

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: Belle Fourche Middle School				Grades Served: 5th-8th			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Steve Willard, Superintendent-Belle Fourche School District
 Kevin Smidt, Principal-Belle Fourche Middle School
 Julie Hatling, Math Teacher
 Melissa Ruml, Math Teacher
 Stacey McCarty, Special Education Teacher
 Andrea Olson, Language Arts Teacher
 Joann Stephens, Language Arts Teacher
 Reva Potter, Language Arts Teacher
 Penny Louks, Language Arts Teacher
 Amanda Kidder, Encore Teacher
 Dick and Kim Myers, Parents
 Brian Aspen, Home School Liaison
 Bev Banks, Member-Belle Fourche School Board
 Pam Lange, ESA 7 Consultant-TIE
 Karen Wagner, School Improvement Consultant BFSD

- b. Indicate the data sources that were analyzed as part of the district’s comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

Student Data Analyzed:

- grade 4-8 reading and math scores for 2007-2009;
- four year growth scores for reading and math from the Dakota STEP and the DACS pre assessment results for fall of 2009 and May 2010 post assessment;
- student survey results including climate, academic, and safety;
- Achievement Series formative assessment results;
- attendance rate;
- results of instructional changes in math and reading courses to address state standards and testing needs to meet the needs of the sub groups not making AYP;

- student demographic data including gender, ethnic/racial groups and free and socio-economic population (free and reduced lunch).

Professional Practices Data Analyzed:

- staff feedback from October 16, 2009 data retreat regarding professional development needs and effectiveness of past training;
- outcomes of past and recent professional development activities for the 2009-2010 school year;
- teacher and para-professional highly qualified staff status;
- information from the weekly Collaborative Work Group planning sessions.

Program and Structures Data Analyzed:

- current middle school program structure/schedule such as length of day, current attendance requirements, curriculum implementation;
- review of 5-8 curriculum maps which target state standards for reading and math;
- curriculum effectiveness;
- technology opportunities available for student and staff to enhance instruction;
- reading and math instructional tools, delivery and expansion of services to students;
- daily teaming time, building leadership team structure, professional collaborative work group time, South Dakota Incentive Plus (SDI+) involvement 2008-present, and consultation support for planning from the Data Retreats held October 16, 2009, January 22, and March 19, 2010.

Family and Community Data Analyzed:

- parent survey data from 2009 and January-present 2010;
- student led conference format;
- transition plan from elementary to the middle school and from the middle school to the high school per the district school improvement plan;
- increased parent involvement strategies per the school improvement plan and the 2009 Title I school audit;
- community resources BFMS currently utilizes along with discussed needs for expansion.

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

The comprehensive needs assessment was conducted March 30, 2010 with the following members present:

Steve Willard, Superintendent-Belle Fourche School District
 Kevin Smidt, Principal-Belle Fourche Middle School
 Julie Hatling, Math Teacher
 Melissa Ruml, Math Teacher
 Stacey McCarty, Special Education Teacher
 Andrea Olson, Language Arts Teacher
 Joann Stephens, Language Arts Teacher
 Reva Potter, Language Arts Teacher

Penny Louks, Language Arts Teacher
Amanda Kidder, Encore Teacher
Brian Aspen, Home School Liaison
Dick and Kim Myers, Parents
Pam Lange, ESA 7 Consultant-TIE
Bev Banks, Member-Belle Fourche School Board
Karen Wagner, School Improvement Consultant

The committee was presented with up-dated information to assist in determining the final needs for the SIG application. During the data review on March 30, 2010, the committee reviewed data from October 16, 2009, January 22, and March 19, 2010 data retreats and presented up-dated data for analysis and review.

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

Outcomes:

- increase reading and math access for students through the hiring of additional math and reading literacy teachers;
- expand curriculum opportunities through the use of technology via supplemental on-line programs for reading and math;
- increase professional development opportunities for staff emphasizing technology and curriculum development with a focus on improving reading and math skills through specific instructional strategies;
- provide additional support for staff planning and collaboration;
- increase student and staff instructional time.

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Strengths:

- flexible schedule for students and staff;
- monthly early release time for staff collaboration;
- student/staff instructional ratio at the 7th and 8th grade levels;
- highly qualified staff;
- transition plan is well defined;
- goals and strategies for school improvement have been established based on data review and identified needs;
- professional development opportunities across content areas;
- ample time and financial resources available for training staff to support student instructional needs;
- math and reading literacy teachers at the 5th and 6th grade levels;

Weaknesses:

- technology equipment and supplemental curriculum access;
- systemic implementation of math and reading instructional strategies 5-8 provided through professional development training opportunities;
- alignment of courses to the state standards;
- consistent evaluation measures of student progress through formative and summative assessments;

- staffing to target reading and math instructional needs especially for the sub groups not making AYP.
- absence of reading and math literacy teachers in 7th and 8th grade.
- student/staff instructional ratio at the 5th and 6th grade levels.

The **prioritized areas** for the SIG funds are:

- technology equipment purchase and training;
- increased literacy staff in the areas of reading and math, mainly for the 7th and 8th grades;
- increase math and reading training support for all staff through on-site math and reading coaches;
- development and implementation of consistent formative and summative assessment protocols to measure student achievement grades 5-8;
- increase the availability of outside consultants to collaborate and train staff in the areas of reading, math, and technology, along with providing support in the review of data and on-going monitoring of student performance.

f. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

The Belle Fourche District had one school that qualified as a Tier II priority need which is the Belle Fourche Education Connection (BFEC). The Department of Education announced the availability of funds for Tier III schools, and the district determined the SIG funds would provide additional opportunities for the Belle Fourche Middle School to further support and expand school improvement efforts. The Level 5 School Improvement restructuring plan and components of the Transformation model will help BFMS to narrow the focus to address the expansion of curriculum, staffing, technology, and professional development opportunities to improve student achievement in the areas of math and reading.

- (2) 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. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

The Belle Fourche School District has made a commitment to address student growth, reward staff for increasing student outcomes, identify instructional strategies based on student needs, provide job-embedded professional development to support staff, and use data to evaluate instruction. Limited funding has presented barriers for full implementation, so the goal is to expand these outcomes through additional financial support. Based on this philosophy, BFMS has chosen components of the Transformation Model as it closely aligns with the current Level 5 School Improvement restructuring plan. By enhancing activities through the SIG application, achievement will improve.

Current Resources:

- administrative oversight by the middle school principal;
- professional development through established days for all staff via the school calendar;
- minimal ESA 7 consultation through TIE;

- Black Hills Special Services Cooperative contract services for building staff and outside consultants;
- minimal financial support for training, curriculum implementation, and the hiring of staff;
- Black Hills State University higher education partnership;
- SDI+ grant through TIE

The above resources will be continued, but the plan is to expand technology instruction which will require the purchase of equipment and training. The job embedded professional development activities will be increased through outside consultation with TIE, Black Hills Special Services Cooperative, and Black Hills State University staff. These opportunities have been limited due to lack of funding. Outside consultants will be used to support the development of curriculum, increase the use of reading and math instructional strategies, alignment of curriculum to state standards, and the use of student data to support instructional decisions. Staff training and planning time will be increased along with student instructional time. Contracted time with outside consultants will increase the support provided to staff to improve reading and math skills for students through training, modeling, evaluating data, developing student plans, and aligning curriculum to core content standards in all academic areas. Math and reading literacy teachers will focus specific math and reading strategies to target students in sub groups that are not making adequate progress on the DStep.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

The District and BFMS have and continue to utilize outside consultant services through TIE, Black Hills Special Services Cooperative, and Black Hills State University. We will continue to utilize these external providers due to the highly trained staff who are knowledgeable in research based professional development models, along with the requirements by the federal and state for school improvement. Additional rationale for using the current external providers is due to the success BFMS has experienced with its professional development activities. BFMS staff has confidence in these professionals and their expertise.

In order to maintain success in our professional development delivery, the administration, staff, and external providers will conduct planning sessions to identify specific needs of the staff. The planning sessions will include the four lenses data to ensure there is a comprehensive approach in identifying needs. A specific plan was started during the recent data retreat, and we will continue to outline the needs for training/support, planning, and outcomes. With SIG approval, the committee will immediately review and adapt activities based on the funding received.

- (4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

Since the Transformation Model components are addressed through the BFMS School Improvement plan, question number 7 (which is now #5 below) will be the resource in which services are

addressed. Up-dates will be outlined based on the philosophy and planning by the new administration for the district and school.

- (5) 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. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

Overview:

Belle Fourche Middle School is currently at Level 5 of the School Improvement process, so it had to develop a restructuring plan according to Title I School Improvement regulations and requirements. The restructuring plan has been included in this application since it addresses components of the Transformation Model in the SIG application. The School Improvement stakeholders determined the current goals, objectives, and strategies outlined in the school improvement plan which will also be the main focus for the SIG application. Components will be added to meet the criteria of SIG with the Transformation Model being the guide to assist in identifying the needs and activities to improve student achievement for BFMS students.

Belle Fourche Middle School Restructuring Plan:

The Middle School is currently at Level 5 which requires a restructuring plan. In order to understand the difficulty the Middle School is having with the plan, a historical overview is provided below. At the end of the 2008-2009 school year, the District had major changes in their administrative team with the retirement of both the Superintendent and the Middle School Principal. With these changes, there is currently a new Superintendent, High School Principal, and Middle School Principal. The Middle School Principal, Kevin Smidt, has spent the first part of the 2009-2010 year reviewing existing plans and working in conjunction with Karen Wagner, School Improvement Consultant, to acclimate himself with the School Improvement process. Along with the District's contractual services with Karen Wagner, all outside consultants from ESA 7 and Black Hills State University have been put in place to support this transition and planning stage which has included a review of previous work by the Middle School as well as proposed changes based on new administrative input. This section will outline the restructuring activities that have taken place, those that still need to be changed based on the new administrative transition, as well as areas to be strengthened as the year progresses. This will guide the Middle School in meeting the Title I School Improvement requirements.

The State has been actively involved in the process of guiding Belle Fourche Middle School through this transition phase along with the support of SST member, Dr. John Usera. Dr. Usera conducted the audit process in January of 2009 and has reviewed and provided input into the School Improvement and Restructuring Plans. Betsy Chapman and Beth Schiltz, Educational Services Support Personnel from the state's Title I Office, have also been instrumental in providing technical assistance. With the new administration, we recognize that the School Improvement Committee planning process was not fully utilized, so a main focus for the Middle School is creating specific timelines for meeting with the committee January through the summer of 2010 to further discuss Middle School needs for school improvement. This will allow the new administration a full year of transition and planning.

BFMS identified goals and strategies for reading and math which are a part of the school improvement plan. Timelines were also developed for planning purposes. These components are included in this application as they have been used to measure and improve student achievement. In addition to the school improvement plan, the SIG application includes an up-date of the activities proposed to meet the needs of the school, teachers, and students.

Timeline/Activities for the Restructuring Plan Implementation:

<p>January & April 2010-Parent Outreach Council Quarterly Meetings</p>	<p>-Establish grade level Parent Outreach Councils to meet on a quarterly basis.</p> <p>-Plan and conduct grade level (5-8) parent meetings to discuss all student performance with a specific focus on outcomes for students scoring basic and below basic on the DSTEP.</p> <p>-Specific strategies are listed in the Goals/Objectives/Strategies section of the School Improvement Plan.</p>	<p>-Record parent feedback and input to be utilized with grade level planning during BLT meetings, Collaborative Work Groups, bi-monthly staff meetings and monthly early dismissal planning sessions.</p>
<p>January 2010-May 2010-Staff data analysis for targeting student achievement specifically outlined in the Goals/Objectives/Strategy section of this plan.</p>	<p>-Coordinate grade level process w/ the BLT leadership team to implement guided study time practices, formative assessment tools, curriculum mapping, collaborative work sessions and early dismissal meeting needs.</p> <p>-Review School Improvement goals, objectives and strategies. Note: specific approaches for evaluation based on formative and summative assessments are noted in the Goals/Objective/Strategies and Evaluation sections of the School Improvement Plan.</p>	<p>-Identify a system for utilizing the Achievement Series as a formative assessment to identify student needs pre and post instruction.</p> <p>-Record minutes of work sessions to assist in School Improvement planning.</p> <p>-Utilize formative assessment results to determine student needs and staff development support to meet the instructional needs.</p> <p>-The Goals/Objective/Strategies and Evaluation components of the plan have had extensive revisions throughout the spring, summer and fall of 2009 utilizing the SMART goal planning process. The new administrative team has used this information in their transition work.</p>
<p>January, March & April-School Improvement Committee meetings.</p>	<p>-Conduct School Improvement Committee meetings to review the School Improvement goals, and parent involvement needs.</p>	<p>-Record the School Improvement Committee feedback to utilize in the planning process.</p>
<p>June 2010-Continue planning for the up-coming school year.</p>	<p>-Conduct a mini data retreat to begin prioritizing student needs for the 2010-2011 school year.</p>	<p>-Review DACS fall and spring summative assessment results, Achievement Series formative assessment results.</p> <p>-Review Parent Outreach Council input, BLT & Collaborative Work Group input and determine a plan to incorporate this information with the STEP results.</p> <p>-Finalize restructuring plan.</p>

Belle Fourche Middle School Objectives:

69% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2010 as defined by the Annual Measurable Objective set by the State of South Dakota. **Strategy:** *Staff will utilize data analysis results to determine areas of need to improve student achievement in the area of reading.*

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curr. Teach strategies i.e. differentiated instruction 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series, D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material resources Increase availability of school library Sustain after school support Identify vocabulary specific to each content area 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments 	<ul style="list-style-type: none"> Ach. Series pre and post assessment of instruction. Analyze state test results annually DACS testing fall and spring 	<ul style="list-style-type: none"> Acquire common test taking strategies Guided Study Time has common building goal but may have different grade level focus Mid-year data retreat to determine if target is being met Increase K-12 PD time Conference with student on Ach. Series results Cross-curricular planning to support and meet goals
<p>STUDENTS WITH DISABILITIES: Increase reading comprehension through implement of reading workshop instructional strategies, differentiated instruction and the use of reading supplemental materials as measured by reading comprehension pre and post assessments.</p>					
<ul style="list-style-type: none"> Continue to implement reading workshop strategies to increase reading fluency and comprehension. Implement use of 	<ul style="list-style-type: none"> District-wide tests (DACS and Achievement Series, D-Step Individual teacher assessments. Pre and post test measures from the supplemental reading tools. 	<ul style="list-style-type: none"> Collab. Work Groups Outside consultation for teachers Cross-curricular/vertical curric.maps Expand supplemental materials. Increase availability 	<ul style="list-style-type: none"> Special education staff will implement the strategies & work with all staff to differentiate instruction. Implement Guided Study Time to focus on supplemental reading support. Cross-curricular planning to support and meet goals. 	<ul style="list-style-type: none"> Analyze state test results annually DACS testing fall and spring Pre and post test analysis from the supplemental reading tools. 	<ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being

supplemental reading tools to improve student reading skills.		<ul style="list-style-type: none"> of school library Sustain after school support Identify voc specific to each content area. 			<ul style="list-style-type: none"> met Student conference on Ach. Series results
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Strategy: Improve student achievement through parent/community involvement.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Increase communication with parents and parent involvement 	<ul style="list-style-type: none"> By the end of September each grade level team will develop a written plan to communicate with parents Select a grade level parent representative 	<ul style="list-style-type: none"> Parents will attend quarterly planning meetings Develop grade level and building plans to involve parents 	<ul style="list-style-type: none"> Promote staff and parent collaboration through parent meetings Conduct quarterly meetings 	<ul style="list-style-type: none"> Develop weekly communication strategies with parents Conduct quarterly meetings 	<ul style="list-style-type: none"> Provide parent training activities with outside consultants Set up parent volunteer opportunities Continue with student led conferences surveys, interpretation of test results, coordinate with SD Parent Network

Belle Fourche Middle School Objectives:

72% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Math test in the spring of 2010 as defined by the Annual Measurable Objective set by the State of South Dakota. **Strategy:** Staff will utilize data analysis results to determine areas of need to improve student achievement in the area of math.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material resources Sustain after school support Identify vocabulary 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments 	<ul style="list-style-type: none"> Ach. Series pre and post assessment of instruction Analyze state test results annually DACS testing fall and spring 	<ul style="list-style-type: none"> Acquire common test taking strategies Guided Study Time has common building goal but may have different grade level focus Mid-year data retreat to determine if target is being met Increase K-12 PD time Conference

		specific to each content area			with student on Ach. Series results
<p>STUDENTS WITH DISABILITIES: Increase math computation skills through continued implementation of inquiry based instructional strategies, differentiated instruction and the use of math supplemental materials as measured by pre and post math assessments.</p>					
<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area. 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals 	<ul style="list-style-type: none"> Ach. Series pre and post assessment for instruction. Analyze state test results annually DACS testing fall and spring 	<ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results
<p>HISPANIC: 1) During instructional time, math teachers will incorporate specific math vocabulary used on standardized tests and assess student comprehension through pre and post testing. 2) Through specific math supplemental/tutorial instructional interventions students who are below proficiency level will demonstrate gains of at least one letter grade from one reporting period to the next.</p>					
<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals 	<ul style="list-style-type: none"> Ach. Series pre and post assessment of instruction. Analyze state test results annually DACS testing fall and spring 	<ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results

ECONOMICALLY DISADVANTAGED: 1) During instructional time, math teachers will incorporate specific math vocabulary used on standardized tests and assess student comprehension through pre and post testing. 2) Through specific math supplemental/tutorial instructional interventions students who are below proficiency level will demonstrate gains of at least one letter grade from one reporting period to the next.

<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACs and Achievement Series) D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals 	<ul style="list-style-type: none"> Ach. Series pre and post assessment of instruction. Analyze state test results annually DACS testing fall and spring 	<ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results
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Strategy: Improve student achievement through parent/community involvement.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Increase communication with parents and parent involvement 	<ul style="list-style-type: none"> By the end of September each grade level team will develop a written plan to communicate with parents Select a grade level parent representative 	<ul style="list-style-type: none"> Parents will attend quarterly planning meetings Develop grade level and building plans to involve parents 	<ul style="list-style-type: none"> Promote staff and parent collaboration through parent meetings Conduct quarterly meetings 	<ul style="list-style-type: none"> Develop weekly communication strategies with parents Conduct quarterly meetings 	<ul style="list-style-type: none"> Provide parent training activities with outside consultants Set up parent volunteer opportunities Continue with student led conferences surveys, interpretation of test results, coordinate with SD Parent Network

Additional Prioritized Needs/Activities:

1) Improve student achievement through the expanded use of technology with on-line supplemental reading and math programs and expanded instructional strategies within the curriculum.

Rationale: Currently, a supplemental on-line reading program has been utilized in 5th and 6th grade. Pre and post assessments reflect significant gains in comprehension and reading fluency from the Read Plus program. Online math programs are also being piloted on a trial basis.

Activities:

- Expand the implementation of the supplemental on-line reading program to grades 5-8.
- Identify a math supplemental on-line program that will enhance student achievement.
- Purchase technology equipment.
- Provide staff training and mentoring to support full implementation.
- Utilize pre and post assessments to monitor supplemental program effectiveness.
- Compare this data to the DStep results to align to standards.
- Utilize outside technology consultation to support staff training.

2) Improve student achievement through the use of on-site reading and math literacy teachers grades 5-8.

Rationale: Currently, BFMS has utilized reading and math teachers at the 5th and 6th grade levels to support the regular classroom teachers in the implementation of the reading and math curriculum. BFMS has made a financial commitment to fund the 5th and 6th positions. There is a need to expand staffing to target reading and math skills for the 7th and 8th grades to determine the impact on student achievement.

Activities:

- Add staff for implementing specific reading and math instructional strategies aligned to reading and math content standards grades 5-8.
- Develop reading and math plans by grade level to address specific student needs based on the DStep test results.
- Utilize DACS and Achievement Series test results to determine effectiveness.
- Utilize the on-line programs to increase supplemental and enrichment instructional time for all students in grades 5-8 through study hall, student free time, the after school program, and during Intersession Fridays.

3) Increase on-site training and support in the areas of reading and math through the use of reading and math coaches.

Rationale: Currently, BFMS utilizes the coaching and mentoring model with outside consultants, but the amount of time is limited. Expanded time will allow for more support and systemic implementation to improve student achievement through staff training and on-site follow through.

Activities:

- Contract with outside consultants through expanded collaboration with Black Hills State University and Black Hills Special Services Cooperative/TIE specific to the reading and math content areas.
- Provide staff with expanded learning time through the use of payment of stipends to work with the math and reading coaches outside of school time.
- Utilize current staff development activities such as the SDI+ Take One and National Board Certification to enhance the coaching/mentoring training process.
- Provide further training in the implementation and use of formative and summative assessments to drive instruction and measure student achievement. The DACS and Achievement Series will assist in determining effectiveness.
- Provide travel incentives for training and on-site visits of effective programs for staff.
- Continue to utilize the SDI+ building leadership teams and collaborative work groups for dialogue and planning.

4) Increase the availability of outside consultation to evaluate data, provide support in identifying research based training models to support the on-going monitoring of student performance at BFMS.

Rationale: Currently, the District, and specifically, BFMS have been involved in training which involves Richard Stiggins, Robert Marzano, and Richard and Rebecca DuFour's professional development training models. All have been identified as researched-based. These training models will be continued and expanded upon through the resources the SIG grant provides.

The building principal, building leadership team, and outside consultants will align the professional development activities and training support to the above reform strategies adopted by the District and BFMS. Consultants will be required to substantiate research-based training models. It should be noted that the outside consultants BFMS will use have an in-depth understanding of research-based program needs as it relates to school improvement reform. This is part of the rationale as to why the district and BFEC will continue to utilize outside resources.

Activities:

- Establish contracts with outside consultants through Black Hills State University and Black Hills Special Services Cooperative/TIE.
- Assist in on-going data review and training with formative and summative assessment tools.
- Provide training and guidance through research based training models which support staff in the implementation of sound instructional strategies and the development of curriculum to align with content standards.
- Provide travel opportunities for the staff training which supports research based models.
- Continue to utilize early release time for staff to address data, training and dialogue.
- Utilize the SDI+ building leadership and the collaborative work group model to support planning and dialogue. Minutes will be kept to reflect outcomes.
- Utilize building professional development days for training and dialogue per the building professional development plan.

Evaluation and Monitoring:

Currently, teachers are evaluated with the Belle Fourche School District evaluation system. Recent state legislation will influence the teacher evaluation tool adopted by the district. For purposes of this grant, we will model the evaluation system/tools to address specific standards for teaching as outlined by the state. The system will focus on student outcomes through the use of a rubric based measurement including set criteria for student growth, curriculum development/expansion, instructional strategies, and technology implementation.

Through the evaluation system put in place, teachers will be evaluated on their professional practices. The evaluation system will include steps to document teacher effectiveness or lack of effectiveness. Specific needs for improvement will be established through a plan of assistance for the staff member. Those who do not improve will know in advance the expectations and the final outcome will be removal.

In addition to the District evaluation system, BFMS will utilize outside resources to develop a monitoring system specific to SIG goals. The effectiveness of professional development practices targeting specific instructional strategies will be monitored through the system described above. This monitoring system will help determine the impact on student achievement in the areas of reading and math.

- Student performance will be measured based on the Dakota STEP test results for grade 5-8.
- Pre and post summative assessment will be conducted using the DACS.

- Pre and post formative assessment will be conducted using the Achievement Series.
- Attendance rate is currently met, but BFMS will continue to monitor.

Summary:

The District has adopted the philosophy that effective professional development is the foundation of improving student achievement.

To ensure professional development activities are meaningful, staff surveys will consistently be conducted and analyzed, along with student and parent/community data to identify needs and outcomes. This approach ensures staff will be equipped to facilitate effective teaching and learning within the classroom. This is the foundation to successful school reform. All reform strategies will be supported by data driven decisions involving administration, staff, parent/community, and when appropriate, students.

- (6) 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. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

Teachers and para-professionals have daily collaboration time as an on-going means to consult and plan. The principal will also be involved on an as need basis but no less than once a month. The building leadership team format through SDI+ will be the model implemented as minutes are kept and targeted outcomes identified. Monthly early release time for staff will also be maintained and utilized for planning and dialogue regarding the school improvement process/model.

In March, the SIG stakeholder committee met to review data and identify needs for the SIG application. This committee includes all stakeholders from the school, family/community, and outside agencies. The stakeholders will meet formally twice a year to review the school improvement process and SIG outcomes in order to provide input to needs.

The strategies outlined in BFMS Title I School Improvement Plan outlines specific parent and community involvement activities which provide opportunities for feedback and input.

TIER III
BELLE FOURCHE MIDDLE SCHOOL
SCHOOL IMPROVEMENT GRANT
BUDGET NARRATIVE

Travel: Travel for staff is for lodging and meals, reimbursement for use of the district school vehicles, registration for training sessions that will assist staff to meet the SIG goals. Examples are: TIE conference, state-wide reading and math conferences, assessment training for DACS/Achievement Series, on-site visitations, etc.

Staff Travel: Years 1-3

- Mileage/gas reimbursement-\$2,000.00
- Lodging-\$2,500.00
- Meals-\$2,500.00
- Registration-\$3,000.00

TOTAL PER YEAR- \$10,000.00

GRAND TOTAL FOR 3 YRS-\$30,000.00

Equipment: The entire budget will be utilized to purchase computers for student and staff use. It includes mobile labs and equipment that will enhance instruction and the delivery of the supplemental programs in reading and math. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: *Year 1*

- Mobile lab yr. 1(24 unit)=\$25,000.00
- 2 Smart Boards yr. 1=\$11,200.00

TOTAL PER YEAR-\$36,200.00

Technology Needs: *Year 2*

- Mobile lab yr. 2 (24unit)=\$25,000.00
- 2 Smart Boards yr. 2=\$11,200.00

TOTAL PER YEAR-\$36,200.00

Technology Needs: *Year 3*

- Mobile Lab yr. 3=\$25,000.00
- 2 Smart Boards yr.3=\$11,200.00

TOTAL PER YEAR-\$36,200.00

GRAND TOTAL FOR 3 YRS-\$108,600.00

Supplies: With the increased technology access, the supply budget will assist in the license costs for the reading and math programs and the purchase of new textbook and materials to support the day-to-day implementation of instructional strategies for the curriculum.

Supply Needs: Year 1

- Read Plus Supplemental Program License-\$6,000.00
 - Math Program Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$6,720.00
- TOTAL PER YEAR-\$18,720.00**

Supply Needs: Year 2

- Read Plus Supplemental Program License--\$6,000.00
 - Math Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$4,065.00
- TOTAL PER YEAR-\$16,065.00**

Supply Needs: Year 3

- Read Plus Supplemental Program License-\$6,000.00
 - Math Supplemental Program License-\$6,000.00
 - Supplemental Textbook/Materials Purchases-\$3,390.00
- TOTAL PER YEAR-\$15,390.00**
GRAND TOTAL FOR 3 YRS-\$50,175.00

Contractual: BFMS will contract with outside consultants for the technology, math, reading, data review, training for assessment, differentiated instruction, project evaluation and monitoring. The consultants will be from Black Hills State University and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time, and training with on-site work, observations, mentoring, and coaching. The reading and math literacy staff will be contractual.

Consultants Needs: Years 1-3

- Technology Coach 10 days @\$500.00/day-\$5,000.00
 - Math Coach 80 days @\$500.00/day-\$40,000.00
 - Reading Coach 80 days @\$500.00/day-\$40,000.00
 - Assessment training/coaching 10days@\$500.00/day-\$5,000.00
 - Data review /AYP follow-up 10 days @\$500.00/day-\$5,000.00
 - Differentiated Instruction training 10 days @\$500.00/day-\$5,000.00
 - Project monitoring/evaluation 10 days @\$500.00/day-\$5,000.00
- TOTAL PER YEAR-\$105,000.00**

Contractual continued:

Literacy Teacher Needs: *Year 1*

- 1-Reading Literacy Teacher full-time salary/benefits-\$43,370.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$86,740.00
- TOTAL PER YEAR-\$130,110.00**

Literacy Teacher Needs: *Year 2*

- 1-Reading Literacy Teacher full-time salary/benefits-\$44,255.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$88,510.00
- TOTAL PER YEAR-\$132,765.00**

Literacy Teacher Needs: *Year 3*

- 1-Reading Literacy Teacher full-time salary/benefits-\$44,480.00
 - 2-Math Literacy Teacher full-time salary/benefits-\$88,960.00
- TOTAL PER YEAR-\$133,440.00**
GRAND TOTAL FOR 3 YRS-\$711,315.00

Professional Development: Travel for conferences with emphasis on reading, math, curriculum development, assessment, and technology. The primary focus will be out of state travel.

Professional Development: 6 staff-*Years 1-3*

- Airfare-\$6,000.00
 - Registration-\$2,400.00
 - Meals/Lodging-\$5,900.00
- TOTAL PER YEAR: \$14,300.00**
GRAND TOTAL FOR 3 YRS-\$42,900.00

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Belle Fourche Middle School

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)
1. Personnel	0	0	0	0
2. Employee Benefits	0	0	0	0
3. Travel	10,000.00	10,000.00	10,000.00	30,000.00
4. Equipment	36,200.00	36,200.00	36,200.00	108,600.00
5. Supplies	18,720.00	16,065.00	15,390.00	50,175.00
6. Contractual	235,110.00	237,765.00	238,440.00	711,315.00
7. Professional Development	14,300.00	14,300.00	14,300.00	42,900.00
8. Total Direct Costs (line 1-7)	314,330.00	314,330.00	314,330.00	942,990.00
9. Indirect Costs*	5,670.00	5,670.00	5,670.00	17,010.00
10. Total Costs (lines 8-9)	320,000.00	320,000.00	320,000.00	960,000.00

*Use restricted indirect cost rate (same rate as regular Title I program) **BFSD Rate-2.04%**