

School Improvement Grants

School Level Section Tiers I, II, and III

Name of School: Terry Redlin Elementary					Grades Served: PreK - 5		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						x	Elements from Transformational Model

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);*

Dr. Pam Homan, Superintendent
 Dr. Fred Aderhold, Assistant Superintendent
 Ann Smith, Federal Programs Coordinator
 Rich Meier, Elementary Curriculum Coordinator
 Sue McAdaragh, District Math Leader
 Mitch Sheaffer, Terry Redlin Principal
 Jessica Beier, Teacher
 Stephanie Lyngstad, Teacher
 Kelsey Ellens, Teacher
 Wendy Otheim, Teacher
 Kellie Spenst, Teacher
 Kindra BannHofman, Teacher
 Christy Michailidis, Teacher
 LeAnne Klemme, Behavior Facilitator
 Carol Pipgras, Education Assistant
 Becky Eeten, Instructional Coach
 June Tuff, Counselor

- 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: progress toward quarterly benchmark goals established Terry Redlin’s School Improvement Plan; performance of District end of year math and reading assessments, Dakota STEP tests, and WIDA scores
 Teacher and Program: Review of 2009-11 School Improvement Plan;
 Community and Parent: Information from school counselor

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.*

During benchmark meetings in February, classroom teachers analyzed student progress and discussed strategies to improve student achievement. The building leadership team, consisting of the principal, teachers, and a paraprofessional met on March 18 to review building needs and discuss priorities for funding through the School Improvement Grant. Their discussions were further refined as the principal met one-on-one with Terry Redlin's Instructional Coach and Counselor

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.*

Terry Redlin is on Level 1 improvement for Math and Reading. Students in grades 3, 4 and 5 show the greatest gap between the 23rd and 77th percentiles in performance on the District end-of-year reading assessment. 69% of the school ELL students were not proficient on the 2009 Dakota STEP reading test. Terry Redlin did not make AYP in math in 2009. Teachers need further training in best practices in math instruction and strategies for identifying gaps in student understanding of fundamental math concepts. Over 60 students currently have or have had a family member incarcerated. This affects the level of involvement parents have in their child's education, especially during the summer months.

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.*

The * indicates areas that will be addressed with SIG funds.

Strengths identified through the comprehensive needs assessment:

1. 1st grade, where the difference between the 23rd and 77th percentiles continues to decrease
2. A half-time instructional coach to provide job-embedded professional development

Weaknesses identified through the comprehensive needs assessment:

1. Reading achievement at grades 3-5*
2. 60% of LEP students are not proficient in reading.*
3. Math performance (did not make AYP in 2009)*
4. Time at the beginning of the year is spent re-teaching due to summer learning loss*

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

Terry Redlin is at Level 1 school improvement for math and reading. Title I formula funds are inadequate to address this school's needs.

- (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 Sioux Falls School District will implement following elements from the Transformational Model at Terry Redlin:

- 1) Implement an instructional model based on student needs; provide job-embedded PD
- 2) Increased learning time for students
- 3) Increased learning time for staff
- 4) Optional Instructional Reform Strategy

As a corrective action, the District implemented instructional coaches in 2008-09. Currently six instructional coaches, guided by the Elementary Curriculum Coordinator and the District Staff Development Coordinator, support elementary instruction in the District. The District is able to provide ongoing professional development for the coaches by providing funds for professional travel and structuring their schedules to allow time for collaboration with each other.

The District has a strong Special Education department that provides ongoing support and training for Special Education teachers and participates in curriculum development to ensure that all students receive appropriate instruction. Following the recommendation from the evaluation of the Instructional Coaching program, the District will add an Instructional Coach to work with ELL teachers to implement the Sheltered Instruction Observation Protocol model, which integrates English Language acquisition with content instruction.

The District also has a Title IIB Math grant that provides a District Math Leader to support teachers in implementing Cognitively Guided Instruction in math. Christina Miller, Instructional Coach at Lowell Elementary, is certified by Add+VantageMR as a Math Recovery leader. She will provide support and guidance as Terry Redlin investigates an intervention for struggling math students.

The District partners with the University of South Dakota, South Dakota State University, Dakota State University, Augustana College and the University of Sioux Falls for professional development, including offering graduate credit to teachers at a reduced rate.

The District will continue to leverage funding from local, state and federal sources to meet the needs of Terry Redlin Elementary, including efforts to reduce class sizes and to provide additional learning time for staff through collaboration. The District will increase oversight of Terry Redlin's efforts to improve student achievement due to a reorganization of Administrative responsibilities.

- (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?*

Not applicable

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.

- (7) 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.*

The Sioux Falls School District will implement following elements from the Transformational Model at Terry Redlin:

1) Implement an instructional model based on student needs; provide job-embedded PD

Terry Redlin will implement the SIOP strategies for ELL instruction, hiring an additional 1.0 FTE **ELL teacher** who will join the existing ELL teachers in providing push-in and pull-out support for English Language Learners. The District's ELL Instructional Coach will work with the ELL teachers to build their confidence in implementing SIOP strategies. This intervention will address the needs of English Language Learners who are non-proficient in math and reading.

2) Increased learning time for students

Terry Redlin will provide 60 hours of summer school during the 3 weeks prior to the start of the school year. Summer School instruction will focus on math and reading and will target students who are performing below grade level.

3) Increased learning time for staff

ELL teachers will have up to **40 hours of additional paid time** each year to collaborate with other ELL teachers and build their capacity to meet the needs of ELL students.

4) Optional Instructional Reform Strategy

Terry Redlin will hire a **1.0 FTE Reading Teacher** to work with guided reading groups, providing more targeted instruction for struggling readers and accelerating instruction for more advanced readers. This intervention will address the needs of students who are not proficient in reading.

- (8) 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.*

Terry Redlin's building Leadership team, consisting of the principal, 8 teachers and a paraprofessional, met on March 18 to discuss past efforts, current programming and building needs. The principal met with the District Elementary Curriculum Coordinator on March 18, the Instructional Coach and Counselor on March 22. Priorities and plans were summarized and refined at a Terry Redlin staff meeting on March 24. All Tier III Title I Principals met on March 22 and again on April 8 to discuss priorities for School Improvement funding.

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.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011

Personnel:

Reading Teacher	\$41,540 @ 1.0 FTE	=	\$41,540
ELL Teacher	\$41,540 @ 1.0 FTE	=	\$41,540
Summer School Teachers	(7 teachers X 68 hours @ 26.29)	=	\$12,514
Summer School Paraprofessional	(60 hours @ \$10)	=	\$ 600
Summer School Secretary	(25 hours @ \$15)	=	\$ 375

Benefits

Insurance, Retirement, Social Security, Medicare			
Reading Teacher	\$41,540 X 30%	=	\$ 12,462
ELL Teacher	\$41,540 X 30%	=	\$ 12,462
Social Security, Medicare			
Summer School Teachers	\$12,514 X 13.65%	=	\$ 1,708
Summer Paraprofessional	\$ 600 X 13.65%	=	\$ 82
Summer School Secretary	\$ 375 X 13.65%	=	\$ 51

Supplies

Summer School Supplies			\$ 3,875
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Professional Development

Teacher Hourly (collaboration)	120 hours @ \$19.59	=	\$ 2,351
Benefits (Social Security, Medicare)	\$2,351 X 13.65%	=	\$ 321

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

Personnel:

Reading Teacher	\$42,786 @1.0 FTE	=	\$42,786
ELL Teacher	\$42,786 @ 1.0 FTE	=	\$42,786
Summer School Teachers	(7 teachers X 68 hours @ 26.55)	=	\$12,638
Summer School Paraprofessional	(60 hours @ \$10.30)	=	\$ 618
Summer School Secretary	(25 hours @ \$15.45)	=	\$ 386

Benefits

Insurance, Retirement, Social Security, Medicare			
Reading Teacher	\$42,786 X 30%	=	\$ 12,836
ELL Teacher	\$42,786 X 30%	=	\$ 12,836
Social Security, Medicare			
Summer School Teachers	\$12,638 X 13.65%	=	\$ 1,725
Summer School Paraprofessional	\$ 618 X 13.65%	=	\$ 84
Summer School Secretary	\$ 386 X 13.65%	=	\$ 53

Supplies

Summer School Supplies \$ 3,875

Professional Development

Teacher Hourly (collaboration) 120 hours @ \$19.79 = \$ 2,375
Benefits (Social Security, Medicare) \$2,375 X 13.65% = \$ 324

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

Personnel:

Reading Teacher \$44,070 @1.0 FTE = \$44,070
ELL Teacher \$44,070 @1.0 FTE = \$44,070
Summer School Teachers (7 teachers X 68 hours @ 26.81) = \$12,762
Summer School Home Paraprofessional (60 hours @ \$10.61) = \$ 637
Summer School Secretary (25 hours @ \$15.91) = \$ 398

Benefits

Insurance, Retirement, Social Security, Medicare

Reading Teacher \$44,070 X 30% = \$ 13,221
ELL Teacher \$44,070 X 30% = \$ 13,221

Social Security, Medicare

Summer School Teachers \$12,762 X 13.65% = \$ 1,742
Summer School Paraprofessional \$ 637 X 13.65% = \$ 87
Summer School Secretary \$ 398 X 13.65% = \$ 54

Supplies

Summer School Supplies \$ 3,875

Professional Development

Teacher Hourly (collaboration) 120 hours @ \$19.99 = \$ 2,399
Benefits (Social Security, Medicare) \$2,399 X 13.65% = \$ 327

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

Name of School: Terry Redlin Elementary

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	\$96,569	\$99,214	\$101,937	\$297,720
2. Employee Benefits	\$26,765	\$27,534	\$28,325	\$82,624
3. Travel	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$3,875	\$3,875	\$3,875	\$11,625
6. Contractual	\$0	\$0	\$0	\$0
7. Professional Development	\$2,672	\$2,699	\$2,726	\$8,097
8. Total Direct Costs (line 1-7)	\$129,881	\$133,322	\$136,863	\$400,066
9. Indirect Costs*	\$2,624	\$2,693	\$2,765	\$8,082
10. Total Costs (lines 8-9)	\$132,505	\$136,015	\$139,628	\$408,148

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