities from award date to June 30, 2014. Examples include: Hold community meetings to review school performance; compensate staff for instructional planning, such as examining student data; Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model). If so, what for?*

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

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

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

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

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

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

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

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

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

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

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

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

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

Grant Periods:

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

Project Year 1: July 1, 2014 – June 30, 2015
Project Year 2: July 1, 2015 – June 30, 2016
Project Year 3: July 1, 2016 – June 30, 2017

EXAMPLE: Grant Year 1

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	.5 FTE Teacher to provide interventions in reading for grades K-2	\$20,000
	1 FTE Paraprofessional to assist math intervention teacher for grades K-5	\$15,000
	Staff incentives for making progress based on Student Learning Objectives for each teacher (20 teachers X \$500 possible)	\$10,000
Employee Benefits:	Benefits for .5 FTE teacher \$20,000 X 7.65% (Social Security-Medicare)	\$1,530
	Benefits for 1 FTE paraprofessional \$15,000 X 7.65% (Social Security-Medicare)	\$1,148
Travel:	Advancing Improvement in Education Conference in Austin Texas Sept 23-25, 2014 Meals, Lodging, Airfare, Miscellaneous for 3 staff	\$3,500
Equipment:	3 Desktop Computers (3 X \$1200) to be used in intervention room for reading strategies	\$3,600
	10 Laptop Computers (10 X 1000) for intervention room for math interventions	\$10,000
Supplies:	Books for Reading Intervention	\$900
	Software for Math Intervention Program for laptops	\$500
	Math Intervention manipulative to be used in Intervention Room	\$500
Contractual:	Contract with TIE to provide training for staff Student Learning Objectives (5 days throughout year)	\$7,500
Professional Development:	Book Study <u>Beyond the Bake Sale</u> –Lori Laughlin will facilitate book study with staff on early release days	\$2,500
	Registration for 3 staff for AIE Conference in Austin Texas	\$1500
Total Direct Costs:		\$78,178
Indirect Costs*:	District Rate of 2.95%	\$2,306
Total:		\$80,484

* The school can only apply indirect costs to the first \$25,000 of a contract.

Pre-Implementation: Award Notification- June 30, 2014 (Optional)

(Pre-implementation examples include: Hold community meetings to review school performance; compensate staff for instructional planning, such as examining student data; Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model)

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:		
Employee Benefits:		
Travel:		
Equipment:		
Supplies:		
Contractual:		
Professional Development:		
Total Direct Costs:		
Indirect Costs*:		
Total:		

* The school can only apply indirect costs to the first \$25000 of a contract.

Grant Year 1: July 1, 2014- June 30, 2015



Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	Full time certified teacher for reading and math interventions	\$42,975
Employee Benefits:	Insurance	\$7,800
	Social Security	\$3,300
	SD Retirement	\$2,600
	Unemployment Comp	\$850
Travel:		
Equipment:		
Supplies:	95% Group Vocabulary Surge- grades:6-8	\$3,000
Contractual:		
Professional Development:		
Total Direct Costs:		\$60,525
Indirect Costs*:		
Total:		

*The school can only apply indirect costs to the first \$25000 of a contract.

Grant Year 2: July 1, 2015- June 30, 2016

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	Full time certified teacher for reading and math interventions	\$44,264
Employee Benefits:	Insurance	\$7,880
	Social Security	\$3,400
	SD Retirement	\$2,700
	Workers Comp	\$900
Travel:		
Equipment:		
Supplies:		
Contractual:		
Professional Development:		
Total Direct Costs:		\$59,144
Indirect Costs*:		
Total:		

* The school can only apply indirect costs to the first \$25000 of a contract.

Grant Year 3: July 1, 2016- June 30, 2017

Category	Description of Activities: Describe specifically what will be purchased. Add or delete lines as necessary.	Requested Funding
Personnel:	Full time certified teacher for reading and math interventions	\$45,592
Employee Benefits:	Insurance	\$7,960
	Social Security	\$3,500
	SD Retirement	\$2,800
	Workers Comp	\$950
Travel:		
Equipment:		
Supplies:		
Contractual:		
Professional Development:		
Total Direct Costs:		\$60,802
Indirect Costs*:		
Total:		

* The school can only apply indirect costs to the first \$25000 of a contract.

Budget Information
Title I School Improvement Grant 1003(g)

Name of School:

Budget Summary

Budget Categories	Pre-implementation (Optional) Award Notification- 6/30/14	Project Year 1 7/1/14-6/30/15	Project Year 2 7/01/15-6/30/16	Project Year 3 7/1/16-6/30-17	Project Total
1. Personnel		\$42,975	\$44,264	\$45,592	\$132,831
2. Employee Benefits		\$14,550	\$14,880	\$15,210	\$44,640
3. Travel					
4. Equipment					
5. Supplies		\$3,000			\$3,000
6. Contractual					
7. Professional Development					
8. Total Direct Costs (line 1-7)		\$60,525	\$59,144	\$60,802	\$180,471
9. Indirect Costs*					
10. Total Costs (lines 8-9)					

*Use restricted indirect cost rate (same rate as regular Title I program) and the school can only apply indirect costs to the first \$25000 of a contract.

**SCHOOL IMPROVEMENT GRANT
SCORING RUBRIC
SCHOOL APPLICATIONS**

Reviewer: _____

Submitted By: _____

Focus: _____

Priority: _____

District: _____

School: _____

Model Chosen: _____

Questions within the School SIG Application

Questions to Review	Score	Strong -3 points	Moderate-2 points	Limited-1 point	Not Evident-0 points
<p>(1) The school has conducted a needs analysis which has revealed the need for a School Improvement Grant.</p>		<p>Sufficient data, using multiple sources, has been analyzed by multiple staff members and a clear rational justifies the need for a School Improvement Grant.</p>	<p>Sufficient data was analyzed and a rational justifies the need for School Improvement Grant.</p>	<p>Data was analyzed, but lacks a justification as to why the school needs a School Improvement Grant. Multiple staff members were not involved in the process.</p>	<p>There is no evidence that data was analyzed and no justification is provided for the need for a School Improvement Grant.</p>
<p>Needs Analysis Comments:</p>					

Questions within School SIG Application

(2) The School must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Select the intervention model chosen for this.

(A) The Turnaround Model

Sub Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given.		Response was thorough and included specific details regarding the process used to replace the principal and allow the new principal flexibility.	Response included details regarding the process used to replace principal and allow the new principal flexibility.	Response was missing details regarding the process used to replace the principal and/or allow the new principal flexibility.	Response was unclear and lacked details and evidence of a process to replace the principal. It was unclear how the new principal would be provided flexibility.
b. Describe the process the district will use to replace staff and refresh the teacher pool for this school.		Response was thorough and included specific details regarding the process to screen and replace staff.	Response included details regarding the process to screen and replace staff.	Response was missing details regarding the process used to screen and replace staff.	Response was unclear and lacked details and evidence of a process to screen and replace staff.
c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school?		Response was thorough and included specific details regarding strategies to recruit, place, and retain staff.	Response included details regarding strategies to recruit, place, and retain staff.	Response was missing details regarding strategies to recruit, place, and retain staff.	Response was unclear and lacked details and evidence of the strategies in place to recruit, place, and retain staff.
d. How will the district provide staff on-going, high quality job-embedded professional development?		Response was thorough and included specific details regarding the professional development provided to staff.	Response included details regarding the professional development provided to staff.	Response was missing details regarding the professional development provided to staff.	Response was unclear and lacked details and evidence of the professional development provided to staff.

e. Describe the new governance structure that will be adopted for this school.		Response was thorough and included specific details regarding the new governance structure to be in place.	Response included details regarding the new governance structure to be in place.	Response was missing details regarding the new governance structure to be in place.	Response was unclear and lacked details and evidence of the new governance structure to be in place.
f. Describe how an instructional program will be determined and designed.		Response was thorough and included specific details regarding the instructional program to be put in place.	Response included details regarding the instructional program to be put in place.	Response was missing details regarding the instructional program to be put in place.	Response was unclear and lacked details and evidence of an instructional program to be put in place.
g. Describe the process the school will use to promote the continuous use of student data.		Response was thorough and included specific details of how the school will promote continuous use of data.	Response included details of how the school will promote continuous use of data.	Response was missing details regarding how the school will promote continuous use of data.	Response was unclear and lacked details and evidence of how the school will promote the continuous use of data.
h. Describe how the school will increase learning time.		Response was thorough and included specific details of how the school will increase learning time.	Response included details of how the school will increase learning time.	Response was missing details of how the school will increase learning time.	Response was unclear and lacked details and evidence of how the school will increase learning time.
i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?		Response was thorough and included specific details of how the school will provide social-emotional and community-oriented services and supports.	Response included details of how the school will provide social-emotional and community-oriented services and supports.	Response was missing details of how the school will provide social-emotional and community-oriented services and supports.	Response was unclear and lacked details and evidence of how the school will provide social-emotional and community-oriented services and supports.

Turnaround Model Comments:

Questions within the School SIG Application

(B) The Restart Model

Sub Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
a. Describe the rigorous review process the district undertook to select a partner to restart the school.		Response was thorough and included specific details of the review process to select a partner to restart the school.	Response included details of the review process to select a partner to restart the school.	Response was missing details of the review process to select a partner to restart the school.	Response was unclear and lacked details and evidence of the review process to select a partner to restart the school.
b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?		Response was thorough and included specific details of how the district will ensure enrollment of former students.	Response included details of how the district will ensure enrollment of former students.	Response was missing details of how the district will ensure enrollment of former students.	Response was unclear and lacked details and evidence of how the district will ensure enrollment of former students.
c. How will funds from this grant be used to support the restart model?		Response was thorough and included specific details of how the SIG funds will support the restart model.	Response included details of how the SIG funds will support the restart model.	Response was missing details of how the SIG funds will support the restart model.	Response was unclear and lacked details of how the SIG funds will support the restart model.

Restart Model Comments:

Questions within the School SIG Application

(C) The School Closure Model

Sub Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
a. Describe the process the district used to determine to close this school.		Response was thorough and included specific details of the process in place to determine to close the school.	Response included details of the process in place to determine to close the school.	Response was missing details of the process in place to determine to close the school.	Response was unclear and lacked details and evidence of a process in place to determine to close the school.
b. Which higher achieving schools have been identified that have the capacity to receive students from this school?		Response was thorough and included specific details of the higher achieving school(s) in the area with capacity to serve students from this school.	Response included details of the higher achieving school(s) in the area with capacity to serve students from this school.	Response was missing details of the higher achieving school(s) in the area with capacity to serve students from this school.	Response was unclear and lacked details of the higher achieving school(s) in the area with capacity to serve students from this school.

School Closure Model Comments:

Questions within the School SIG Application

(D) The Transformation Model

Sub Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
a. Describe the process the district will use to replace the principal.		Response was thorough and included specific details regarding the process used to replace the principal.	Response included details regarding the process used to replace principal.	Response was missing details regarding the process used to replace the principal.	Response was unclear and lacked details and evidence of a process to replace the principal.
b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals, including factors such as student growth and observation-based assessments.		Response was thorough and included specific details of how the school will implement teacher and principal evaluations using student growth and observations.	Response included details of how the school will implement teacher and principal evaluations using student growth and observations.	Response was missing details of how the school will implement teacher and principal evaluations using student growth and observations.	Response was unclear and lacked details and evidence of how the school will implement teacher and principal evaluations using student growth and observations.
c. Describe how the school will reward school leaders, teachers, and other staff who have increased student achievement and HS graduation rates and identify and remove those who have not done so.		Response was thorough and included specific details of how the school will reward staff who have increased achievement and graduation rates and remove those who have not.	Response included details of how the school will reward staff who have increased achievement and graduation rates and remove those who have not.	Response was missing details of how the school will reward staff who have increased achievement and graduation rates and remove those who have not.	Response was unclear and lacked details and evidence of how the school will reward staff who have increased achievement and graduation rates and remove those who have not.
d. Describe how the district will provide staff ongoing, high quality, job-embedded professional development.		Response was thorough and included specific details regarding the professional development provided to staff.	Response included details regarding the professional development provided to staff.	Response was missing details regarding the professional development provided to staff.	Response was unclear and lacked details and evidence of the professional development provided to staff.

e. Describe how the district will implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation school.		Response was thorough and included specific details of how the district will recruit, place, and retain staff.	Response included details of how the district will recruit, place, and retain staff.	Response was missing details of how the district will recruit, place, and retain staff.	Response was unclear and lacked details and evidence of how the district will recruit, place, and retain staff.
f. Describe how an instructional program will be determined and designed.		Response was thorough and included specific details regarding the instructional program to be in place.	Response included details regarding the instructional program to be in place.	Response was missing details regarding the instructional program to be in place.	Response was unclear and lacked details and evidence of an instructional program to be put in place.
g. Describe the process the district will use to promote the continuous use of student data.		Response was thorough and included specific details of how the school will promote continuous use of data.	Response included details of how the school will promote continuous use of data.	Response was missing details regarding how the school will promote continuous use of data.	Response was unclear and lacked details and evidence of how the school will promote the continuous use of data.
h. Describe how the school will increase learning time.		Response was thorough and included specific details of how the school will increase learning time.	Response included details of how the school will increase learning time.	Response was missing details of how the school will increase learning time.	Response was unclear and lacked details and evidence of how the school will increase learning time.
i. Describe how the school will provide appropriate social-emotional and community oriented services and supports for students.		Response was thorough and included specific details of how the school will provide social-emotional and community-orientated services and supports.	Response included details of how the school will provide social-emotional and community-orientated services and supports.	Response was missing details of how the school will provide social-emotional and community-orientated services and supports.	Response was unclear and lacked details and evidence of how the school will provide social-emotional and community-orientated services and supports.
j. Describe the operational flexibility that will be given to this school.		Response was thorough and included specific details of the operational flexibility given to the school.	Response included details of the operational flexibility given to the school.	Response was missing details of the operational flexibility given to the school.	Response was unclear and lacked details and evidence of the operational flexibility given to the school.

k. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.		Response was thorough and included specific details of the intensive assistance and support provided to the school.	Response included details of the intensive assistance and support provided to the school.	Response was missing details of the intensive assistance and support provided to the school.	Response was unclear and lacked details and evidence of the intensive assistance and support provided to the school.
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Transformation Model Comments:

Questions within the School SIG Application					
Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
(3) Describe the timeline that addresses the steps the school will take for the appropriate activities within the chosen model.		Response was thorough and included specific details of the timeline needed to implement the chosen model.	Response included details of the timeline needed to implement the chosen model.	Response was missing details of the timeline needed to implement the chosen model.	Response was unclear and lacked details and evidence of the timeline needed to implement the chosen model.
Timeline Comments:					

Questions within the School SIG Application					
Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
(4) List the reading and math annual goals for this priority/focus school.		Response was thorough and included specific details of the math and reading goals for the school. Goals were SMART (specific, measurable, attainable, realistic, and timely).	Response included details of the math and reading goals for the school. Goals were SMART (specific, measurable, attainable, realistic, and timely).	Response was missing details of the math and reading goals for the school. (Goal may be missing a few details of the SMART Goal (specific, measurable, attainable, realistic, and timely)).	Response was unclear and lacked details and evidence of the math and reading goals for the school. Goals were not SMART Goals (specific, measurable, attainable, realistic, and timely).
Goals Comments:					

Questions within the School SIG Application

Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
(5) Give an overview of the interventions/strategies the school will be implementing with the SIG funds.		Response was thorough and included specific interventions/strategies the school will implement to get an understanding of the SIG program.	Response included interventions/strategies the school will implement to get an understanding of the SIG program.	Response was missing interventions/strategies the school will implement to get an understanding of the SIG program.	Response was unclear and lacked interventions/strategies the school will implement to get an understanding of the SIG program.
Interventions/Strategies Comments:					

Questions within the School SIG Application

Budget Narrative and Budget Table

Sub Questions to Review	Score	Strong- 3 points	Moderate- 2 points	Limited- 1 point	Not Evident-0 points
(6) A budget narrative has been completed and includes three years in the format requested in the application.		Response was thorough and included specific details of the SIG budget for this school for all three years in the format requested.	Response included details of the SIG budget for this school for all three years in the format requested.	Response was missing details of the SIG budget for this school. Details were not included for all three years of grant in the format requested.	Response was unclear and missing many details of the SIG budget for this school. Details were not included for all three years of grant in the format requested.
(7) The school has requested sufficient funds to fully implement interventions selected, including pre-implementation costs, if applicable.		Amount requested is appropriate and necessary to fully implement the chosen model, including pre-implementation costs, if applicable.	Amount requested is satisfactory to fully implement the chosen model, including pre-implementation costs, if applicable.	Amount requested is inadequate and/or unreasonable to fully implement the chosen model, including pre-implementation costs, if applicable.	Amount requested does not justify evidence to fully implement the chosen model, including pre-implementation costs, if applicable.
Budget Narrative Comments:					

Questions within the School SIG Application

Approvals

Sub Questions to Review	Score	Strong- 3 points	Not Evident-0 points
(8) The School Principal has signed off on the proposal.		Signature is present.	Signature is missing.

Overall Application Comments:

Total Score:_____ *A value in the **Limited or Not Evident** column will require a revision before the grant can be awarded.*

Applications will be ranked according to percent of possible points.

Decision: **Award grant** **Award grant with revisions** **Do Not Award Grant**

Possible Points:

21 possible points - General Section - all applications must have, plus points from one of the models below:

- | | |
|---|--|
| 27 possible points - Turnaround Model | (Possible total of 48 for all questions if this model is selected) |
| 9 possible points - Restart Model | (Possible total of 30 for all questions if this model is selected) |
| 6 possible points - Closure Model | (Possible total of 27 for all questions if this model is selected) |
| 33 possible points - Transformational Model | (Possible total of 54 for all questions if this model is selected) |

Addendum #1

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

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

Addendum #2

(15% increase from fall benchmark STAR would be-568)

627 average scale score for grades 6-8. We made this goal which is better than a 24% increase.

20.9% of students receive Tier III interventions for comprehension (exceeded goal)

25.6% of students receive Tier II interventions for comprehension.

53.5% of students receive Tier I interventions for comprehension.

17% of students receive Tier III interventions for fluency.

38.6% of students receive Tier II interventions for fluency.

34.09% of students receive Tier I interventions for fluency.