

School Improvement Grants

School Level Section Tiers I, II, and III

Name of School: Sisseton Middle School 2010-2014					Grades Served: Grades 6-8 Technology Enhanced Literacy Instruction		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						X	Technology Enhanced Literacy Instruction

DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

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

Dr. Al Kosters

School Support Team Member

Kim Hill

Outside Consultant from ESA-1

Karen Whitney

Sisseton Middle School Principal

Dr. April Moen

Title I Director/SI Coordinator

Cal Schubert

Parent

Dean Lehrke

6/7 Math Teacher, Math Team Leader

Sarah Gerhold

6/7/8 Language Arts/SPED Teacher, Afterschool Clubs and Tutoring Coordinator

Carissa Metz

6/7/8 Language Arts Teacher,

Language Arts Team Leader

Tammy Meyer

7/8 Science Teacher, Science Team Leader

Tressa Schmidt

Middle School Librarian

Lehla Pietz

6/7/8 Vocal Instructor, 7 Dance

Darrell Haaland

6/7/8 Computers, Tech Support

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

In the fall of the 2007-2008 school year, Sisseton Middle School began developing a plan for school improvement for Level I in reading. In 2006 SMS missed the AMO target and was placed on Alert status because of the Students with Disabilities subgroup. On the 2007 Dakota STEP test, the subgroups that did not make AYP were All Students, Native American, and Students with Disabilities.

With the publication of the 2008 Dakota STEP scores, the middle school found itself on ALERT for math, on ALERT for attendance and in Level 2 for school improvement in reading. The middle school did not make AYP for the following subgroups in both math and reading in 2008: Native American, Economically Disadvantaged and Students with Disabilities.

The Middle School prioritized the students it would target for special intervention. These students (bubble students) were identified at the middle school data retreat as those students who are a few points away from being proficient on the mean scaled scores for both math and reading. A decision of the school improvement team was to target no more than 20 students at each grade level (6th, 7th & 8th) for both math and reading.

Also extracted from the data, were the areas of strengths and weaknesses of Sisseton Middle School students according to the Dakota STEP data. The unpacked content standards were given to teachers in their grade level PLC's which addressed our student's areas of weakness. Students with math academic needs were assigned to individual teachers.

(2)

In 2009 the Middle School found itself on Level 1 for school improvement in math, Level 1 for school improvement on attendance, and Level 3 for school improvement in reading. The middle school did not make AYP for the following subgroups on the 2009 Dakota STEP: Native Americans, Economically Disadvantaged and Students with Disabilities.

All teachers were given a performance report detailing how each middle school student scored in reading and math at the 2009 Back to School Inservice. All teachers were given an organized binder with tabs to keep track of lesson plans, content standards, parent contact information, professional development information and documentation, parent contact log, faculty meeting and school board information reports. All teachers were also given a print out of their content standards as well as sections of the Language Arts standards that they could use to integrate lesson planning. The expectation was given that all teachers would keep a parent contact log and make personal phone contacts with parents to encourage and receive support and information on each students. All teachers

were informed of the expectation to send home two “Good News” post cards each week to different students. Copies of these cards are made in the office and kept in a binder to track which students are receiving feedback and by which teacher.

Faculty Meetings and In-district Professional Development was a priority in the 2009-2010 school year. Faculty may receive undergraduate and graduate credit for attending and participating in Faculty Meetings and other professional development opportunities. Full day School-wide Inservice opportunities have been added that include the formation of K-12 Department Teams. Instruction in the Achievement Series, Curriculum Mapping, Love & Logic and SharePoint were offered at these District Inservice Meetings. All core teachers at the middle school will be instructed in the use of Marzano’s Note-taking and Summarizing Strategies. All middle school teachers will be instructed during faculty meetings in the use of Marzano’s nine effective teaching strategies that increase student achievement. The middle school will concentrate this year in developing classroom instruction in goal setting, better student feedback, providing recognition, summarizing and note-taking.

At the end of April 2010, a school-wide audit was conducted by the state. Results of the audit were received from the state at the end of May. A summer overview was share with staff on May 27, 2010 before teachers were released for the summer break.

At the first school inservice in 2010 September the entire staff read and reviewed the results from the school audit, noting strengths and weaknesses in each of the eight evaluated components: Leadership, Curriculum and Instruction, Highly Qualified Staff, Assessment and Accountability, Budget and Resources, School Culture and Climate, Parent Involvement, and Professional Development.

Our weakest area is Curriculum and Instruction, with School Climate and Culture our strength. The Restructuring Plan will address the weaknesses our middle school needs to correct. Our action steps will reflect the information received in the school audit and performance data gathered during the 2010-2011 school-year. The School Leadership Team will meet November 12 to begin to write our first action step to present to parents for feedback and input at the next parent advisory meeting.

School Audit Results

SUMMARY REPORT – Sisseton Middle School ELEMENTS RELATED TO SCHOOL SUCCESS

Scale: **4 = Exemplary:** This element contributes to the school’s success and provides a model for other schools to emulate.

3 = Meets Expectation: This element is fully functional and all indicators are evident

2 = Area of Concern: This element is marginal. Some indicators are evident. Performance in this area should be monitored for change and impact on Areas of Need.

1 = Area of Need: No evidence that this element is met or understood by the school. This element would be identified as a priority for technical assistance.

	#1 Score	#2 Score	#3 Score	#4 Score	Average Score
I. Leadership					
1. Clear vision & mission	2	2	2	2	2.00
2. Leadership for school improvement	3	3	3	2	2.75
3. Instructional leadership	3	3	3	3	3.00
4. Policies & procedures	2	3	2	3	2.50
5. School leadership decisions	3	3	2	3	2.75
6. Monitoring process	2	2	2	3	2.25
Element Total	2.5	2.7	2.3	2.7	2.55
II. Curriculum / Instruction					
1. Curriculum alignment with state standards	2	2	1	2	1.75
2. Access to grade level standards instruction	3	2	3	3	2.75
3. Scientifically research based strategies	3	3	2	3	2.75
4. Strategies for students who are at risk or do not master standards	2	3	2	3	2.50
5. Access to instructional materials	2	3	2	3	2.50
Element Total	2.4	2.6	2.0	2.8	2.45
III. Highly Qualified Staff					
1. Assignments of students to classrooms based on teachers qualifications	3	3	2	3	2.75
2. Teacher assignments to the most challenging classes and students	3	3	2	3	2.75
Element Total	3.0	3.0	2.0	3.0	2.75
IV. Professional Development					
1. Identified Needs	3	3	2	2	2.50
2. Highly qualified and effective teachers	3	3	3	3	3.00
3. Scientifically researched-based methodologies and instructional strategies	3	3	2	3	2.75
4. School provides professional development through coaching, mentoring, and collaboration	2	3	1	3	2.25
5. Data analysis of the State, school, and classroom assessment	3	3	3	3	3.00
6. Use of assessment data to evaluate the impact of professional development	1	3	1	2	1.75
Element Total	2.5	3.0	2.0	2.7	2.55
	#1	#2	#3	#4	Average

	Score	Score	Score	Score	Score
V. Assessment / Accountability					
1. Quality assessments aligned to state content standards	3	3	2	3	2.75
2. Unit/lesson planning based on student results	1	2	2	3	2.00
3. Standards-based grading policies and procedures	2	2	2	2	2.00
4. Accommodations	3	3	3	4	3.25
5. Alternate assessments	3	4	4	4	3.75
6. Assessment reporting	4	4	2	4	3.50
7. Accountability reporting	3	4	3	3	3.25
Element Total	2.7	3.1	2.6	3.1	2.88
VI. School Culture / Climate					
1. High expectations related to State goals	3	3	3	3	3.00
2. High expectations (teacher & administrator performance)	3	3	3	3	3.00
3. Celebration of success	3	3	2	4	3.00
4. Safe and drug-free learning environment	3	3	3	3	3.00
5. Support for at-risk students	3	3	3	3	3.00
Element Total	3.0	3.0	2.8	3.2	3.00
VII. Budget and Resources					
1. School funding is targeted toward program improvement with emphasis on identified subgroups and grade levels	3	3	2	2	2.50
2. Time management	3	2	3	2	2.50
3. School discretionary funding is focused on identified student achievement needs	3	3	1	3	2.50
4. Goals and objectives in the approved school improvement plan match budget	3	3	2	3	2.75
Element Totals	3.0	2.8	2.0	2.5	2.58
VIII. Parents and Community					
1. Parent / community council	2	2	2	2	2.00
2. Parent communication and involvement	3	3	2	3	2.75
3. Community communication and involvement	3	3	2	3	2.75
Element Total	2.7	2.7	2.0	2.7	2.53
Overall Audit Totals					
	2.83	2.86	2.21	2.83	2.68

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

Prior to the start of the 2010-2011 school year, the Sisseton Middle School Improvement Team met with Kim Hill, ESA 1 to analyze the results of the 2010 Dakota STEP.

On-going analysis of student data is done weekly during a Common PLC planning time. Needs Assessment is ongoing during Professional Learning Communities among leadership team meetings.

A District Level Data Retreat was held September 29, 2010.

Individual Student reports from eMetrics were shared with parents during Fall Parent/Teacher Conferences by the math and language arts teachers.

Results of Needs Assessment and Subgroups

SUBGROUPS	Math 2009 All AMO 72%	Math 2010 All AMO 72%	Reading 2009 All AMO 69%	Reading 2010 All AMO 69%
All	54% Yes	58% No	53% Yes	58% No
White	77% Yes	78% Yes	75% Yes	71% Yes
Native American	30% No	40% No	42% No	47% Yes
Economically Disadvantaged	39% No	47% No	46% No	48% No
Students with Disabilities	11% No	23% Yes	23% No	13% No

- Broadly describe the results of that review.

Primary Findings:

Curriculum / Instruction: #1, #4 Audit Tool; Professional Development: #4 Audit Tool;

Assessment/Accountability: #1,#2 Audit Tool (SIP, Interviews, Observations, Collaboration Format, Lesson Plans, PD Plan, Monitoring Practices)

*It is recommended to review the current collaboration structure used by the L.A./SPED & PLC. Consider a common time for Math/SPED, a structured agenda, clear focus on student work and strategies for those not proficient, and make sure staff in all programs are included these discussions.

*It is recommended that the current common lesson plan format includes a uniform monitoring process that would help the focus for improving instruction and matching it with identified needs.

*It is recommended that more of a building-wide PD Plan be adopted. Begin by completing a thorough needs assessment to help identify areas for focus for PD that is sustained for the priorities set up. Consider advancing the use of Marzano's research on classroom instruction that works, the differentiation of instruction, and on how to analyze and use data to drive instruction.

*It is recommended that a standards based curriculum with scope & sequence and pacing/essential guides aligned to content standards both vertically and horizontally be implemented for the core subjects.

*It is recommended that a study of current school assessments is done to make sure they are SBR, aligned to state standards and there are common formative assessments that daily will guide instruction and monitor individual student growth.

Secondary Findings:

Leadership: - (Interviews, Observations, Documents review) #1 Audit Tool

*It is recommended to write a school vision & belief statements to guide the process of advancing school reform effort for all stakeholders. The vision statement should be on all documents and posted through out the school.

Professional Development: - (Interviews, Review of documents) #4 Audit Tool

*It is recommended to review and place the Teacher Mentoring Plan in the SIP so both the principal and staff know its expectations.

Budget: (Interviews and Document review) #1,#4 Audit Tool

*It is recommended that the Principal/Leadership Team/Parent Advisory Council develop priorities for key allocations needed to meet SI goals. The principal should monitor monthly school budget updates.

Parents and Community (Interviews and documents reviewed) #1,#3 Audit Tool

- *It is recommended to create a parent advisory council and to expand on recruiting efforts of parents and community to be active in and support the school.
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- List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment.

2010 Reading

Strengths

6th grade R.4(66.6%) followed closely by R.3(58.6%)

7th grade R.2(53.5%) R.5(54%)

8th grade R.4(56%) R.1(61%)

Weakness

6th grade Weakness R.5(45.9%)R.1(51.9%)

7th grade Weakness R.3(50.9%)

8th grade Weakness R.3(53.1%) , R.5 (50.4%)

2010 Math

Strengths

6th grade 6N 2 (72.8%) and MN 3(71.2%)

7th grade 7A 4 (62.7%) and MG 2(63.4%)

8th grade 8M 1(57.1%)

Weakness

6th 6A 4 (44%)

7th grade 7S 2 (55.8%) and MA 2 (59.2%)

8th grade MN 2(45.6%)



➤ Provide the rationale used to commit to serve this school with SIG funds. With the publication of the 2010 Dakota STEP scores, the middle school finds itself on Level 2 for math, on Level 2 for attendance and on Level 4 for school improvement in reading. The middle school did not make AYP for the following subgroups in both math and reading in 2010: All students in math and reading, Native American in math, Economically Disadvantage in math and reading, and Students with Disabilities in reading.

- (3) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. N/A Tier III School
- (4) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. N/A Tier III School-not using intervention model
- (5) (Tier I & II - mandatory; Tier III - optional)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. N/A Tier III School-not using intervention model

N/A Tier III School-not using intervention model

The Turnaround Model

Section I.A.2(a)

- 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 paras? 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 professional development be aligned with the school’s comprehensive instructional program?*

- *Indicate how the professional development will be designed in collaboration with school staff.*
- 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 State academic standards?*
- g. Describe the process the school will use to promote the continuous use of student data.
 - *Indicate the use of student data such as from formative, interim, and summative assessments.*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- h. Describe how the school will increase learning time.
 - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
 - *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*

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

N/A Tier III School-not using intervention model

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?

N/A Tier III School-not using intervention 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?*

N/A Tier III School-not using intervention model

☐ 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.*

- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [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)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
 - *Are the evaluation systems designed and developed with teacher and principal involvement?*

- *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?*
 - *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)?*
 - *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?*
 - *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).*
- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

Comprehensive instructional reform strategies

- d. 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 State academic standards?*
- e. 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?*
- f. Describe any optional instructional reform strategy the school chooses to implement.

Increasing learning time and creating community-oriented schools

- 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 (a minimum of 300 additional hours per school year is supported by research).*
 - *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.*

Providing operational flexibility and sustained support

i. Describe the operational flexibility that will be given to this school.

- *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?*

j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.

- *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?*

k. Describe any other optional strategies for providing operational flexibility and intensive support.

(6) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.

Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. N/A Tier III School-not using intervention model

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(7) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

- List the reading and math annual goals for this Tier I, II or III school, if applicable.

2010 -2011 Math Goals

The staff and students at Sisseton Middle School will work towards the improvement of math skills so that 60% (safe harbor) of **all** students are proficient or advanced in math according to the Dakota STEP by the end of the 2010-2010 school year.

Subgroup	2009 % Prof/Adv	2010 %Prof/Adv	2011 Goal
All	54	58	60% (120/200)
SPED	11	23	27% (11/41)
Native American	30	40	43% (48/111)
Economically Disadvantaged	39	47	49% (59/120)

2010-2011 Reading Goals

The staff and students at Sisseton Middle School will work towards the improvement of reading skills so that 60%(safe harbor) of **all** students are proficient or advanced in reading according to the Dakota STEP by the end of the 2010-2011 school year.

Subgroup	2009 % Prof/Adv	2010 %Prof/Adv	2011 Goal
All	57	58	60% (120/200)
SPED	23	13	17% (7/41)
Native American	40	44	47% (52/111)
Economically Disadvantaged	46	48	50% (60/120)

- (8) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

- ❖ The Sisseton Middle School will commit to a 3 year project for the use of the 1003g supplemental funds to be used in addition to the general funds and title funds for a literacy/technology project for electronic devices that support and incorporate reading annual goals along with our

technology goals. The program will support a portable electronic device that will be checked out to each student with a 3 year progression. Year one implementing 8th grade, year two implementing 7th and 8th grades, and year three implementing all middle school students in 6th, 7th, and 8th grades. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies. Students will be able to annotate and respond to texts in an efficient way along with increasing motivation and engagement. By increasing the availability of reading and language arts across the content areas, students will utilize online curriculum resources, ebooks, and have immediate access to research sources while analyzing nonfiction, historical fiction, and historical documents. This would be the first step toward a wireless and paperless classroom according to our technology plan goals. (See Audit Review Summary/Schoolwide Plan Strategies/Goals)

- ❖ 1 technology/integrationist (3 year commitment) will be included in this intervention program in order to provide technical assistance and full implementation of the electronic device support and integration of technology into the classroom.
- ❖ Professional development (3 year commitment) will be integrated with all certified staff through the use of professional development with the electronic devices for reading, math, curriculum development, mapping and standard based teaching. The electronic devices will be implemented with all students and staff during all professional learning communities and curriculum planning meetings in order to best meet the needs of our students for academic achievement. (See Audit Review Summary)

(9) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place

N/A Tier III School

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

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).

Examples: Teacher: \$40,000 @ .5 FTE = \$20,000
Paraprofessional: \$15,000 @ 1 FTE = \$15,000

- ❖ 1 Technology/Integration/Assistant for electronic Devices: \$20,000 @ 1 FTE = \$20,000

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

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

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

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

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

N/A

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.

Examples: Desktop computers - 3 @ \$1200 = \$3600
 Laptop computer -1 @ \$900 = \$900

- ❖ 115 electronic devices @ \$717 = \$82,455 year 1
- ❖ 85 electronic devices @ \$717 = \$60,945 year 2
- ❖ 85 electronic devices @ \$717 = \$60,945 year 3

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

Examples: Reading books - \$300

Software for Math assistance program - \$175

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

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

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

- ❖ Contracted/Technical Services \$7,200

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

Example: Professional development conference – New York
 Airfare - \$550

Registration - \$250
Meals – 3 days @ \$36 per day = \$108
Lodging – 2 days @ \$175 = \$350
Miscellaneous – Cab - \$50

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

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

❖ 1.8%

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

Grant Periods:

Project Year 1: July 1, 2011 – June 30, 2012
Project Year 2: July 1, 2012 – June 30, 2013
Project Year 3: July 1, 2013 – June 30, 2014

Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)

Name of School: Sisseton Middle School

Budget Summary

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
1. Personnel	0	\$20,000	\$20,000	\$20,000	\$60,000
2. Employee Benefits	0	\$7,360	\$7,360	\$7,360	\$22,080
3. Travel	0	0	0	0	0
4. Equipment	0	\$82,455	60,945	60,945	\$204,345
5. Supplies	0	\$19,316	25,066	25,066	\$69,448
6. Contractual	0	\$7,200	\$7,200	\$7,200	\$21,600
7. Professional Development	0	\$3,000	\$3,000	\$3,000	\$9,000
8. Total Direct Costs (line 1-7)	0	\$139,331	\$123,571	\$123,571	\$386,473
9. Indirect Costs*	0	\$2,508	\$2,224	\$2,224	\$6,956
10. Total Costs (lines 8-9)	0	\$141,839	\$125,795	\$125,795	\$393,429

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

** Contingent upon continued federal funding