

# School Improvement Grants

## School Level Section

### Tiers I, II, and III

Name of School: <b>Belle Fourche Education Connection</b>				Grades Served: <b>9th-12th</b>			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
	X				X		

### 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  
 Mathew Raba, Principal-Belle Fourche High School  
 Kevin O’Dea, Lead Teacher-Belle Fourche Education Connection (BFEC)  
 Damon Lange, Teacher-BFEC  
 Melissa Nore, Special Education Teacher-BFEC  
 Annie Hanson, Teacher-BFEC  
 Jeri Reifschneider, Para-professional-BFEC  
 Paul Quickstad, Para-professional-BFEC  
 Lori Lei, Parent/Community  
 Pam Lange, ESA 7 Consultant-TIE  
 Tom Nary, Member-Belle Fourche School Board  
 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 11 DSTEP 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;
- student survey results including climate, academic and safety;
- Achievement Series formative assessment results;
- graduation rate;
- results of instructional changes in math and reading courses to address state standards and testing needs;
- 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;
- technology professional development data as it relates to student instruction and achievement.

### **Program and Structures Data Analyzed:**

- current alternative school program structure/schedule to meet the needs of the at risk students length of day, current attendance requirements, curriculum implementation;
- use Belle Fourche High School core curriculum content maps to align BFEC content to state standards;
- curriculum components were discussed and reviewed to determine effectiveness;
- technology opportunities available for student and staff to enhance instruction;
- reading and math instructional tools, delivery and expansion;
- daily collaborative work time, professional collaborative work group time and consultation support for planning was analyzed from the October 16, 2009 data retreat and South Dakota Incentive Plus (SDI+) involvement 2008-present.

### **Family and Community Data Analyzed:**

- parent survey data;
- results of the change in format for parent and student conference;
- transition plan from middle school to high school and high school to the alternative school per the district school improvement plan;
- community resources that BFEC currently utilize and address 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 10, 2010 with the following members present:

Steve Willard, Superintendent-Belle Fourche School District  
Mathew Raba, Principal-Belle Fourche High School  
Kevin O'Dea, Lead Teacher-Belle Fourche Education Connection  
Damon Lange, Teacher-Belle Fourche Education Connection  
Melissa Nore, Special Education Teacher-Belle Fourche Education Connection  
Annie Hanson, Math Teacher-Belle Fourche Education Connection  
Jeri Reifschneider, Para-professional-Belle Fourche Education Connection  
Paul Quickstad, Para-professional-Belle Fourche Education Connection  
Lori Lei, Parent/Community  
Pam Lange, ESA 7 Consultant-TIE  
Tom Nary, 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 10, 2010 the committee reviewed the October 16, 2009 district data and presented up-dated data.

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 technology access for students and staff through equipment purchases;
- expand curriculum opportunities through the use of technology;
- increase professional development opportunities for staff emphasizing technology, 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;
- alternative instructional opportunities for non-traditional students;
- student/staff instructional ratio;
- highly qualified staff;
- transition plan is well defined;
- goals and strategies for school improvement have been established based on data review and identified needs.

**Weaknesses:**

- technology equipment and curriculum access;
- math and reading instructional strategies training and implementation;
- professional development opportunities;
- curriculum options;
- ample time and financial resources available for training staff to support student instructional needs;
- alignment of courses to the state standards;
- consistent evaluation measures of student progress through formative and summative assessments.

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

- technology equipment purchase and training;
- curriculum development to meet state standards with an emphasis on technology;
- development of formative and summative assessment protocols to measure student achievement;
- increase math and reading training support for all staff through on-site math, reading and technology coaches;
- increase the availability of outside consultants to collaborate and train staff in the areas of reading, math, and technology, provide 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). Based on the at risk population served through BFEC the SIG grant provided the district and BFEC with an opportunity to support their identified needs for technology, curriculum and professional development opportunities for staff 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 Transformation Model has been selected for the BFEC. The current professional development model adopted by the district and BFEC fits with this model. There has been a commitment to address student growth, reward staff for increasing student outcomes, identify and implement research-based instructional strategies to address student needs, provide job-embedded professional development activities and use data to evaluate instruction. Whenever possible BFEC has utilized other sources of funding to support efforts, however, limited funding has presented barriers for full implementation. The goal is to expand these outcomes through additional financial support such as the SIG.

#### **Current Resources:**

- administrative oversight by the high 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 continue, however, 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. Again, 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 use student data to support instructional decisions. Staff training and planning time will be increased along with student instructional time.

- (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 BFEC 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 providers is due to the success BFEC has experienced with its current professional development activities. BFEC 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 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.

## **X The Transformation Model**

### *Section I.A.2(d)*

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

1. 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?*

This does not apply. See response to the last bullet in this section.

- *What criteria will be used in selecting a new principal?*

NA

- *What is the process that will be used to select the new principal?*

NA

- *Who will be involved in the decision making?*

NA

- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

At the end of the 2008-2009 school year, the superintendent resigned. Beginning with the 2009-2010 school year the high school principal was hired as the superintendent creating an opening at the high school. Effective July 1, 2009 the current high school principal was hired. Based on the “retro-active” criteria established by DOE the current principal would meet the replacement criteria.

1. Describe how the district 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?*

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.

- *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)?*

In addition to the District evaluation system, BFEC 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 the 11<sup>th</sup> graders.
- Pre and post summative assessment will be conducted using the DACS.
- Pre and post formative assessment will be conducted using the Achievement Series.
- The high school graduation rate at BFEC continues to meet the state established rate, however, the staff will continue to monitor attendance so BFEC continues to meet this rate.

- *How will the district 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.*

Student growth will be measured as defined in the district-wide school improvement plan. Specifically: BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP Math test in the spring of 2011 as defined by the AMO set by the State of South Dakota. BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP Reading test in the spring of 2011 as defined by the AMO set by the State of South Dakota.

- *Are designed and developed with teacher and principal involvement;*

The principal and staff will be involved in determining the evaluation/monitoring system through meetings. Discussion of goals and outcomes as it relates to improving student achievement will be the focus and the input will be documented through building level team meeting notes.

- *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?*

School leaders, teachers, and staff who increase student achievement will be identified by analysis of the student reading and math scores on the DStep, Dacs and the school graduation rate. For each area that students make AYP, the staff will be rewarded a financial incentive. Certified staff and the principal will be paid \$500.00 per area for a maximum payment of \$1500.00. Para-professionals will receive \$250.00 per area for a maximum payment of \$750.00.

- *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?*

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.

- *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)?*

High quality, job-embedded professional development will on-going throughout the school year. Six professional development days are currently built into the school calendar. In addition to the District professional development activities, BFEC staff will meet during their daily common plan time, collaborative work groups, building leadership team meetings, Friday planning throughout the year and summer work sessions. Providing time and compensation for their work will be paramount in developing effective outcomes. The daily stipend rate of pay for certified teachers will be \$110.00 per day and \$80.00 per day for para-professionals.

Staff will outline their needs through a professional growth plan. The plan will target their work for meeting the goals within the SIG application. Professional consultants through TIE, Black Hills Special Services Cooperative, and higher education institutes of learning such as BHSU will be utilized to deliver the professional training, coaching/modeling and overall support to work toward the goals established.

- *How will the district ensure that the professional development is aligned with the school's comprehensive instructional program?*

The district-wide school improvement plan has been the means to ensure specific professional development activities. The activities correlate with the goals/objectives and strategies listed within the plan. This is one means to monitor and evaluate instructional effectiveness and student achievement. BFEC will continue to utilize this process for ensuring alignment in addition to incorporating the monitoring system developed specifically for the SIG grant.

- *How will the district ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*

Professional development will be designed in concert with the BFEC building level leadership team to ensure the staff is equipped to facilitate effective teaching and learning. Achievement results will be the measurement of successful implementation of the school reform strategies. The use of reading, math, and technology coaches will be supported through SIG funds. To ensure professional development activities are meaningful, staff surveys will be conducted and analyzed, student data will be utilized to identify needs and outcomes. All reform strategies will be supported by data driven decisions involving administration, staff, parent/community and when appropriate students.

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

The BFEC staff will be offered financial incentives if the students meet the goals set forth in the school improvement plan, and the SIG application. See #1 of the Transformation Model of this application.

Staff will have flexibility in completing their contractual duties by adjusting days worked thus allowing for more creativity within the work setting. This flexibility allows for increased career growth opportunities, such as master's level work, Take One, SDI+ building leadership teams, and overall planning and training. Currently the entire BFEC staff is part of the SDI+ building level leadership team. With additional funding, training and planning can be expanded to address needs for technology, instructional strategies, curriculum development, day-to-day school procedures, and routines which will help to increase student achievement.

2. Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.

Additional outside resources have been identified in the above section.

(2) Comprehensive instructional reform strategies.

3. 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?*

Specific assessments utilized are the DStep, DACS and Achievement Series. These tools will measure growth and determine the effectiveness of instruction. This information will be compared to the reading and math goals/objectives and strategies identified in our school improvement plan. Based on these results, additional technology, reading and math strategies will be implemented. Effective research based strategies specific to an alternative school setting will be the focus.

- *How will the district ensure that the instructional program is research-based?*

Currently, the District, and specifically, BFEC 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.

Outside consultants will align the professional development activities and training support to the above reform strategies adopted by the District and BFEC. Consultants will be required to substantiate research-based training models. It should be noted that the outside consultants BFEC 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.

- *How will vertical alignment from one grade to the next be determined and ensured?*

Given the alternative educational philosophy of BFEC, this question is not relevant to the population served. The educational setting is an individually paced work environment with daily discussions of multiple age setting. BFEC will continue to address this area to ensure meeting the state content standards.

- *How will the district ensure alignment with State academic standards?*

With the SIG funding, daily stipends will be paid to staff to work on alignment of English/reading and math courses to the state standards. The daily stipend rate is \$110.00 per day.

Curriculum development will utilize two methods: on-line or off-line. Staff will continue curriculum development by determining which method is appropriate for each individual course. When appropriate, staff will use technology to address state content standards, provide a rigorous course of study and continue to meet the secondary course content for graduation.

4. Describe the process the district will use to promote the continuous use of student data.
  - *Indicate the use of student data such as from formative, interim, and summative assessments.*

Summative and formative assessments will be an integral part of the data collection to identify instructional program needs. Instruments utilized are the DStep, DACS and Achievement Series.

As part of the reading and math daily seminars, students will be assessed using the Achievement Series as a pre test prior to a unit of study and a post test to determine effectiveness of instruction based on each student's level of understanding. The results will be utilized to determine additional instructional needs based on the content standards.

- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

A review of the DStep test results will be conducted, to identify individual results, based on standards. Student protocols will be utilized to outline instructional needs based on student performance on the test. In addition, the Achievement Series will be utilized as a pre and post assessment to identify specific instructional needs prior to instruction and what type of differentiated instruction will be needed to address student needs within the math and reading seminars.

Technology will be an integral part of this process to access student data and to implement specific curriculum for the delivery of instruction.

5. Describe any optional instructional reform strategy the LEA chooses to implement.

NA

(3) Increasing learning time and creating community-oriented schools.

6. Describe how the district will increase learning time.

- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*

The flexible nature of the BFEC's daily schedule easily allows for increased learning time. Students are currently dismissed at 3:00. At set interval throughout the school calendar, students will be able to attend school from 3:00-5:00 for remediation and enrichment activities. BFEC currently utilizes a modified four-day school week where school is not in session on the majority of Fridays during the school year. Intersession will be held on Fridays that school is not in session from 8:00 am until noon so students may attend school for extra assistance and to complete enrichment activities. Summer school will be offered during the month of June. In the past, summer school has been credit recovery only. With the SIG grant, BFEC will be able to increase instructional time, offer an extended school year, extra assistance, enrichment activities in addition to credit recovery. Teacher salaries will be the added expense.

- *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).*

The current schedule for students is 8:00 A.M. to 3:00 P.M. Monday through Thursday. The schedule will increase instruction as listed below:

- Add 6 hours per week of student instruction to total 195 hours per year through after school and Friday Intersession days;
- Summer school session for students will be increased to 64 hours;
- Staff collaboration, planning and training will increase by an additional 51 hours per school year.
- *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.*

The increased learning/instructional time will be utilized to address core content subjects with the primary focus being, increased reading and math skills as identified through formative and summative assessment.

Technology will enhance the tools and delivery models implemented, to address content, curriculum needs, instructional strategies and support the philosophy to address the needs of our at risk population.

Technology will also support the delivery of enrichment activities to focus on reading/writing and math. The flexibility of programs delivered through technology provides a more self-paced delivery model which better addresses each individual student's need.

The reading, math and technology coaches will provide training and support to the staff to better address research-based instructional strategies and support the staff through a mentoring/coaching model.

The staff will use the extra stipends for collaboration, planning and assessment of effectiveness throughout the school year and during summer school.

- *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.*

The philosophy and design of the alternative education setting allows for access to all students. When a student enrolls at BFEC extended instructional time will be addressed through the individual contract signed by the parent and/or student.

7. 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.*

The data utilized to analyze the needs of the students attending BFEC was based on the socio-economic population, free and reduced lunch, and the at risk status to meeting the graduation requirements.

BFEC recognizes the fragile nature of the students they serve and will continue to provide support through the following means:

- family/school liaison strategies;
  - teen pregnancy/parenting support;
  - career awareness;
  - counseling services.
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
    - Community Health Nurse support;
    - Behavior Management counseling;
    - Family/School Social Work Services;
    - Department of Social Services;
    - Court Services;
    - Career awareness through collaboration with vocational technical institutions.
  - *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.*
    - South Dakota Parent Resource Network;
    - Career Learning Center-Western Dakota Vocational Institute/Black Hills Special Services Coop;
    - BFEC parent literacy activities supported by the use of technology;
    - Local GED and Adult Basic Education opportunities offered within the northern hills region.

(4) Providing operational flexibility and sustained support.

8. 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?*

The district-wide alternative calendar provides flexibility to establish school level decision-making as it relates to budget, staff time and student scheduling. Because the Belle Fourche School District school ends prior to Memorial Day there is the flexibility of 5-6 weeks of additional instructional time for the summer school program to consider. The SIG grant will help continue to support and expand on this flexibility.

- *What changes in operational practices will be made?*

**Changes in operational practices:**

- The teacher evaluation system will be re-designed to address specific needs for the staff.
- Daily reading and math instruction and interventions will occur through the seminar format established and supported by the math and reading coaches.
- Technology equipment purchases to expand opportunities for student instruction.
- Technology access for student assessment and the delivery of instruction will be expanded to better meet the content standards and curriculum needs.
- Increase staff collaboration, planning and training time.
- Increase the flexibility of student scheduling.

- *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

Currently, BFEC is meeting the high school graduation rate set by the state. We will continue to work toward meeting this standard. With the changes proposed the staff and students will have systemic approach to assessment of student needs and implementation of instructional strategies, increase math and reading scores and to meet targeted goals and strategies identified in the district school-wide school improvement plan.

9. 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)?*

The Belle Fourche School District will be the lead agency. Through contractual services provided by Black Hills Special Services Cooperative, TIE and Black Hills State University the district will continue to support the staff through on-going, intensive technical assistance.

- *What kind of support will be provided and how often?*

Consultant services will be contracted for the training and support of the technology, math and reading coaching model, differentiated instructional strategies, formative and summative student assessment to increase student learning. These will be provided on a monthly basis through professional development days, coaching and mentoring during school hours and training during non-contract duty time.

Other support will include consultants to work with staff to evaluate effectiveness through an on-going monitoring system of the SIG grant to determine if BFEC is meeting the intent of the application.

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

The District and BFEC will continue to be involved in the SDI+ which targets performance-based compensation for principals and teachers that increases student achievement through improving teaching and learning. This model will enhance and compliment the SIG process.

The ESA7 support model will be continued through the financial support provided by the SIG funds.

The district and BFEC will continue to provide support to administration and staff for meeting school improvement expectations such as written plans, strategic planning with goals and outcomes, monitoring plans and the evaluation of progress/outcomes.

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

a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

TIME FRAME	BENCHMARKS
July-August	<ul style="list-style-type: none"> <li>▪ Planning with staff and administration to establish professional development goals for math, reading and technology</li> <li>▪ Create a professional development calendar for the district-wide professional development days and extra non-contract hours/days for PD</li> <li>▪ Continue curriculum development</li> </ul>
August-on-going	<ul style="list-style-type: none"> <li>▪ Conduct monthly building level leadership team meetings</li> <li>▪ Establish stakeholder bi-yearly meeting dates</li> <li>▪ Hold daily staff common plan time sessions</li> <li>▪ Friday Intersession for staff planning and increased student learning time</li> <li>▪ Establish formative and summative assessment implementation</li> </ul>
August Pre-Service Days	<ul style="list-style-type: none"> <li>▪ BFEC building planning preliminary review of DStep test results</li> <li>▪ </li> </ul>
July-on-going	<ul style="list-style-type: none"> <li>▪ Begin reading, math and technology monthly consultation</li> </ul>
September-on-going District Professional Development Days	<ul style="list-style-type: none"> <li>▪ Data Retreat</li> <li>▪ Follow-up mini data sessions</li> <li>▪ Implement professional development activities per the calendar developed in July and August</li> </ul>
September-on-going	<ul style="list-style-type: none"> <li>▪ Coaching sessions for reading, math and technology</li> </ul>
May-June	<ul style="list-style-type: none"> <li>▪ Summer school planning</li> <li>▪ Implementation of summer school session</li> </ul>

- (6) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- a. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP math test in the spring of 2010 as defined by the AMO set by the State of South Dakota.

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the Dakota STEP reading test in the spring of 2010 as defined by the AMO set by the State of South Dakota.

*Strategy: All students will take the DACS test as a summative assessment to determine achievement levels. The Achievement Series test, aligned to state standards, will be administered as a formative assessment to measure gains. Both assessments will be a pre and post assessment utilized to track progress and identify areas of concern.*

*Strategy: All students will participate in scheduled math and reading seminars to help support areas of concern as reported from the DACS and Achievement Series test data.*

- (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.*

NA

- (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.*

Teachers and para-professionals will 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.

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, community, outside agencies. The stakeholders will meet formally twice a year to review the school improvement process, outcomes and provide input to needs.

**TIER II**  
**BELLE FOURCHE EDUCATION CONNECTION**  
**SCHOOL IMPROVEMENT GRANT**  
**BUDGET NARRATIVE**

**Personnel:** The budget for this area includes payment of stipends for training outside the regular contracted day for staff. It also reflects payment to increase instructional time for students and staff throughout the year through after school, Friday intersessions and summer school. There are two calculation rates utilized 1) per day and 2) hourly.

Stipends for Professional Development/Planning: *Years 1-3*

- Certified- 20 days per year @ \$110.00 per day for 4 staff=\$8,800.00  
Years 1-3
- Para Pros-20 days per year @ \$80.00 per day for 2 staff=\$3,200.00  
Years 1-3

**TOTAL PER YEAR-\$12,000.00**

Increased learning time Intersession/after school/summer school: *Years 1-3*

- Certified-summer school 16 days @ \$200.00 per day for 2 staff=\$6,400.00  
(based on about 6 hours per day)  
Years 1-3
- Para Pro-16 days @ 6 hrs/day @ \$8.00 per hour for one staff=\$768.00  
Year 1-3

**TOTAL PER YEAR-\$7,168.00**

- Certified-after school/Intersession @ \$16.00/hr for 204hrs for 2 staff=\$6,528.00  
Year 1-3

- Para-pro after school/Intersession @ \$8.00/hr for 204 hrs for 2 staff=\$3,264.00

**TOTAL PER YEAR-\$9,792.00**

**GRAND TOTAL FOR 3 YRS-\$86,880.00**

**Employee Benefits:** Benefits include social security, retirement, unemployment, workers compensation etc. No insurance is included.

Benefits based on 14%-*Years 1-3*

**TOTAL PER YEAR-\$4,055.00**

**GRAND TOTAL FOR 3 YRS-\$12,165.00**

**Travel:** Travel for students includes trips for career awareness/exploration and curriculum enhancement activities. 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.

**Student Travel: Years 1-3**

- 4 Trips per year=\$1,500.00

**Staff Travel: Years 1-3**

- Mileage/gas reimbursement-\$1,600.00
- Lodging-\$2,000.00
- Meals-\$2,000.00
- Registration-\$2,000.00

**TOTAL PER YEAR-\$9,100.00**

**GRAND TOTAL FOR 3 YRS-\$27,300.00**

**Equipment:** The entire budget will be utilized to purchase computers for student and staff use. It includes mobile labs, laptops, desk top computers, digital cameras, DVD players and TVs. 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
- 6 desk tops yr. 1=\$5,100.00
- 4 teacher laptops yr. 1=\$6,000.00
- 2 Smart Boards yr. 1=\$11,200.00
- Wireless Ports yr. 1=\$1,200.00
- Media Cart yr. 1=\$1,000.00
- DVD players yr. 1=\$400.00
- TVs yr. 1=\$3,200.00
- Projector=\$1,500.00

**TOTAL PER YEAR-\$54,600.00**

**Technology Needs: Year 2**

- Mobile lab yr. 2 (24unit)=\$25,000.00
- 6 desk tops yr. 2=\$5,100.00
- 2 Smart Boards yr. 2=\$11,200.00
- Media Cart yr. 2=\$1,000.00
- Projector=\$1,500.00

**TOTAL PER YEAR-\$43,800.00**

**Technology Needs: Year 3**

- Up-grades/maintenance=\$5,000.00
- Additional equipment=\$10,000.00

**TOTAL PER YEAR-\$15,000.00**

**GRAND TOTAL FOR 3 YRS-\$113,400.00**

**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 the Kindle library for reading materials, costs for initial set-up, new textbook purchases, supplemental materials and consumable supplies to support the day-to-day implementation of instructional strategies for the curriculum.

**Supply Needs: Year 1**

- 12 Kindle library Reading Books \$300.00 ea-\$3,600.00
  - Kindle Reading Download Charge@ \$2,000.00 ea-\$4,000.00
  - Read Plus License-\$3,100.00
  - Math Program License-\$3,100.00
  - New Textbook Purchases-\$1,900.00
  - Supplies-\$3,635.00
- TOTAL PER YEAR-\$18,635.00**

**Supply Needs: Year 2**

- 6 Kindle library packaged Reading Books @ \$300.00 ea-\$1,800.00
  - Kindle Reading Download Charge-\$2,000.00
  - Read Plus License--\$3,100.00
  - Math Program License-\$3,100.00
  - New Textbook Purchases-\$3,000.00
  - Supplies-\$3,000.00
  - Math Manipulatives-\$2,000.00
  - Reading Supplemental Materials-\$1,415.00
- TOTAL PER YEAR-\$19,415.00**

**Supply Needs: Year 3**

- Read Plus License-\$3,100.00
  - Math Program License-\$3,100.00
  - Textbooks-\$3,000.00
  - Supplies-\$3,000.00
  - Supplemental math/reading materials-\$1,140.00
- TOTAL PER YEAR-\$13,340.00**  
**GRAND TOTAL FOR 3 YRS-\$51,390.00**

**Contractual:** BFEC 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.

**Consultants Needs: Years 1-3**

- Technology Coach 20 days @\$500.00/day-\$10,000.00
  - Math Coach 10 days @\$500.00/day-\$5,000.00
  - Reading Coach 10 days @\$500.00/day-\$5,000.00
  - Assessment training/coaching 10days@\$500.00/day-\$5,000.00
  - Data review /AYP follow-up 15 days @\$500.00/day-\$7,500.00
  - Differentiated Instruction training 10 days @\$500.00/day-\$5,000.00
  - Math consultation/course work 10days @\$500.00/day-\$5,000.00
  - Project monitoring/evaluation 10 days @\$500.00/day-\$5,000.00
- TOTAL PER YEAR: \$47,500.00**  
**GRAND TOTAL FOR 3 YRS-\$142,500.00**

**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: Years 1-3**

- Airfare-\$3,500.00
  - Registration-\$1,600.00
  - Meals/Lodging-\$4,200.00
  - Miscellaneous-\$450.00
- TOTAL PER YEAR: \$9,750.00**  
**GRAND TOTAL FOR 3 YRS-\$29,250.00**

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

**Name of School: Belle Fourche Education Connection**

**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)
<b>1. Personnel</b>	28,960.00	28,960.00	28,960.00	86,880.00
<b>2. Employee Benefits</b>	4,055.00	4,055.00	4,055.00	12,165.00
<b>3. Travel</b>	9,100.00	9,100.00	9,100.00	27,300.00
<b>4. Equipment</b>	54,600.00	43,800.00	15,000.00	113,400.00
<b>5. Supplies</b>	18,635.00	19,415.00	13,340.00	51,390.00
<b>6. Contractual</b>	47,500.00	47,500.00	47,500.00	142,500.00
<b>7. Professional Development</b>	9,750.00	9,750.00	9,750.00	29,250.00
<b>8. Total Direct Costs (line 1-7)</b>	172,600.00	162,580.00	127,705.00	462,885.00
<b>9. Indirect Costs*</b>	2,400.00	2,420.00	2,295.00	7,115.00
<b>10. Total Costs (lines 8-9)</b>	175,000.00	165,000.00	130,000.00	470,000.00

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