

School Improvement Grants

School Level Section Tiers I, II, and III

Name of School: Chamberlain Middle School				Grades Served: 7 th & 8 th			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
xx						xx	Meeting Individual Student Needs

DESCRIPTIVE INFORMATION

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

List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the committee and 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.*

Middle School – Schoolwide/School Improvement Team 2010-2011

Allan Bertram, Principal
 Tom Carruthers, Title I Teacher
 Tim Bastian, Classroom Teacher
 Donna Neeman, Title I Director
 Merry Bleeker, SST

Jerry Rhodes, Classroom Teacher
 Amy Byers, Parent
 Karen Andera, Classroom Teacher
 Diane Olson, ESA 3/Consultant

- Indicate the data sources that were analyzed as part of the school’s comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data RetreatSM process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSO, the results must be included in the data analysis.*

The following agenda, which includes the four lenses of the Data Retreat process, was used to collect the data at our Annual Comprehensive Data Retreat held August 9, 10, and 11, 2010. The summaries and data collected from the below sources, are put in binders for each of the 3 schools in our district. (Elementary, Middle School, High School). The summaries and data collected are utilized by each school throughout the school year to meet the individual needs of all students.

1. Dakota Step results for grades 3-8 and 11 for the 2009-2010 school year.

- Using the Dakota Step results list students below basic and basic in reading and math by grade. Designate the following by students name:
 - * Special Education
 - # Native American
 - @ Reduced or free lunch
- Looking at the above data, what are your findings? Base findings on data only! Submit in hard copy and on san disk. Are the same student BB and B from year to year?

2. Met Test – Kindergarten

- List students below average, for the four areas, on chart.
- Record above average, average, and below average percentages for each test. Compare results from past year.
- Summarize and submit in hard copy and San Disk.

3. Dibels K-5

- List students that are Intensive on the ending Benchmark by grade
- Summarize and submit in hard copy and San Disk.

4. STAR Results for grades K-12 (Reading, Math, and Early Literacy)

- Collect grade and individual data, Reading grades 1-12, Math 1-8, and K early literacy. Show and explain gains made between pre and post tests. Add individual GE score to last years report.
- Compare needs with the findings from previous Data Retreats. Submit findings in writing and on San Disk. Base findings on Data only!

5. Achieve 3000 5-12

- Collect grade and individual data for grades 7-12. Show and explain gains between pre and post tests.
- Submit findings in writing and on San Disk. Base findings on Data only!

6. Special Education grades K-12

- List grades 3-8, and 11 Special Education students by grade.
- List which tests each student took, Dakota Step or Dakota Step A.
- Include reading and math classroom grades, attendance, and Dakota STEP results
- Use Scaled Scores for Math and Reading.
- What are your findings? Summarize and submit in hard copy and on San Disk.

7. Evaluation of summer school and special programs

- To evaluate the summer school programs and special programs use Dakota Step scaled scores for the following sub groups:
 - Title I summer school students K-12
 - PAWS Tutor Students (during the school year K-6)
 - PAWS Summer School students (K-6)
 - JOM Summer School students (K-8)
 - Study Assist Students (High School and Middle School)
 - Saturday School (High School)
 - Fast ForWord students

What are your findings? Summarize your findings utilizing the above data. Submit findings in hard copy and on San Disk.

8. Demographic Data

- Add 2009-2010 demographic data to previous data from '08 Data Retreat.
 - List % of minorities and % of non-minorities for each year.
 - List % of male and % of female.
 - List % of free and reduced lunch.
 - Average absenteeism of minorities versus non-minorities.
 - Average absenteeism of free and reduced lunch student versus others.

Include all above information in summary. What are your findings? Base your findings on data only! Submit findings in hard copy and on San Disk.

9. CRT Data from E-Metric

- Copy individual Dakota Step standards reports for all students. Put in individual folders for teachers.
- Grades: 3, 4, 5, 6, 7, 8, and 11
- Use Last year binders.

10. Student Analysis

- Compile K-12 discipline referrals. Summarize data using information provided. Submit in hard copy and on san disk.
- Compile drop out information and chart. Add '09 graduation rate information to previous chart from '08 Data Retreat. Do you see any patterns? Summarize and submit in hard copy and on san disk.

11. Parent and Community Analysis

- Use data to determine what degree parents are involved in their child's education. Use conference data and parent portal data. Summarize and submit findings in hard copy and on San Disk.

12. School Improvement Goals

- Use SAT 10 results to determine if goals were achieved. Submit findings in hard copy and on San Disk.

13. Surveys

- Cultural Awareness Spring 2010
- Professional Development 2010
- Grade 7-8 School Wide Title I Program Survey
- Communication Survey 2010
- Student Perception Data
- Teacher/Staff Student Perception
- Middle School Student Perception

➤ Describe the process used to complete the school'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 District comprehensive needs assessment was completed on August 9, 10, and 11, 2010.

Team Members: Donna Neeman, Facilitator

Tami Schwartz, Elem. K-6	Jill Schrieber, Elem. K-6
Cathy Reuer, Elem. K-6	Becky Jensen, MS/HS 7-12
Kelli Pazour, MS/HS 7-12	Sandy West, MS/HS 7-12

The team spent 3 days collecting and compiling the data from the above agenda. The data was compiled into binders so that all teachers and administrators had access to the information

The **Middle School comprehensive needs assessment** conducted for the purpose of the SIG application was held on February 23, 2011. The Middle School team analyzed and utilized the results from the District comprehensive needs assessment using updated data.

Team Members:

Allan Bertram, Principal	Donna Neeman, Title I Director
Tom Carruthers, Title I Teacher	Amy Byers, Parent
Tim Bastian, Classroom Teacher	Karen Andera, Classroom Teacher
Jerry Rhodes, Classroom Teacher	Diane Olson, ESA 3/Consultant

- Broadly describe the results of that review. *Summarize the results of the CNA for this school.*

Schoolwide/School Improvement goals #1 and #2 were reviewed. The benchmarks and objectives for each goal were evaluated. The following objectives have been implemented:

- All parents have been informed and involved in all aspects of our Title I program
- All staff have revised and implemented their Professional Development Growth plans
- A mini data retreat and mid-year strategy evaluations have taken place to assist teachers in helping students perform at the proficient or advanced levels in reading.

The strategies for each goal were reviewed. Seven of the strategies have been implemented.

Additional information and discussions are needed on two of the strategies. This will take place during team meetings.

How we evaluate our programs/strategies was determined. We utilize formative assessments (language arts textbook tests, Saxon math tests and Saxon benchmark tests), Formative/Summative Assessments (Achieve 3000, STAR Reading and Math), and Summative Assessment (Dakota STEP).

The implementation of programs and strategies has been successful as determined by assessments. Parent/community involvement was evaluated. It was determined that a parent involvement plan needed to be developed to determine the effectiveness of our parent/community involvement.

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

➤

The following are the strengths and weaknesses for Chamberlain Middle School as determined from the results of the comprehensive needs assessment held in August of 2010.

Areas of Strength:

*Professional Development – time/money needed – prioritized need because it needs to be continuously ongoing to be a strength

*Technology Access and Updates – as shown by annual survey. Needs to be continuously assessed and updated to be a strength.

Curriculum Mapping completed in grades 7-8

Areas of Weakness:

*Parent Involvement

*Addressing math and reading skills of the economically disadvantaged

*Addressing math and reading skills of the Native American students

*Addressing math and reading skills of students with disabilities

*Addressing below basic and basic students in the areas of reading and math

Prioritized Needs:

We determined our areas of greatest need utilizing the compiled data results from our Data Retreat held in August of 2010. We must raise our Below Basic and Basic students in the areas of reading and math to meet the NCLB guidelines. Our data shows that our BB/B students are low in reading comprehension and math problem solving. We will also emphasize and provide specific interventions geared to the following subgroups:

Economically Disadvantaged

Special Education

Native American

Our prioritized need, in grades 7-8, is to raise our Below Basic and Basic students to the Proficient/Advanced level in Reading and Math. Therefore we will be addressing reading comprehension and math problem solving, since these are the two areas of greatest need of our Below Basic and Basic students. We will also prioritize efforts in the area of Special Education, Economically Disadvantaged and Native American.

- Provide the rationale used to commit to serve this school with SIG funds. [*Why is this school served?*](#)

This school is served because the current year school AYP determination is:

Reading – Level 1

Math - Alert

The comprehensive needs assessment shows the weaknesses in the 7th and 8th grades need to be continuously addressed. SIG funds will help the CMS address these needs. An area of concern is that we are data rich but information poor. We are assessing students but not using the data to the fullest to help our teachers to establish individual student outcome goals, re-teach, or target specific skills for interventions. SIG funds will be utilized to help teachers to use the data to improve instruction and evaluate strategies.

- (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. *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.*
- (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. *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 Chamberlain School District previously and presently utilized ESA3 staff and TIE staff as external providers. CSD relies upon ESA3 and TIE recommendations, due to their expertise, to ensure the quality of external providers when and if needed.

- (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.

☐ 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.*

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?

☐ **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?*

☐ **The Transformation Model**

Section I.A.2(d)

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

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
 - *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
 - *How will data on student growth be a significant factor in the evaluation system?*
 - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
 - *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
 - *Are the evaluation systems designed and developed with teacher and principal involvement?*
 - *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
 - *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*

- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
 - *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
 - *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
 - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*
- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

Comprehensive instructional reform strategies

- d. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the school ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the school ensure alignment with State academic standards?*
- e. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
- f. Describe any optional instructional reform strategy the school chooses to implement.

Increasing learning time and creating community-oriented schools

- g. Describe how the school will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research).*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
- h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.
- Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.
- Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.

Providing operational flexibility and sustained support

- i. Describe the operational flexibility that will be given to this school.
 - What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?
 - What changes in operational practices will be made?
 - How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?
- j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
 - Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?
 - What kind of support will be provided and how often?
- k. Describe any other optional strategies for providing operational flexibility and intensive support.

(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.

- 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.

- List the reading and math annual goals for this Tier I, II or III school, if applicable. *The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year). Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

Performance Goal #1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

2011 -2012 Measurable Objectives to Meet Goal:

To improve reading skills of students in grades 7-8 so that 78% of 7th grade and 72% of 8th grade students perform at the proficient or advanced levels in reading as measured by the Dakota STEP in the spring of 2012.

(The above percentages will change after we receive our Dakota STEP results from spring of 2011, spring of 2012, and spring of 2013. The percentages will change each year. The School Improvement Leadership Team determines the percentage increases using present and previous results, State requirements and Federal requirements.

Action Steps:

- Review reading test scores and disaggregate data to determine specific areas of need.
- Develop core assessments that will be administered at each grade level/course periodically throughout the year.
- Explore ways to use technology to enhance reading performance at each grade level and identify strategies to address reading gaps to improve reading performance.
- Identify specific reading professional development activities that will improve reading instruction in the classrooms.
- Analyze Curriculum and standards covered in relation to areas of student need through the use of the Curriculum Connector Program.

All parents will be informed and involved in all aspects of our Title I program by the end of the 2011-2012, 2012-2013, and 2013-214 school years as determined by flyers, agendas, sign-in sheets, newsletters, the newspaper and parent input.

All staff will be involved in revising and implementing Professional Development Growth Plans and all aspects of the CSD 7-1 Professional Development Action Plan by the end of the 2011-2012, 2012-2013, and 2013-214 school years.

All staff will utilize the Curriculum Connector Program to demonstrate standards based instruction and to collaborate with one another in creating researched based instructional strategies focused on the areas of designated improvement for our students.

Performance Goal #2: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

2011-2012 Measurable Objectives to Meet Goal:

To improve problem solving skills of students in grades 7th-8th so that 85% of 7th grade and 75% of 8th grade students perform at the proficient or advanced levels in math as measured by the Dakota STEP in the spring of 2012. (The above percentages will change after we get our Dakota STEP results from spring of 2011, spring of 2012, and spring of 2013. The percentages will change each year.)

Action Steps:

- Implement accountability standards at each grade level/course to assist in achieving grade level standards.

- Take a systemic view of math achievement and identify areas where students are underperforming. Identify professional development to address underperforming areas.
- Explore a vertical alignment exercise to ensure that key concepts are addressed at each grade level.
- Focus on retention of math skills at each grade level. Use formative assessments to determine mathematics competency.
- Analyze Curriculum and standards covered in relation to areas of student need through the use of the Curriculum Connector Program.

All parents will be informed and involved in all aspects of our Title I program by the end of the 2011-2012, 2012-2013, and 2013-214 school years as determined by flyers, agendas, sign-in sheets, newsletters, the newspaper and parent input.

All staff will be involved in revising and implementing Professional Development Growth Plans and all aspects of the CSD 7-1 Professional Development Action Plan by the end of the 2011-2012, 2012-2013, and 2013-214 school years.

All staff will utilize the Curriculum Connector Program to demonstrate standards based instruction and to collaborate with one another in creating researched based instructional strategies focused on the areas of designated improvement for our students.

- (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. *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.*

Chamberlain Middle School, grades 7th-8th, services and activities which will improve academic achievement and meet the specific needs of this school, its teachers, and its students.

- **Hire Middle School Reading Educational Specialist for 1 ½ days per week. This specialist will provide support in 3 key areas:**
 - Data analysis
 - Develop of a plan for increased student achievement
 - Implementation of the plan

Our middle school is very data rich but also information poor. We assess students but do not always use the data to help teachers establish individual student outcome goals, re-teach, or target specific skills for intervention.

The Chamberlain Middle School utilizes several assessment tools that provide information about student achievement:
Dakota STEP

Grade level common assessments which are aligned to the state standards and are vertically aligned at the district through TechPaths
Level set assessment from the Achieve3000 Differentiated

The Specialist will compile and meet with individual teachers about their students of concern. Individual student data will be compiled so data can be utilized on an ongoing basis. An action plan of interventions will be developed collaboratively. The Specialist will provide support and follow-up to implement the interventions.

Progress monitoring plans will be written and evaluated to determine student success and needs for adjustment in the plans. Students will be involved in the development and review of their plans through individual conferences.

The Specialist will meet with individual teachers on a weekly basis to review student data and facilitate the implementation of the student interventions.

Parents will be involved and informed of their child's educational plan and interventions.

Ongoing professional development will be a critical piece of the process to ensure that teachers are implementing research-based best practices into their instruction. Interventions will be developed to incorporate the instructional principals of:

1. Instructional explicitness
2. Instructional design that eases the learning challenge
3. A strong conceptual basis for procedures that are taught
4. An emphasis on drill and practice
5. Cumulative review as part of drill and practice
6. Motivators to help students regulate their attention and behavior and to work hard

The Reading Specialist will help improve instruction by the teacher and meet the needs of individual students.

Years two (2013) and three (2014) would be a continuation of the above activities. The Specialist would continue to collect and review data to guide decisions, continue refining lessons, and continue professional development for areas of concern as identified by the data.

- **Hire Middle School Academic Enrichment Teacher (Highly qualified in Math and Reading/Language Arts)**

Students will receive Targeted Assistance Exploratory Classes offered in the areas of Reading/Language Arts and Math improvement. Study Island, Learning Upgrade, and Teen Biz/Achieve 3000 will be utilized to meet the individual academic needs of the basic and below basic students selected for the TA Exploratory classes. These web based programs will teach and reinforce reading comprehension, reading skills, critical thinking skills, and problems solving skills. Research shows that comprehension can be improved by teaching students to use specific cognitive strategies or strategic reasoning when encountering barriers to understanding, which will

improve comprehension and problem solving skills. The programs to be utilized in our TA Exploratory Classes meet these criteria. The teacher will also utilize the researched based strategies: setting objectives and providing feedback, organizing ideas, and ask questions that probe student understanding of the content. Yearly licenses' will have to be paid for the web based programs.

The TA Academic Enrichment teacher will also be responsible for the Study Assist program with one to one academic mentoring. This one to one mentoring will provide individualized intervention and remediation based on the individual student needs.

Data analysis and results of the Dakota STEP will be utilized to determine targeted academic areas of assistance and students with the greatest needs. The Reading Specialist will assist the Academic Enrichment Teacher with individual student data to be compiled so data can be utilized on an ongoing basis. An action plan of interventions will be developed collaboratively. The Specialist will provide support and follow-up to implement the interventions.

The Academic Enrichment Teacher will help improve instruction to meet the needs of individual students.

Years two (2013) and three (2014) would be a continuation of the above activities. The Academic Enrichment Teacher would continue to review data to guide decisions, to refine lessons, and continue professional development for areas of concern as identified by the data.

- **Purchase Nooks and or Kindles to help improve reading comprehension.** The nook will give the students a new reading experience and work towards improving their reading skills, students with reading difficulties will utilize the nooks/kindle to help support their literacy development. These devices have various features and functions that can provide accommodations like text-to-speech, variable text type and size, and word definitions that many students with reading difficulties need to be successful with text-based materials. We will be able to down load books, news articles, and magazines. Exposing all students to a wide spectrum of technology we are able to expose them to new ideas and develop skills that enable them to stretch their eager minds and learn independently.

Implementing new technology will improve student achievement and enhance the teacher's instruction.

Updating and buying additional devices will take place in years two (2013) and three (2014). Possibly implementing a program for using the devices in the home in year three (2014).

- **Develop and implement a District and School Parent Involvement Plan.** It is the purpose of Chamberlain Middle School to improve and increase the involvement of parents in their child's education. That Parent Involvement Plan will be developed during the 2011-2012 school year. Parents, students, and staff will have input into the plan through formal and informal meetings, surveys, and e-mail communication. SIG funds will be utilized for the meetings, printing and dissemination of the Parent Involvement Plan.

Involving parents in all aspects of their child's education will improve student achievement and improve student/parent/teacher collaboration.

Years two (2013) and three (2014) will be utilized to evaluate the PI Plan and make needed updates and changes.

- **Professional Development for staff and parents. (Targeted in areas of Reading and Math improvement)**

SIG funds will be utilized to provide attendance of staff and parents at State/National conventions that presents materials aligned with the 7th/8th grade School Improvement goals. A teacher/administrator must complete an application process and be approved by the Superintendent prior to attending. Upon return the teacher/administrator will be responsible for making a formal presentation to the School Board at one of their regular meetings. The teacher/administrator may also be asked to make a presentation to fellow staff members. State/National convention attendance allows teachers to participate in an activity to improve and or enhance their student instruction.

Upon return from the event the teacher/administrators will answer the following questions:

What were the key learning's that will allow you to improve you present level of teaching and increase the level of achievement of the students in your classroom? What is the action plan to implement these key learning's in your classroom?

Activity (What will I do?)

Process (How will I do?)

Timeline (When will I do it?)

Assessment (How will I measure success?)

How do you propose that the implementation of the above action plan will help the school district in achieving the identified school improvement goals in Reading and Problem Solving?

Professional development will help improve instruction by the teacher and meet the needs of individual students.

Continue providing professional development in years two (2013) and three (2014). The new yearly updated goals will be utilized to determine the professional development needs of the teachers in years two and three.

- (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. *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 while developing the LEA and school application for SIG funds.*

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

Budget categories for consideration in required budget narrative.

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.

Chamberlain Middle School SIG Budget 2011-2012

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

Academic Enrichment Teacher: \$32,000 @ 1 FTE = \$32,000
(Reading/Language Arts & Math)

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).

\$32,000 X 7.65% SS = \$2,448
\$32,000 X 6% Ret. = \$1,920
\$32,000 X .5% W/C = 160
Health \$440/mo = \$5,280
TOTAL \$9,808

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.

30 Nooks/Kindles @ \$200 = \$6,000

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

Books for Nooks/Kindles = \$2,000
Supplies for PI booklets and disseminating info = 2,500
Parent Involvement meeting expenses = 800
Purchase Study Island License –Math & Reading = 800

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.

1 Contracted Reading Specialist:

36 weeks x 1.5 days/week = 54 days x \$500/day = \$27,000
Mileage: 150 mi x 54 days = 8,100 miles x .37 = \$2,997

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

6 teacher/administrators to attend state/national conventions: Total Cost \$13,074
Airfare: 6 x \$600 = \$3,600
Motel: 6 x up to \$250 x 4 nights = \$6000
Meals: \$36/day x 4 days x 6 teachers = \$864
Miscellaneous: 6 x \$125 = \$750
Mileage: \$160 x 6 = \$960
Registration: 6 x \$150 = \$900

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144
 $\$96,979 - 6,000 = 90,979 \times .0144 = 1,410$

Chamberlain Middle School SIG Budget 2012-2013

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

Academic Enrichment Teacher: \$32,000 @ 1 FTE = \$32,000
(Reading/Language Arts & Math)

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).

\$32,000 X 7.65% SS = \$2,448
\$32,000 X 6% Ret. = \$1,920
\$32,000 X .5% W/C = 160
Health \$440/mo = \$5,280
TOTAL \$9,808

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.

30 Nooks/Kindles @ \$200 = \$6,000

Supplies: Consumable supplies include materials, software, videos, textbooks, etc. Total: \$14,285

Books for Nooks/Kindles = \$2,000

Supplies for PI booklets and disseminating info & involving parents = 2,500

Parent Involvement meeting expenses = 800

Purchase Study Island License = 800

Purchase Learning Upgrade License = 8,185

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.

1 Contracted Reading Educational Specialist:

36 weeks x 1.5 days/week = 54 days x \$500/day = \$27,000

Mileage: 150 mi x 54 days = 8,100 miles x .37 = \$2,997

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

6 teacher/administrators to attend state/national conventions: Total Cost \$13,074

Airfare: 6 x \$600 = \$3,600

Motel: 6 x up to \$250 x 4 nights = \$6000

Meals: \$36/day x 4 days x 6 teachers = \$864

Miscellaneous: 6 x \$125 = \$750

Mileage: \$160 x 6 = \$960

Registration: 6 x \$150

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144

$\$105,164 - 6,000 = 99,164 \times .0144 = 1,544$

Chamberlain Middle School SIG Budget 2013-2014

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

Academic Enrichment Teacher: \$33,500 @ 1 FTE = \$33,500

(Reading/Language Arts & Math)

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).

$\$33,500 \times 7.65\% \text{ SS} = \$2,563$

$\$33,500 \times 6\% \text{ Ret.} = \$2,010$

$\$33,500 \times .5\% \text{ W/C} = 168$
 Health $\$440/\text{mo} = \underline{\$5,280}$
 TOTAL $\$10,021$

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.

30 Nooks/Kindles @ $\$200 = \$6,000$

Supplies: Consumable supplies include materials, software, videos, textbooks, etc. Total: $\$16,785$

Books for Nooks/Kindles = $\$2,500$
 Nooks/Kindle cases (also for previously purchased) = $\$2,500$
 Supplies for PI booklets and disseminating info & involving parents = $2,000$
 Parent Involvement meeting expenses = 800
 Purchase Study Island License = 800
 Purchase Learning Upgrade License = $8,185$

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.

1 Contracted Reading Educational Specialist:
 $36 \text{ weeks} \times 1.5 \text{ days/week} = 54 \text{ days} \times \$500/\text{day} = \$27,000$
 Mileage: $150 \text{ mi} \times 54 \text{ days} = 8,100 \text{ miles} \times .37 = \$2,997$

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

6 teacher/administrators to attend state/national conventions: Total Cost $\$13,074$
 Airfare: $6 \times \$600 = \$3,600$
 Motel: $6 \times \text{up to } \$250 \times 4 \text{ nights} = \$6,000$
 Meals: $\$36/\text{day} \times 4 \text{ days} \times 6 \text{ teachers} = \864
 Miscellaneous: $6 \times \$125 = \750
 Mileage: $\$160 \times 6 = \960
 Registration: $6 \times \$150$

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. Chamberlain School District IC rate: .0144

$\$109,377 - 6,000 = 103,377 \times .0144 = 1,613$

Grant Periods:

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

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

Name of School:

Budget Summary

Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre- implementation	Year I - Full Implementation			
1. Personnel		32,000	32,000	33,500	97,500
2. Employee Benefits		9,808	9,808	10,021	29,637
3. Travel					
4. Equipment		6,000	6,000	6,000	18,000
5. Supplies		6,100	14,285	16,785	37,170
6. Contractual		29997	29,997	29,997	89,991
7. Professional Development		13,074	13,074	13,074	39,222
8. Total Direct Costs (line 1-7)		96979	105,164	109,377	311,520
9. Indirect Costs*		1,410	1,544	1,613	4,567
10. Total Costs (lines 8-9)		98,389	106,708	110,990	316,087

*Use restricted indirect cost rate (same rate as regular Title I program) **.0144 CSD IC rate X (Total budget - equipment) = Indirect Costs**

** Contingent upon continued federal funding