

School Improvement Grants

School Level Section

Tiers I, II, and III

| Name of School: Belle Fourche Middle School | | | | | Grades Served: 5-8 | | |
|--|------------|--------------|---------|---------|--------------------|----------|--------------------------------|
| TIER I | TIER II | INTERVENTION | | | | Tier III | Intervention |
| | | turnaround | restart | closure | transformation | | |
| | | | | | | X | Modified Transformation |

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.*

Steve Willard, Superintendent-Belle Fourche School District
 Kevin Smidt, Principal-Belle Fourche Middle School
 Julie Hatling, Math Teacher/BLT Member
 Melissa Ruml, Math Teacher /BLT Member
 Stacey McCarty, Special Education Teacher/BLT Member
 Andrea Olson, Language Arts Teacher/BLT Member
 Joann Stephen, Language Arts Teacher/Bldg. Lead Teacher
 Reva Potter, Language Arts Teacher/BLT Member
 Penny Louks, Language Arts Teacher/BLT Member
 Denise Ternes, Encore Teacher/BLT Member
 Kevin and Tammy Clem, Parents
 Vern and Laurie Ward, Parents
 Scott and Susan Peterson, Parents
 Brian Aspen, Home School Liaison
 Teresa Aspen, Parent
 Bev Banks, Member-Belle Fourche School Board
 Pam Lange, ESA 7 Consultant-TIE
 Karen Wagner, School Improvement Consultant-Black Hills Special Services Cooperative

- 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 breakdown of data listed below encompasses data from the four lenses of the Data Retreat model. The data listed has been reviewed and evaluated through out the 2010-2011 school year and was utilized as our comprehensive needs assessment for our current School Improvement plan. Since the SIG application came at the end of the school year the stakeholders used prior needs assessment data

and evaluated the following current information for the four lenses which determined the focus for the SIG grant application:

- Review of grade level feedback on the goals, objectives and strategies from the 2010-2011 school improvement plan.
- Review of DSTEP reading and math group summaries by grades level, for 2009 and 2010 by standard and indicator.
- Read Plus 2010 fall and 2011 spring test scores.
- ALEKS math 2010 fall and 2011 spring test scores.
- 2010-2011 ICU homework pilot results and parent survey feedback.
- Parent survey results grades 5-8 regarding instructional program delivery, school climate and overall responses to MS parent satisfaction.
- Staff surveys on professional development activities and instructional program needs.
- Review of demographic data which included grades (failing/passing), attendance, and discipline summaries.
- Analyzed and reviewed the math and language arts professional development support which is a coaching/mentoring model to support classroom teachers with differentiated instruction and instructional strategy training.
- Review of outcomes from the grade level parent meetings.
- Review of technology needs for improving instruction.
- Review of formative assessment practices and targeted future needs.
- Discussed Common Core Standards implementation and training needs.

The data lenses listed below also includes data that has been evaluated and included in earlier data retreats which is the basis for our school improvement plan and was a piece of the comprehensive needs assessment process.

Student Data Analyzed:

- grades 4-8 DSTEP reading and math scores for 2009-2010;
- four year growth scores for reading and math from the Dakota STEP and the DACS pre assessment results for fall of 2008 and May 2010 post assessment;
- student survey results including climate, academic, and safety from 2010 and 2011;
- Achievement Series formative assessment results;
- attendance rate;
- Intensive Care Unit (ICU) homework intervention survey results from 2011;
- Read Plus and ALEKS math supplemental program 2010 and 2011 test results;
- results of instructional changes in math and reading courses to address state standards and testing needs to meet the needs of the sub groups not making AYP;
- student demographic data including gender, ethnic/racial groups and free and socio-economic population (free and reduced lunch).

Professional Practices Data Analyzed:

- data analysis prepared from the July 26, 2010 mini data retreat with the Building Leadership Team (BLT);
- staff feedback from September 17, 2011 data retreat regarding professional development needs and effectiveness of past training;
- on-going discussion and evaluation of targeted needs during the January 21, 2011, and March 11, 2011 professional development days;

- analyze outcomes of past results professional development activities and compare the analysis with the 2010-2011 school year needs;
- teacher and para-professional highly qualified staff status;
- outcomes of the weekly Collaborative Work Group planning sessions;
- Building Leadership Team (BLT) monthly planning meetings to support math and reading goals.

Program and Structures Data Analyzed:

- current middle school program structure/schedule such as length of day, current attendance requirements, curriculum implementation;
- review of 5-8 curriculum maps which target state standards for reading and math;
- curriculum effectiveness;
- technology opportunities available for student and staff to enhance instruction;
- reading and math instructional tools, delivery and expansion of services to students;
- feedback from daily teaming time, building leadership team structure, professional collaborative work group time, South Dakota Incentive Plus (SDI+) involvement 2008-present;
- feedback from the data retreats held July 26, 2010, September 17, 2010 and April 20, 2011;
- review of current homework practices and outcomes of the Intensive Care Unit (ICU) homework intervention model survey results.

Family and Community Data Analyzed:

- parent survey data comparison of the March 2010 and March 2011 surveys;
- student led conference format;
- transition plan from elementary to the middle school and from the middle school to the high school per the district school improvement plan;
- increased parent involvement strategies per the school improvement plan and the 2009 Title I school audit;
- identify community resources BFMS currently utilizes along with discussion of needs for expansion.

➤ 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.*

July 26, 2010 the middle school participated in a mini data retreat to plan and prepare data for the start of the 2010-2011 school year. August 19 and 20, 2010 DSTEP and DACS data was shared with staff for planning and preparation. On September 17, 2010 a comprehensive needs assessment was conducted per our current School Improvement plan with on-going evaluation during scheduled professional development days and a spring follow-up data retreat on April 20, 2011.

The following stakeholders were present for the final data analysis:

Steve Willard, Superintendent-Belle Fourche School District
 Kevin Smidt, Principal-Belle Fourche Middle School
 Julie Hatling, Math Teacher

Melissa Ruml, Math Teacher
Stacey McCarty, Special Education Teacher
Andrea Olson, Language Arts Teacher
Joann Stephens, Language Arts Teacher
Reva Potter, Language Arts Teacher
Penny Louks, Language Arts Teacher
Amanda Kidder, Encore Teacher
Brian Aspen, Home School Liaison
Dick and Kim Myers, Parents
Pam Lange, ESA 7 Consultant-TIE
Bev Banks, Member-Belle Fourche School Board
Karen Wagner, School Improvement Consultant, BHSSC

During the data review on April 20, 2011, the above committee reviewed all data sources and up-dated results to determine the needs of the middle school for the SIG application. This information was presented by staff through charts, graphs, and the current goals, objectives and strategies outlined in the 2010-2012 School Improvement plan. The plan has been submitted to the State Department of Education and was awarded final approval. The analysis and review by all stakeholders was the basis for establishing the needs of the SIG application.

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

The results of the comprehensive needs assessment from the April 20, 2011 Data Retreat are:

- Continue with the grade level goals for reading and math which are linked to the current School Improvement Plan for the middle school.
- Engage in training and begin work on alignment of reading and math to the common core standards. Develop a plan for the implementation process.
- Re-evaluate assessment measures and create systemic plan for grades 5-8 in the use of formative and summative assessments.
- Continue to expand technology use for instruction delivery within the classroom through additional purchases of computer labs, Smart boards, iPads, etc.
- Continue with the Read Plus on line reading program and increase the use with upper grade levels through grade reading literacy staff. This is based on the improved reading skills of students based on the fall to spring testing.
- ALEKS on line math reflected student gains, however, the implementation has been difficult with limited staff. Increase use in all grade levels through math literacy staff.
- Continue and expand on the coaching and mentoring professional development activities for reading and math for all staff grades 5-8.
- Parent survey results support the efforts of the ICU homework model and data supports the expansion of this model in grades 5-8.
- Continue with the grade level parent meetings with slight adjustments.
- Continue with parent surveys to increase parental involvement.
- Provide professional development and school improvement support through a continuation of contractual services with outside agencies.

The outcomes listed below have been put into goals and activities. The outcomes are based on the above identified needs and will be included as part of the focus for the SIG application.

Outcomes:

- increase reading and math access for students through the hiring of additional math and reading literacy teachers by increasing instructional opportunities in the areas of reading and math for advanced and lower performing students;
- expand curriculum and instructional opportunities through the use of technology;
- expand supplemental and enrichment reading and math instruction and extend learning time through coordination with the after school program and home based opportunities via on-line programs;
- continue to provide and expand the professional development opportunities for staff emphasizing technology and curriculum development with a focus on improving reading and math skills through specific instructional strategies;
- provide additional financial support to staff for planning and collaboration outside of the school day;
- increase student instructional time through differentiated instruction through team teaching and extra instructional time with the math and reading literacy staff;
- expand access to reading, math and technology coaches to further staff training in differentiated instruction, formative and summative assessment, reading instructional strategies such as guided reading, literature circles, etc. and the math workshop model;
- continue to provide support for data analysis monitoring and evaluation of the school improvement process.

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

Strengths:

- flexible schedule for students and staff;
- monthly early release time for staff collaboration;
- student/staff instructional ratio at the 6th, 7th and 8th grade levels;
- highly qualified staff;
- transition plan is well defined;
- goals and strategies for school improvement have been established based on data review and identified needs;
- professional development opportunities across content areas;
- ample time available for training staff to support student instructional needs;
- reading literacy teacher at the 5th grade level.

Weaknesses:

- technology equipment and supplemental curriculum access;
- systemic implementation of math and reading instructional strategies 5-8 provided through professional development training opportunities;
- implementation and alignment to the Common Core Standards to be prepared for full implementation by the year 2015;
- consistent evaluation measures of student progress through formative and summative assessments;

- staffing to target reading and math instructional needs especially for the sub groups not making AYP.
- absence of reading and math literacy teachers in all grades 5th through 8th.
- student/staff instructional ratio at the 5th grade level.

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

- technology equipment purchase and training;
- increase literacy staff in the areas of reading and math grades 5-8;
- increase math and reading training support for all staff through on-site math and reading coaches to expand on current instructional practices Belle Fourche Middle School established to address AYP needs;
- development and implementation of consistent formative and summative assessment protocols to measure student achievement grades 5-8;
- increase the availability of outside consultants to collaborate and train staff in the areas of reading, math, and technology, along with providing support in the review of data and on-going monitoring of student performance;
- implement the Intensive Care Unit (ICU) homework intervention model in grades 5-8 to improve student achievement and evaluate the effectiveness of homework as it relates to the SD content standards;
- plan and prepare for the implementation of the Common Core Standards process adopted by the State of South Dakota.

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

The Department of Education announced the availability of funds for Tier III schools, and the district determined the SIG funds would provide additional opportunities for the Belle Fourche Middle School to further support and expand school improvement efforts. The Level 5 School Improvement restructuring plan and components of the Transformation model will help BFMS to continue with their efforts in the school improvement process. Specifically the SIG funds will help in the expansion of curriculum, staffing, technology, and professional development opportunities to improve student achievement in the areas of math and reading.

- (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.*

DOES NOT APPLY

- (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 Belle Fourche School District has made a commitment to address student growth, reward staff for increasing student outcomes, identify instructional strategies based on student needs, provide job-embedded professional development to support staff, and use data to evaluate instruction. Limited funding has presented barriers for full implementation, so the goal is to expand these outcomes through additional financial support. Based on this philosophy, Belle Fourche Middle School has chosen components of the Transformation Model as it closely aligns with the current Level 5 School Improvement restructuring plan. By enhancing activities through the SIG application, achievement will improve.

In the year of 2002 the Belle Fourche Middle School began a collaborative working relationship with Black Hills State University, Black Hills Special Services Cooperative, and Technology & Innovation in Education (TIE) to serve as external providers for professional development activities. The trust level is strong and tremendous progress has been made with the staff. It is our hope to continue with these external providers and where appropriate seek outside providers in order to fully implement the intent of the SIG grant. If expertise is needed beyond the entities listed above, BFMS will contact other local/regional agencies through an RFP process to select the best provider for the training needs based on the identified needs and goals of the building.

Below is a brief overview of what currently is in place through our School Improvement planning process since 2002:

Current Resources:

- administrative oversight by the middle school principal;
- six professional development days have been included for all staff via the school calendar;
- ESA 7 consultation through TIE;
- Black Hills Special Services Cooperative contract services for building staff and outside consultants;
- minimal financial support for training, curriculum implementation, and the hiring of staff to facilitate and evaluate the school improvement process;
- Black Hills State University higher education partnership;
- SDI+ grant through TIE.

The above resources will be continued, but the plan is to expand technology instruction which will require the purchase of equipment and training. The job embedded professional development activities will be increased through outside consultation with TIE, Black Hills Special Services Cooperative, and Black Hills State University staff. These opportunities have been limited due to lack of funding. Outside consultants will be used to support the development of curriculum, increase the use of reading and math instructional strategies, alignment of curriculum to state standards, and the use of student data to support instructional decisions. Staff training and planning time will be increased along with student instructional time. Contracted time with outside consultants will increase the support provided to staff to improve reading and math skills for students through training, modeling, evaluating data, developing student plans, and aligning curriculum to core content standards in all academic areas. Math and reading literacy teachers will focus specific on math and reading strategies to target students in sub groups that are not making adequate progress on the DSTEP.

Outside providers will always be considered and utilized if the middle school determines there is a need to bring providers in outside of those currently identified. The selection will be based on our comprehensive needs assessment data, the goals, objectives and activities listed within the School

Improvement plan. The Building Leadership Team (BLT), and building principal will be involved in the identification and selection of the providers and it will be based on what is needed for improving student achievement in the areas of reading and math. The Professional Learning Community (PLC) model is the structure in place to support this planning process.

- (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.

As noted in #3 above, the Belle Fourche Middle School continues to utilize outside consultant services through TIE, Black Hills Special Services Cooperative, and Black Hills State University. It is our intent to continue to utilize these external providers due to the highly trained staff who are knowledgeable in research based professional development models, along with the requirements by the federal and state for school improvement. Additional rationale for using the current external providers is due to the success BFMS has experienced with its professional development activities. BFMS staff has confidence in these professionals and their expertise. It has taken years for the staff to build trust and establish a solid working relationship with these consultants so it is important to continue with the current intervention training model.

In order to maintain success in our professional development delivery, the administration, staff, and external providers will conduct planning sessions to identify specific needs of the staff. The planning sessions will include the four lenses of data to ensure there is a comprehensive approach in identifying needs. A specific plan was started during the recent data retreat, and we will continue to outline the needs for training/support, planning, and outcomes. With SIG approval, the committee will immediately review and adapt activities based on the funding received.

- (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.*

DOES NOT APPLY

- (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.

Reading Goal

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

Belle Fourche Middle School Objectives:

84% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2012 as defined by the Annual Measurable Objective set by the State of South Dakota.

Strategy: Staff will utilize data analysis results to determine areas of need to improve student achievement in the area of reading.

| SPECIFIC | MEASURABLE | ATTAINABLE | REULTS/ORIENTED | TIME BOUND | OTHER |
|---|--|--|---|---|---|
| <ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate diff instruction) Read Plus on-line supplemental reading program. | <ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series, D-Step) Individual teacher assessments Determine target percentages for Achievement Series mid-year growth | <ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material resources Increase availability of school library Sustain after school support Identify vocabulary specific to each content area | <ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Early dismissal time for training and planning. | <ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction Analyze state test results annually DACS testing fall and spring Reading Plus on-line reading Assessment | <ul style="list-style-type: none"> Acquire common test taking strategies Guided Study Time has common building goal but may have different grade level focus Mid-year data retreat to determine if target is being met Increase K-12 PD time Conference with student on Ach. Series results Cross-curricular planning to support and meet goals |
| <p>STUDENTS WITH DISABILITIES: Increase reading comprehension through implement of reading workshop instructional strategies, differentiated instruction and the use of reading supplemental materials as measured by reading comprehension pre and post assessments.</p> | | | | | |
| <ul style="list-style-type: none"> Continue to implement reading workshop strategies to increase reading fluency and comprehension. Implement the use of supplemental reading tools to improve | <ul style="list-style-type: none"> District-wide tests (DACS and Achievement Series, D-Step) Individual teacher assessments. Pre and post test measures from the supplemental reading tools. | <ul style="list-style-type: none"> Collaborative Work Groups Outside consultation for teachers Cross-curricular/ vertical curric.maps Expand supplemental materials. Increase availability of school library | <ul style="list-style-type: none"> Special education staff will implement the strategies with work with all staff to differentiate instruction. Implement Guided Study Time to focus on supplemental reading support. Cross-curricular planning to support and meet goals. Inclusion model for increasing reading | <ul style="list-style-type: none"> Analyze state test results annually DACS testing fall and spring Pre and post test analysis from the supplemental reading tools. Reading Plus on-line | <ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being |

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|--|--|--|---------|--------------------|---|
| <ul style="list-style-type: none"> student reading skills. Read Plus on-line supplemental reading program. | | <ul style="list-style-type: none"> Sustain after school support Identify vocabulary specific to each content area. | skills. | reading Assessment | <ul style="list-style-type: none"> met Student conference on Ach. Series results |
|--|--|--|---------|--------------------|---|

Strategy: *Improve student achievement through parent/community involvement.*

| SPECIFIC | MEASURABLE | ATTAINABLE | RESULTS/ORIENTED | TIME BOUND | OTHER |
|--|---|---|--|---|--|
| <ul style="list-style-type: none"> Increase communication with parents and parent involvement | <ul style="list-style-type: none"> By the end of September each grade level team will develop a written plan to communicate with parents Select a grade level parent representative | <ul style="list-style-type: none"> Parents will attend annual grade planning meetings Develop grade level and building plans to involve parents | <ul style="list-style-type: none"> Promote staff and parent collaboration through parent meetings Conduct annual meetings ICU (Intensive Care Unit) implementation to target student work and learning with parental involvement. | <ul style="list-style-type: none"> Develop weekly communication strategies with parents Conduct annual meetings Monthly newsletter to parents. | <ul style="list-style-type: none"> Provide parent training activities with outside consultants Set up parent volunteer opportunities Continue with student led conferences surveys, interpretation of test results, coordinate with SD Parent Network |

Math Goals

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

Belle Fourche Middle School Objectives:

86% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Math test in the spring of 2012 as defined by the Annual Measurable Objective set by the State of South Dakota.

Strategy: *Staff will utilize data analysis results to determine areas of need to improve student achievement in the area of math.*

| SPECIFIC | MEASURABLE | ATTAINABLE | RESULTS/ORIENTED | TIME BOUND | OTHER |
|--|--|--|--|---|---|
| <ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) ALEKS on-line math program | <ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series, D-Step Individual teacher assessments Determine target percentages for Achievement | <ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material resources | <ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Early dismissal time for training and | <ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction Analyze state test results | <ul style="list-style-type: none"> Acquire common test taking strategies Guided Study Time has common building goal but may have different grade level focus Mid-year data retreat to determine if target is |

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|--|------------------------|---|-----------|--|--|
| | Series mid-year growth | <ul style="list-style-type: none"> Sustain after school support Identify vocabulary specific to each content area | planning. | <ul style="list-style-type: none"> annually DACS testing fall and spring ALEKS math assessment | <ul style="list-style-type: none"> being met Increase K-12 PD time Conference with student on Ach. Series results Cross-curricular planning to support and meet goals |
|--|------------------------|---|-----------|--|--|

STUDENTS WITH DISABILITIES: Increase math computation skills through continued implementation of inquiry based instructional strategies, differentiated instruction and the use of math supplemental materials as measured by pre and post math assessments.

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|--|---|--|---|--|---|
| <ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) ALEKS on-line math program | <ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACs and Achievement Series, D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth | <ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area. | <ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals Inclusion model for increasing math skills. | <ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction. Analyze state test results annually DACS testing fall and spring ALEKS math assessment | <ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results |
|--|---|--|---|--|---|

HISPANIC: 1) During instructional time, math teachers will incorporate specific math vocabulary used on standardized tests and assess student comprehension through pre and post testing. 2) Through specific math supplemental/tutorial instructional interventions students who are below proficiency level will demonstrate gains of at least one letter grade from one reporting period to the next.

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|--|---|---|--|--|---|
| <ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) ALEKS on-line math program | <ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACs and Achievement Series, D-Step Individual teacher assessments Determine target percentages for Achievement Series mid-year growth | <ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area | <ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals | <ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction. Analyze state test results annually DACS testing fall and spring ALEKS math assessment | <ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results |
|--|---|---|--|--|---|

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|--|--|---|--|---|---|
| <p>ECONOMICALLY DISADVANTAGED: 1) During instructional time, math teachers will incorporate specific math vocabulary used on standardized tests and assess student comprehension through pre and post testing. 2) Through specific math supplemental/tutorial instructional interventions students who are below proficiency level will demonstrate gains of at least one letter grade from one reporting period to the next.</p> | | | | | |
| <ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) ALEKS on-line math program | <ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series, D-Step) Individual teacher assessments Determine target percentages for Achievement Series mid-year growth | <ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand supplemental material Sustain after school support Identify vocabulary specific to each content area | <ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments Cross-curricular planning to support and meet goals | <ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction Analyze state test results annually DACS testing fall and spring ALEKS math assessment | <ul style="list-style-type: none"> Acquire common test taking strategies Implement Guided Study Time building wide but differentiate by grade level Mid-year data retreat to determine if target is being met Student conference on Ach. Series results |

Strategy: *Improve student achievement through parent/community involvement.*

| SPECIFIC | MEASURABLE | ATTAINABLE | RESULTS/ORIENTED | TIME BOUND | OTHER |
|--|---|---|---|--|--|
| <ul style="list-style-type: none"> Increase communication with parents and parent involvement | <ul style="list-style-type: none"> By the end of September each grade level team will develop a written plan to communicate with parents Select a grade level parent representative | <ul style="list-style-type: none"> Parents will attend annual planning meetings Develop grade level and building plans to involve parents | <ul style="list-style-type: none"> Promote staff and parent collaboration through parent meetings Conduct annual meetings ICU (Intensive Care Unit) implementation to target student work and learning with parental involvement | <ul style="list-style-type: none"> Develop weekly communication strategies with parents Conduct annual meetings Monthly newsletter to parents | <ul style="list-style-type: none"> Provide parent training activities with outside consultants Set up parent volunteer opportunities Continue with student led conferences surveys, interpretation of test results, coordinate with SD Parent Network |

It should be noted that BFMS made AYP in all areas for the 2010-2011 school year. We must maintain this status for two consecutive years so we have continued to list goals and objectives for the sub-groups which we must continue to meet based on our annual DSTEP testing. Each year the middle school re-evaluates student progress made on the DSTEP in the areas of reading and math. The AMO targets utilized for planning are: 2011-2012 year-84% for reading and 86% for math, 2012-2013 year-92% for reading and 93% for math and 2013-2014 year-100% for reading and math. Objectives, strategies and activities will be based on the test results and included in the School Improvement plan.

In #7 there are additional goals set that will be used to monitor student progress. Staff will utilize their daily team planning time and weekly collaborative work groups to discuss and review progress of all the goals for the grant. The assessments utilized include the DSTEP, DACS, Achievement Series, Read Plus, and ALEKS math which are formative and summative assessment tools. In addition to this, the ICU homework model will be utilized for determining the quality of homework assigned and if the work targets the SD content standards measured through the DSTEP spring testing. All of this information will be recorded and utilized for documentation to determine effectiveness of the interventions outlined within the SIG grant.

- (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.*

Overview:

The Middle School is currently at Level 5 which requires a restructuring plan. At the end of the 2008-2009 school year, the District had major changes in their administrative team with the retirement of both the Superintendent and the Middle School Principal. With these changes, there is currently a new Superintendent, High School Principal, and Middle School Principal. Through the contractual services of all outside consultants from TIE, Black Hills Special Services Cooperative, ESA7 and Black Hills State University a support plan was established to assist with this transition. The plan included a review of previous work by the Middle School as well as proposed changes based on new administrative input.

The State has been actively involved in the process of guiding Belle Fourche Middle School through this transition phase along with the support of SST member, Dr. John Usera. Dr. Usera conducted the audit process in January of 2009 and has reviewed and provided input into the School Improvement and Restructuring Plans. Betsy Chapman and Beth Schiltz, Educational Services Support Personnel from the state's Title I Office, have also been instrumental in providing technical assistance.

BFMS identified goals and strategies for reading and math which are a part of the school improvement plan. **(See Number 6 of this application)**. These components are included in this application as they have been used to measure and improve student achievement. Last year, BFMS made AYP in all areas and sub groups, however, work is still needed to continue to sustain the progress made as well as meet future AMO targets. In addition to the school improvement plan, the SIG application includes an up-date of the activities proposed to meet the needs of the school, teachers, and students. Listed below is further clarification of the needs, services and activities the school will implement with the support of the SIG funds.

1) Improve student achievement through the expanded use of technology and instructional strategies with use of on-line supplemental reading and math programs.

Rationale: Currently, a supplemental on-line reading program is being utilized in 5th and 6th grade. Pre and post assessments reflect significant gains in comprehension and reading fluency from the Read Plus program. The ALEKS math program is currently being piloted to expand math support in the area of math.

Activities:

- Expand the implementation of the supplemental on-line reading and math programs to grades 5-8.
- Identify a math supplemental on-line program that will enhance student achievement.
- Purchase technology equipment to support the implementation of researched based instructional strategies currently being utilized by the staff in the areas of reading and math.
- Provide staff training and mentoring to support full implementation.
- Utilize pre and post assessments to monitor supplemental program effectiveness.
- Compare this data to the DSTEP results to align to standards.
- Utilize outside technology consultation to support staff training.

2) Improve student achievement through the use of on-site reading and math literacy teachers grades 5-8.

Rationale: Currently, BFMS has utilized a reading teacher at the 5th grade level to support the regular classroom teachers in the implementation of the reading curriculum. BFMS has made a financial commitment to fund this reading literacy program. Over the past year there has been a significant increase in our poverty level. With the middle school at a 49% low income qualification level, there is a need to further expand the reading literacy as well as math literacy instruction grades 5-8. By expanding staffing to all grades there will be more consistency in the delivery of services and data collected which will impact student achievement.

Activities:

- Add staff for implementing specific reading and math instructional strategies aligned to reading and math content standards grades 5-8.
- Develop reading and math plans by grade level to address specific student needs based on the DSTEP test results.
- Utilize DACS, Read Plus, ALEKS math and Achievement Series test results to determine effectiveness.
- Utilize the on-line programs to expand supplemental and enrichment instructional time for all students in grades 5-8 through study hall, student free time, the after school program, and during Intersession Fridays.
- Provide continuity in the delivery of services to all students in the areas of reading and math through grade level math and literacy teachers.

3) Increase on-site training and support in the areas of reading and math through the use of reading and math coaches.

Rationale: Currently, BFMS utilizes the coaching and mentoring model with outside consultants, but the amount of time is limited. Expanded time will allow for more support and systemic implementation to improve student achievement through staff training and on-site follow through.

Activities:

- Contract with outside consultants through expanded collaboration with Black Hills State University and Black Hills Special Services Cooperative/TIE specific to the reading and math content areas. BFMS has already established working relationships with the consultants from the above agencies so the intent is to continue with these providers. If there is a need for other providers, an RFP format will be used to determine the most appropriate provider.

- Provide staff with expanded learning time through the use of payment of stipends to work with the math and reading coaches outside of school time.
- Utilize current staff development activities such as the SDI+ Take One and National Board Certification to enhance the coaching/mentoring training process.
- Provide further training in the implementation and use of formative and summative assessments to drive instruction and measure student achievement. The DACS and Achievement Series will assist in determining effectiveness and consistency in data monitoring and follow through.
- Provide travel incentives for training and on-site visits of effective programs for staff.
- Continue to utilize the SDI+ building leadership teams and collaborative work groups for dialogue and planning.
- Re-evaluate the math and reading curriculum to improve instruction through up-dating instructional materials.
- Implement the Intensive Care Unit (ICU) model to increase homework completion and evaluate the effectiveness of homework as it relates to the SD content standards.

4) Increase the availability of outside consultation to evaluate data, provide support in identifying research based training models to support the on-going monitoring of student performance at BFMS.

Rationale: Currently, the District, and specifically, BFMS have been involved in training which involves Rick Stiggins, Robert Marzano, and Richard and Rebecca DuFour’s professional development training models. All have been identified as researched-based. These training models will be continued and expanded upon through the resources the SIG grant provides.

The building principal, building leadership team, and outside consultants will align the professional development activities and training support to the above reform strategies adopted by the District and BFMS. Consultants will be required to substantiate research-based training models. The outside consultants BFMS is using have an in-depth understanding of research-based program needs as it relates to school improvement reform.

Activities:

- Establish contracts with outside consultants through Black Hills State University and Black Hills Special Services Cooperative/TIE.
- Assist in on-going data review and training with formative and summative assessment tools during daily teaming, weekly collaborative work groups, scheduled professional development days, before and after school work by staff through stipend payment.
- Provide training and guidance through research based training models which support staff in the implementation of sound instructional strategies and the development of curriculum to align with content standards.
- Provide travel opportunities for the staff training which supports research based models which may be during scheduled professional development days, identified through collaborative work groups sessions, teaming, staff request or identified by the building principal.
- Continue to utilize early release time for staff to address data, training and dialogue.
- Utilize the SDI+ building leadership and the collaborative work group model to support planning and dialogue. Minutes will be kept to reflect outcomes.

- Utilize building professional development days for training and dialogue per the building professional development plan.
- Provide support in the planning and implementation of the “Common Core Standards Professional Development” to span over the next three years with full adoption by the 2014-2015 school year. A district team will be attending the state trainings with representation from the middle school. The middle school team will be responsible for training and identifying the process for full implementation.

5) Expand and up-date the inquiry based math instructional model currently being implemented grades 5-8.

Rationale: Since the start of the 2006-2007 school year, BFMS has adopted and fully implemented the inquiry based instructional program for math. The staff adopted Investigations Math grade 5 and in grades 6-7-8 Mathscapes for their inquiry based texts and materials. Teacher training and materials were a major need for successful implementation. The middle school has continued their commitment to this model and after five years, need to re-evaluate the instructional materials being utilized.

Activities:

- Continue the coaching-mentoring model.
- Expand the math differentiated instruction delivery through math workshop model. This was started during the 2010-2011 school year.
- Integrate technology through interactive manipulatives.
- Consistently implement the Achievement Series as a formative assessment.
- Expand alternative instructional strategies and materials to strengthen basic math skills.
- Implement the ALEKS math supplemental program 5-8 to increase learning time as an enrichment and tutorial instructional tool.
- Address the need for implementation of the Common Core Standards for math.
- Adopt new math texts and materials for grades 6-8. The current textbooks are five years old and need to be up dated with materials and texts that address the most recent instructional techniques for the delivery of inquiry based math instruction. Grade 5 will continue to use the Investigations Math program as the revised text and materials were purchased by the District 2 years ago and correlate with the elementary inquiry based math program and instruction.

Evaluation and Monitoring:

Currently, teachers are evaluated with the Belle Fourche School District evaluation system. On March 11, 2011 the South Dakota Board of Education adopted teaching standards for South Dakota. The standards adopted mirror the Charlotte Danielson Framework for Teaching. This model will influence the teacher evaluation tool adopted by the district and the middle school. For purposes of this grant, we will model the evaluation system/tools to address specific standards for teaching as outlined by the state. The system will focus on student outcomes based on common core standards, curriculum development/expansion, instructional strategies, and technology implementation.

Through the evaluation system, the teachers will be evaluated on their professional practices. The evaluation system will include steps to document teacher effectiveness or lack of effectiveness. Specific needs for improvement will be established through a plan of assistance for the staff member.

Those who do not improve will know in advance the expectations and the final outcome will be removal.

In addition to the District evaluation system, BFMS will utilize outside resources to develop a monitoring system specific to SIG goals. The effectiveness of professional development practices targeting specific instructional strategies will be monitored through the system described above. This monitoring system will help determine the impact on student achievement in the areas of reading and math.

- Student performance will be measured based on the Dakota STEP test results for grade 5-8.
- Pre and post summative assessment will be conducted using the DACS.
- Pre and post formative assessment will be conducted using the Achievement Series.
- Attendance rate is currently met, but BFMS will continue to monitor.
- Results of student performance through homework completion based on the ICU model.
- Pre and post assessment results from Read Plus and ALEKS math supplemental programs.
- Student growth through reading and math literacy teacher interventions.

Summary:

The District has adopted the philosophy that effective professional development is the foundation of improving student achievement.

To ensure professional development activities are meaningful, staff surveys will consistently be conducted and analyzed, along with student and parent/community data to identify needs and outcomes. This approach ensures staff will be equipped to facilitate effective teaching and learning within the classroom. This is the foundation to successful school reform. All reform strategies will be supported by data driven decisions involving administration, staff, parent/community, and when appropriate, students.

- (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.*

DOES NOT APPLY

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.

BELLE FOURCHE SCHOOL
DISTRICT SIG
BUDGET NARRATIVE

The District SIG application does not have budgeted cost as all costs have been included in the Belle Fourche Middle School SIG budget breakdown.

Please note we are using the new indirect cost rate of 1.97% effective May 3, 2011.

BELLE FOURCHE MIDDLE SCHOOL-TIER III

Grant Year 1- July 1, 2011-June 30, 2012

Equipment: The budget category will be utilized to purchase computers. It includes mobile labs which will enhance instruction and the delivery of the supplemental programs in reading and math. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: Year 1

- Mobile lab (30 units)=\$16,000.00

EQUIPMENT TOTAL YEAR 1-\$16,000.00

Supplies: Purchase of new textbook and materials to support the day-to-day implementation of instructional strategies for the math curriculum.

Supply Needs: Year 1

- Supplemental Textbook/Materials Purchases=\$10,000.00

SUPPLIES TOTAL YEAR 1=\$10,000.00

Contractual: BFMS will contract with outside consultants for the technology, math, reading, data review, training for assessment, project evaluation and monitoring, Common Core Standards implementation/planning and monitoring. The consultants will be from Black Hills State University and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time, and training with on-site work, observations, mentoring, and coaching. The reading and math literacy staff will be contractual positions which will provide instructional interventions for lower performing students.

Consultant Needs: Year 1

- Technology Coach 4 days @\$500.00/day=\$2,000.00
 - Math Coach 25 days @\$500.00/day=\$12,500.00
 - Reading Coach 25 days @\$500.00/day=\$12,500.00
 - Assessment training/monitoring 10days@\$500.00/day=\$5,000.00
 - Data Retreat/review/AYP monitoring follow-up 10 days @\$500.00/day=\$5,000.00
 - Project monitoring/evaluation 20 days @\$500.00/day=\$10,000.00
 - Common Core Standards implementation/training/monitoring 10 days @\$500.00/day=\$5,000.00
- TOTAL YEAR 1=\$52,000.00

Literacy Teacher Needs: Year 1

- 1-Reading Literacy Teacher full-time salary/benefits=\$54,500.00
- 2-Math Literacy Teacher full-time salary/benefits=\$109,000.00

TOTAL YEAR 1 =\$163,500.00

CONTRACTUAL YEAR 1= \$215,500.00

Grant Year 1 Total- \$ 241,500

Grant Year 2- July 1, 2012 - June 30, 2013

Equipment: The budget category will be utilized to purchase computers. It includes mobile labs which will enhance instruction and the delivery of the supplemental programs in reading and math. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: Year 2

- Mobile lab (30units)=\$16,000.00

EQUIPMENT TOTAL YEAR 2-\$16,000.00

Contractual: BFMS will contract with outside consultants for the technology, math, reading, data review, training for assessment, project evaluation and monitoring, Common Core Standards implementation/planning and monitoring. The consultants will be from Black Hills State University and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time, and training with on-site work, observations, mentoring, and coaching. The reading and math literacy staff will be contractual positions which will provide instructional interventions for lower performing students.

Consultants Needs: Year 2

- Technology Coach 4 days @\$500.00/day=\$2,000.00
 - Math Coach 25 days @\$500.00/day=\$12,500.00
 - Reading Coach 25 days @\$500.00/day=\$12,500.00
 - Assessment training/monitoring 10days@\$500.00/day=\$5,000.00
 - Data Retreat/review/AYP monitoring follow-up 10 days @\$500.00/day=\$5,000.00
 - Project monitoring/evaluation 20 days @\$500.00/day=\$10,000.00
 - Common Core Standards implementation/training/monitoring 10 days @\$500.00/day=\$5,000.00
- TOTAL YEAR 2=\$52,000.00

Literacy Teacher Needs: Year 2

- 2-Reading Literacy Teacher full-time salary/benefits=\$109,000.00
 - 2-Math Literacy Teacher full-time salary/benefits=\$109,000.00
- TOTAL YEAR 2-\$218,000.00

CONTRACTUAL TOTAL YEAR 2-\$270,000.00

Grant Year 2 Total- \$ 286,000.00

Grant year 3 – July 1, 2013- June 30, 2014

Equipment: The budget category will be utilized to purchase computers. It includes mobile labs which will enhance instruction and the delivery of the supplemental programs in reading and math. Equipment purchases will be spread over the three years of the grant for staff to receive adequate training for implementation of technology within their curriculum.

Technology Needs: Year 3

- Mobile lab (30units)=\$16,000.00

EQUIPMENT TOTAL YEAR 3 -\$16,000.00

Contractual: BFMS will contract with outside consultants for the technology, math, reading, data review, training for assessment, project evaluation and monitoring, Common Core Standards implementation/planning and monitoring. The consultants will be from Black Hills State University and Black Hills Special Services Cooperative/TIE. This will include year round support, planning time, and training with on-site work, observations, mentoring, and

coaching. The reading and math literacy staff will be contractual positions which will provide instructional interventions for lower performing students.

Consultants Needs: Year 3

- Technology Coach 4 days @\$500.00/day=\$2,000.00
 - Math Coach 25 days @\$500.00/day=\$12,500.00
 - Reading Coach 25 days @\$500.00/day=\$12,500.00
 - Assessment training/monitoring 10days@\$500.00/day=\$5,000.00
 - Data Retreat/review/AYP monitoring follow-up 10 days @\$500.00/day=\$5,000.00
 - Project monitoring/evaluation 20 days @\$500.00/day=\$10,000.00
 - Common Core Standards implementation/training/monitoring 10 days @\$500.00/day=\$5,000.00
- TOTAL YEAR 3=\$52,000.00

Literacy Teacher Needs: Year 3

- 2-Reading Literacy Teacher full-time salary/benefits=\$109,000.00
 - 2-Math Literacy Teacher full-time salary/benefits=\$109,000.00
- TOTAL YEAR 3-\$218,000.00

CONTRACTUAL TOTAL YEAR 3- \$270,000.00

Grant Year 3 Total- \$ 286,000.00

| | <u>year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Totals</u> |
|-----------------------|------------------|------------------|------------------|------------------|
| Equipment: | \$16,000 | \$16,000 | \$16,000 | \$48,000 |
| Supplies | \$10,000 | | | \$10,000 |
| Contractual | \$215,500 | \$270,000 | \$270,000 | \$755,500 |
| Indirect Costs | \$2699 | \$2994 | \$2994 | \$8687 |
| Total | \$244,199 | \$288,994 | \$288,994 | \$822,187 |

**Belle Fourche School District
Budget Information
Title I School Improvement 1003(g)**

Budget Summary

| Belle Fourche Middle School | 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) | Three-Year Total |
|---------------------------------|---|------------------------------|--|---|------------------|
| | Pre-implementation | Year 1 - Full Implementation | | | |
| 1. Personnel | 0 | 0 | 0 | 0 | |
| 2. Employee Benefits | 0 | 0 | 0 | 0 | |
| 3. Travel | 0 | 0 | 0 | 0 | |
| 4. Equipment | 0 | 16,000.00 | 16,000.00 | 16,000.00 | 48,000.00 |
| 5. Supplies | 0 | 10,000.00 | 0 | 0 | 10,000.00 |
| 6. Contractual | 0 | 215,500.00 | 270,000.00 | 270,000.00 | 755,500.00 |
| 7. Professional Development | 0 | 0 | 0 | 0 | 0 |
| 8. District - Level Activities | 0 | 0 | 0 | 0 | 0 |
| 9. Total Costs (lines 1-7) | | 241,500.00 | 286,000.00 | 286,000.00 | 813,500.00 |
| 10. Indirect Costs* | | 2699 | 2994 | 2994 | 8687 |
| Total Costs (lines 9-10) | | \$244,199 | \$288,994 | \$288,994 | \$822,187 |

*Use restricted indirect cost rate (same rate as regular Title I program) **BFSD Rate-1.97%**

** Contingent upon renewed federal funding

