School Improvement Grants

School Level Section
Tiers I, II, and III

Name of School: Westside Elementary School 2010-2014						Grades Served: Grades K-5 Technology Enhanced Math/Literacy Instruction	
TIER I	**TIER II**	**INTERVENTION**				**Tier III**	**Intervention**
		turnaround	**restart**	**closure**	**transformation**		
						X	Supplemental Math/Literacy instruction with technology implementation

DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) 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.

Dr. Al Kosters, School Support Team Member
Kim Hill, Outside Consultant from ESA-1
Dan Yost, Westside Elementary School Principal
Dr. April Moen, Title I Director/School Improvement/Testing Coordinator
Michelle Greseth, Parent/Special Education Director
Meggan Hortness, Special Educator
Shawn Hanson, Parent/Reading Recovery Teacher/Title
Judy Wickre, 3rd Grade Teacher
Kathy Peterson, 4th Grade Teacher, SD Counts Teacher Leader/Coach
Michelle Moen, Parent
Carol Thelin, Reading Coach

b. Indicate the data sources that were analyzed as part of the school's comprehensive needs assessment designed for the purpose of the SIG application. Audit Review Summary, DSTEP, CRT, EMetrics

Audit Element & Score	**Primary Findings** **Identify areas in need of improvement, including the data sources**

I. Leadership	**2.58**	**Primary Findings:** **Leadership: - (Interviews, Observations, SIP, Monitoring & Collaboration formats) #3,#4,#5,#6 Audit Tool** *****It is recommended that there is a clearly defined structure for all staff collaboration meetings, including a structured agenda, clear focus on students needs and planning for instruction. These activities should always be participated in and closely monitored by the building administration. **Curriculum / Instruction: - (Interviews, Observations, Documents) #1,#3 Audit Tool** *****It is recommended that there is a standards-based curriculum with scope & sequence written for math and language arts. The grade level binders could be revised to articulate the content standards both vertically & horizontally as well as containing the essentials in the curriculum to be followed. **Professional Development: - (Interviews, Observations, PD Plan, Documents) #1,#2,#6 Audit Tool** *****It is recommended the Leadership Team & District Committee ensures that that those identified PD activities for everyone are focused, on-ongoing, & also go from theory to practice by all staff. **Assessment / Accountability: - (Interviews, Observations, SIP, Documents) #1,#2,#3 Audit Tool** *****It is recommended to review all current assessments used to ensure they are SBR. Also to implement common formative assessments to be used by all teachers in math and language arts. Assessment results should be discussed during collaboration and affect planning and instruction. **Secondary Findings:** **Leadership: - (Interviews, Observations, Documents) #1,#2 Audit Tool** *****It is recommended a vision & belief statements be written for the school. It should be the guide for SI and a focus for all stakeholders. It should be posted throughout the school and on all school documents. *****It is recommended that a more clearly defined leadership team structure for the school be implemented. This includes their involvement in all school improvement initiatives and be collaborative with all staff. **School Culture / Climate: - (Interviews, Observations, Documents) #3,#4 Audit Tool** *****It is recommended to review the procedures for the intent for and use of the ISS room. This could also include discussion by all teachers and administration on the consistency of and how discipline procedures are to be carried out. **Parents / Community: - (Interviews, Documents) #1,#2,#3 Audit Tool** *****It is recommended to support efforts to increase parental and community involvement that more emphasis be placed upon the use of an advisory council, role of the Title VII staff, and creating more community partnerships = senior citizens, adult mentors, etc.
II. Curriculum / Instruction	**2.40**	
III. Highly Qualified Staff	**2.63**	
IV. Professional Development	**2**	
V. Assessment / Accountability	**2.53**	
VI. School Culture & Climate	**3.00**	
VII. Budget & Resources	**2.70**	
VIII. Parents / Community	**2.45**	
Overall Audit Totals	**2.61**	

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

An up-to-date needs assessment is reviewed annually to evaluate how the students have performed during the past school year. The data review framework is research best practice sing Judy Sargents Data Retreat© process. The data that is analyzed at the data analysis is mainly focused on the Dakota STEP scores. The data analysis highlights the schools strengths and weaknesses and is used as a professional development for teachers along with parents to share the progress of our students in our school. For the 2010 school year, the elementary school data retreat was August 9-10, 2010 under the direction of ESA – 1 representative, Kim Hill and Dr. Kosters (SST). Ongoing professional learning communities meet bi-weekly at the elementary school between all grade levels to discuss the data results from this initial CNA in order to continue to collaborate, build and meet the expectations of the schoolwide plan at the elementary level. The CNA is continually analyzed and instruction is differentiated in order to meet the needs of all students as data is continually analyzed ongoing throughout the schoolyear. Achievement in reading and math is take 3 times throughout the year in grades 3-5, Developmental Reading Assessment in grades K-5 is assessed 3x/year in order to formatively assess our students for instruction and daily differentiation for the best reading strategies and practices to take place in the classroom setting. These practices are put into place in order to help our students to make AYP and to meet our annual reading goals. The efforts of the 1003g competitive grant are to go above and beyond our regular and title programs in order to meet the differentiated needs of our students at all levels and to infuse technology into the classroom by using literacy and math small group settings with the electronic devices at the disposal of the individual setting within the individual classroom rather than in the external lab setting in order to provide the differentiated instruction support for the classrooms we have in placed with a balanced literacy and cognitive guided instructional math approach classroom. The use of the electronic device will allow for students to be guided with a 1:1 and/or small group setting along with the teacher promoting 1:1 and small group using the guided reading/balanced literacy instruction and balanced math instructional guided setting for all learners at all levels. This will allow for interventions to be in place in all classrooms at all times for all learners.

d. Broadly describe the results of that review.

The data and results that is used for grades K-2 is the Developmental Reading Assessment along with in class daily/weekly/monthly progress monitoring through standard based check-lists/assessment and progress monitoring assessment.

For the 2011-2012 school year. DACs performance based series will be used for grades 1 (spring) and grades 2 throughout the school year.

The data below is a percentage of our students on, above or below grade level for reading using the DRA assessment at these levels.

	Fall			**Winter**			**Spring**		
Grade	**% On**	**%**	**%**	**% On**	**%**	**%**	**% On**	**% Below**	**%**

Level	Grade Level	Below Grade Level	Above Grade Level	Grade Level	Below Grade Level	Above Grade Level	Grade Level	Grade Level	Above Grade Level
K	43%	57%	0%	18%	18%	64%	19%	19%	62%
K	29%	59%	12%	17%	28%	55%	23%	18%	59%
K	6%	81%	13%	13%	18%	69%	35%	6%	59%
K	18%	53%	29%	35%	18%	47%	13%	25%	62%

	Fall			Winter			Spring		
Grade Level	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**
First	56%	31%	13%	65%	29%	6%	31%	31%	38%
First	75%	12%	12%	75%	12%	13%	31%	6%	63%
First	56%	22%	22%	28%	44%	28%	33%	39%	28%
First	69%	19%	12%	31%	31%	38%	29%	12%	59%

	Fall			Winter			Spring		
Grade Level	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**	**% On Grade Level**	**% Below Grade Level**	**% Above Grade Level**
Second	33%	13%	54%	36%	7%	57%	22%	7%	71%
Second	14%	60%	26%	43%	29%	29%	29%	14%	57%
Second	29%	29%	42%	33%	27%	40%	33%	20%	47%
Second	33%	33%	33%	21%	50%	29%	31%	23%	46%

Areas of strength and areas of need were analyzed using Emetrics standards-based assessment data. As a result, Westside staff determined areas of concern in standards instruction to create grade level objectives to enhance reading instruction on grade K-5.

Reading Criterion Referenced Data (CRT) Data

While analyzing reading standards data, Westside staff examined the Dakota Step blueprint for the reading indicators that make up over 50% of the reading assessment. Indicators 2 and 3 were determined to be the areas in which the most crucial reading skills are embedded. Therefore, Westside staff placed more emphasis on these two indicators.

Grade	Reading Indicator of Weakness	Reading Indicator of Strength
3	**R.2 @ 51%**	**R.4 @58%**
4	**R.2 @ 52%**	**R.1 @ 61%**
5	**R.3 @ 43%**	**R.4 @ 59%**

South Dakota Reading Standards Indicators

Indicator 1: Students can recognize and analyze words.

Indicator 2: Students can comprehend and fluently read text. (use of electronic devices, technology resources for additional reading research, questioning and comprehension)

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses. (use of electronic devices will allow students to take notes, develop interpretations, and form responses from text structures)

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts. (use of electronic devices and current technology purchases such as promethean boards, laptops, computers will further the research of responding to diverse, multicultural and time period texts.

MATH

While analyzing math standards data, Westside staff examined the Dakota Step blueprint for the math strands that make up over 50% of the math assessment. Algebra and Number Sense Strands were determined to be the areas in which the most crucial mathematics skills are embedded. Therefore, Westside staff placed more emphasis on these two strands.

Grade	2009-2010 Math Strand of Strength	2010-2011 Math Strand of Weakness
3	**Number Sense Indicator 3 Objective Met**	**Number Sense Indicator 1**
4	**Number Sense Indicator 3 Objective Met**	**Number Sense Indicator 3**

5	**Number Sense Indicator 1 Did not meet**	**Statistics Indicator 1**

Math Number Sense Indicators

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.
Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results. (use of electronic devices, current technology devices will provide additional research, application and practice for the above needed indicator practice.

Math Statistics Indicator

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions. (electronic devices, and current technology devices will allow for students to display models, gather, analyze and display data to interpret and draw conclusions)

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment.

Westside Elementary School

Strengths

- Balanced Literacy Training and support for staff and students at Westside
- SD Counts Teacher Leader/ESA Technical Support ongoing throughout the schoolyear. Ongoing professional development/graduate level coursework for staff(professional development) implementation into the classroom
- Parent Advisory Committee working collaboratively with teachers and students in the classroom (volunteering). Meeting monthly for discussions and updates for Westside and implementation of school improvement efforts.
- Bi-weekly Professional Learning Communities meeting with administration present for accountability in order to implement framework and concepts from balanced literacy class and SD Counts class.
- Afterschool program includes tutoring of students working collaboratively with our Supplementary Education Service program
- Tutoring/SES for students in grades K-5 based on academic needs in reading and math.
- Individual needs of students are met through flex grouping in the classroom and using small guided instructional groups to meet the academic needs of all students

Weaknesses

- Percent proficient and advanced not met to reach the AMO
- Standards strengths and areas of concern
- Attendance – daily challenges with attendance not reaching the goal of 94%
- Continued Parent Involvement
- Programs and practices - collaboration/professional development congruent with needs of students
- Professional Development goals in place – short/long term – monitoring/accountability/support
- Assessments being used to guide instruction on a continual basis

- Curriculum and instruction – aligned with standards
- Specific standards of strength highlighted/excellent and weaknesses mastered

(2) 2010 DSTEP % Proficient/Advanced

Subgroup	AMO Reading 69%	AMO Math 72%
All	56%-Needed 58% with CI *	60%- Needed 61% with CI *
Students with Disabilities	36%-Needed 38% with CI *	32%-Needed 34% with CI *
Economically Disadvantaged	43%	45%
Native American	48%-Needed 50% with CI *	47%-Needed 49% with CI *

f. Provide the rationale used to commit to serve this school with SIG funds.

The 1003g funds will be used in addition to the 1003a, Title I and general funds in order for students to make AYP according to the data analysis and school improvement indication below.

For the 2010-2011 school year the building was placed on Level 4 school improvement for math and on Level 2 for reading. The objective over the next two years is to make AYP in math and in reading. The subgroups at Westside that did not make AYP on the spring 2007, 2008, 2009 and 2010 Dakota STEP test in math and reading were the Native American, Economically Disadvantaged, and Students with Disabilities. Westside Elementary has been placed on Level 2 for attendance with 93.27%.

Priority Needs: After the overall examination of data, the following priority needs were identified as a result of the audit elements identified as in need of further examination and enhancement:

Leadership
Mr. Yost Principal/ schedule data time PLC's Thursday and Fridays after Monday and Wednesday leadership meetings Attendance-stakeholders, accountability, new policy – longer policy, year long Address time that accounts for ½ day, full year, consistency Consistent Agenda: Grade Level/Support PLC's 2x/month (Thursday or Friday during planning time) ISS – Consistent protocol/procedure Administrator to monitor grade level team blocks math/reading Mentoring Program

(3)

Curriculum/Instruction
Math- *Identified standards grade level area of concern *SD Counts – CGI 4 day training for all elementary staff *Math team led by Kathy Peterson with 1 teacher/per grade/paras and SPED

*Math Teacher Leader
-team implements – model classrooms in each grade level
-collaborate with grade level team – PLC's
*90 minutes of math instruction per grade level throughout school day
*flex small groups/co-teaching/para/sped help within the classrooms for small flex group for math within this 90 minutes each day

Reading-
*90 minutes of reading instruction per grade level for language arts throughout the school day.
-small flex groups/co-teaching/para/sped help within the classrooms/within the 90 minutes of the day for this type of setting each day for reading
-reading team leaders/bi-weekly balanced literacy class/model balanced literacy classrooms in each grade
-reading coach available for observations/monitoring/support

Professional Development
Curriculum collaboration time to discuss with grade above and below on areas of weaknesses identified Achievement Series- develop grade level tests in reading and math from AS. Conduct an item analysis to determine best possible way to assess grade level content No PD offered without accountability Technology coaching within individual class level

(4)

Assessment/Accountability
Standard based reporting *conferences *developmental checklist *Bubble Achievement Series- all students 3-5 in math and reading Benchmark Mid-Formative May Summative *SD Counts – accountability/follow up coaching *Grade level schedules – 90 minute blocks reading/math Assessments-Westside – Empty the fishbowl!- DRA – Grades K-5 for reading We need a Math Formative Assessment- we can use our Achievement Series results Assessments that we are letting go- Not mandatory Orchard Academy

(2) (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

(3) (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

(4) (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

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N/A TIER III SCHOOL

❑ 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.*

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N/A TIER III SCHOOL

❑ 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?

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N/A TIER III SCHOOL

❑ 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?*

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N/A TIER III SCHOOL

❑ 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 grades3-8 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.*

<u>Providing operational flexibility and sustained support</u>

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.

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N/A TIER III SCHOOL

(5) (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.

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.*

(6) (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.

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

Westside Elementary School: K-2 Students:

Objective: To improve math problem solving skills and reading comprehension in order to show a measureable gain by using Kindergarten formative/summative assessments (progress monitoring). Grades 1-2 on DACs Performance Based Assessment.

Reading Two Year Goal-

Grade	Area to enhance
3	**Indicator 5 (Reading): Students can access, analyze, synthesize, and evaluate informational texts.** 3R.5.1 (Application) Students can determine and utilize organizational features of text. 3R.5.2 (Application) Students can choose reference materials to locate information. 3R.5.3 (Application) Students can collect information from 2 reference materials.
4	**Indicator 3 (Reading): Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.** 4R.3.1 (Knowledge) Students can identify organizational and text structures within genres. 4R.3.2 (Analysis) Students can identify, explain, and use text features. 4R.3.3 (Evaluation) Students can determine how word choice affects meaning.
5	**Indicator 3 (Reading): Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.** 5R.3.1 (Analysis) Students can distinguish literary genres based on characteristics, structures, and patterns. 5R.3.2 (Evaluation) Students can interpret literary elements of character, setting, plot, theme, point of view, and mood. 5R.3.3 (Application) Students can identify literary devices within text.

Westside Elementary School staff will improve the reading performance levels of students in third, fourth, and fifth grades so that 58% (confidence interval = 88/152) of students will demonstrate proficient or advanced performance as measured by the Dakota Step Test by April of 2011. (All subgroup was at 56% proficient/advanced on 2010 DSTEP). *(N=152 students)We need 88 students (3rd, 4th, 5th grade) to demonstrate proficient or advanced in reading on the April 2011 DSTEP assessment in order to meet this goal.* The teachers at Westside Elementary School will improve the specific skills associated with identified standards/indicators of weaknesses so that there is a measured percent increase at the standards level as measured by the Dakota Step Test in April 2011. Westside staff can examine

Achievement Series results to formatively assess the progress of grade level students on the area of reading instruction identified as a concern.

Math Two Year Goal-

Westside Elementary School staff will improve the mathematics performance levels of students in third, fourth and fifth grades so that 61% (confidence interval = 93/152) of students will demonstrate proficient or advanced performance as measured by the Dakota Step Test by April of 2011. (All subgroups at 60% proficient/advanced on 2010 DSTEP) *(N=152 students)We need 93 students (3rd, 4th, 5th grade) to perform at proficient/advanced on the April 2011 DSTEP in order to meet this goal).*

The teachers at Westside Elementary School will improve the specific skills associated with identified standards/indicators of weaknesses so that there is a measured percent increase at the standards level as measured by the Dakota Step Test in April 2011. Westside staff can examine Achievement Series results to formatively assess the progress of grade level students on the area of math instruction identified as a concern.

Grade	Area to enhance
3	**Indicator 1 (Number Sense): Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.** 3.N.1.1 (Comprehension) Students are able to place in order and compare whole numbers less than 10,000, using appropriate words and symbols. 3.N.1.2 (Comprehension) Students are able to find multiples of whole numbers 2, 5, and 10. 3.N.1.3 (Knowledge) Students are able to name and write fractions from visual representations.
4	**Indicator 3 (Number Sense): Develop conjectures, predictions, or estimations in the process of problem solving and verify or justify the results.** 4N.3.1 (Application) Students are able to estimate sums and differences in whole numbers and money to determine if a given answer is reasonable.
5	**Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.** 5.S.1.1. (Application) Students are able to gather, graph, and interpret data. 5.S.1.2. Students are able to **calculate** and **explain** mean for a whole number data set.

(7) (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.

A portable electronic device will be checked out to each student with a 3 year progression to be used for our schoolwide strategies of in school, afterschool and summer school use. The electronic devices offer instructional practices of differentiated practices for all levels of learning in order to meet the annual reading and math goals of our students to make AYP in reading and math. Year one implementing 5th grade and staff, year two implementing 4th grade, and year three implementing all elementary students. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies and inquiry based mathematical instruction. 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. The electronic devices would not only be for literacy, small guided

reading instruction but also be used to develop fluency in number sense and multiple strategies for solving problems as well as building conceptual understanding of mathematics. The electronic devices extend the learning in preparation for the 21st century technology level of understanding that opens a level of learning for diverse learners that are often not met in the traditional classroom setting. The devices will also be made available for formative assessment tools in the area of reading for running records and for math using the Richardson formative math assessment software. This would be the first step toward a wireless and paperless classroom according to our technology schoolwide plan along with our school improvement annual reading and math goals and schoolwide strategies.

The electronic devices for the three year projected plan and further will support the following strategies from our schoolwide/improvement plan with the use of evaluation and assessment for students and staff. *A technical assistant/curriculum integrationist will be in place for the 3 year project to support the integration of the SIG program funds into the current programs.

Strategy #3 –We will offer afterschool tutoring for K-5 students in the areas of reading and math by highly qualified teachers and qualified paraprofessionals.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

RESPONSIBILITY: K-5 Tutors/Administration/Teacher Leaders/General Education Teachers, Family Members

Evaluation – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May,

Strategy #4 – We will have Small Groups (Inclusion) based on flexed grouping identified by South Dakota Standard needs: Kindergarten-5th Grade (Reading/Math)These flex small groups are to be part of or at a separate time in order to provide the 90 minute reading and math instruction throughout the school day in K-5.

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

RESPONSIBILITY: K-5 Reading/Math Leadership team/Administration/Teacher Leaders/General Education Teachers/Paraprofessionals

***READING: If students are not 'on grade level' by winter DRA test scores, these students will be given additional reading instruction by the highly qualified teacher in order to increase the grade levels of reading school wide.**

***MATH: If students are not 'on grade level' by winter achievement test scores, these students will be given additional math instruction by the highly qualified teacher in order to increase the grade levels of math school wide.**

Evaluation – DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

Strategy #5 - We will offer summer school for students who have not achieved all grade level standards and/or need extended academic services. Grades K-5

Content Standards: Reading/Math standards listed in chart above for Reading/Math Objectives.

RESPONSIBILITY: K-5 Reading/Math Summer School Staff/Administration/Parents/Family Members

Evaluation - DSTEP Summative Spring 2010 - Spring 2011, Achievement Formative October, January, May, and DRA Formative: Fall, Winter, Spring.

(8) (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.

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

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

- 1 Technology/Integration/Assistant for electronic Devices: $31,000 @ 1 FTE = $31,000 (year 1-3)
  - Throughout the one-three year grant period, the integrationist will develop along with the classroom teacher appropriate technology lessons correlated with SD state standards utilizing all hardware, software and internet access at Westside Elementary School in order to continue to raise student achievement to meet AYP each year.
  - The integrationist will attend grade level Professional Learning Community meetings 1x/week for curriculum planning and integration.
  - The integrationist along with classroom teachers will schedule class modeling, instruction and integration in each classroom at least 1x/week.
  - The integrationist will assist the current technology/computer related services as needed.

Totals:	**Year 1**	**$31,000**
	Year 2	**$31,000**

Year 3 **$31,000**

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).

- 1 Technology/Integration/Assistant for electronic Devices: $31,000 x 14.3% = $4,433
- 1 Technology/Integration/Assistant for electronic Devices: $4,800 @ 1 FTE = $4,800

Totals:	**Year 1**	**$9,233**
	Year 2	**$9,233**
	Year 3	**$9,233**

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

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.

- 160 electronic devices @ $717 = $112,911 year 1
- 160 electronic devices @$717= $112,911 year 2
- 160 electronic devices @$717= $112,911 year 3

A portable electronic device will be available to each student with a 3 year progression to be used for our schoolwide strategies of in school, afterschool and summer school use. The electronic devices offer instructional practices of differentiated practices for all levels of learning in order to meet the annual reading and math goals of our students to make AYP in reading and math. Year one implementing 5th grade and staff, year two implementing 4th grade, and year three implementing all elementary students. The technology would encourage a standards-based curriculum focused on comprehension instruction in reading strategies and inquiry based mathematical instruction. 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. The electronic devices would not only be for literacy, small guided reading instruction but also be used to develop fluency in number sense and multiple strategies for solving problems as well as building conceptual understanding of mathematics. The electronic devices extend the learning in preparation for the 21st century technology level of understanding that opens a level of learning for diverse learners that are often not met in the traditional classroom setting. The devices will also be made available for formative assessment tools in the area of reading for running records and for math using the Richardson formative math assessment software. This would be the first step toward a wireless and paperless classroom according to our technology schoolwide plan along with our school improvement annual reading and math goals and schoolwide strategies.

Totals:	**Year 1**	**$112,911**
	Year 2	**$112,911**
	Year 3	**$112,911**

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

- 8 carts @ $350 = $ 2,800 year 1-3
- 4 hubs @ $ 40 = $ 160 year 1 -3
- 160 Power Cables @ $4.40 = $ 462 year 1-3
- 160 Apps Software @ $ 75 = $12,000 year 1 -3

Totals:	**Year 1**	**$15,422**
	Year 2	**$15,422**
	Year 3	**$15,422**

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.

- Contracted/Technical Services $14,000 year 1-3

  Funds for personnel/team implementation and continuation of the electronic devices and integration of curriculum into the classroom

Totals:	**Year 1**	**$14,000**
	Year 2	**$14,000**
	Year 3	**$14,000**

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

- Professional Development/Training/Stipends for Staff/In-Service $6,000 years 1-3

  Professional Development will be offered for the use and practice of the hardware that will be purchased. The integrationist will work closely with the teachers in order to provide the best training and procedure possible for full learning implementation.

Totals:	**Year 1**	**$6,000**
	Year 2	**$6,000**
	Year 3	**$6,000**

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

- 1.8% Rate

Totals:	**Year 1**	**$1,475**
	Year 2	**$1,475**
	Year 3	**$1,475**

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	$31,000	$31,000	$31,000	$93,000
2. Employee Benefits	0	$9,233	$9,233	$9,233	$27,699
3. Travel	0	0	0	0	0
4. Equipment	0	$112,911	$112,911	$112,911	$338,733
5. Supplies	0	$15,422	$19,316	$19,316	$46,266
6. Contractual	0	$14,000	$14,000	$14,000	$42,000
7. Professional Development	0	$6,000	$6,000	$6,000	$18,000
8. Total Direct Costs (line 1-7)	0	$188,566	$188,566	$188,566	$565,698
9. Indirect Costs*	0	$1,475	$1,475	$1,475	$4,425
10. Total Costs (lines 8-9)	0	$190,041	$190,041	$190,041	$570,124