

Due Date

May 2, 2011

South Dakota Department of Education

MacKay Office Building, Title I Office
800 Governors Drive
Pierre, SD 57501

Grant Period Ends

June 30, 2014

FY 2010

School Improvement Grant (SIG)

Cover page

Legal Name of Applicant: BELLE FOURCHE SCHOOL DISTRICT	Applicant's Mailing Address: 2305 13th AVE BELLE FOURCHE, SD 57717
LEA Contact for the School Improvement Grant Name: Steve Willard Position and Office: Superintendent Contact's Mailing Address: 2305 13th AVE BELLE FOURCHE, SD 57717	Telephone: (605) 723-3355 Fax: (605) 723-3366 Email address: Steve.Willard@k12.sd.us
LEA Superintendent (Printed Name): Steve Willard	Telephone: (605) 723-3355
I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grants. X _____ Signature of the LEA Superintendent	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

ASSURANCES AND CERTIFICATION STATEMENT: The above named applicant assures the South Dakota Department of Education that these projects will be administered in compliance with the assurances contained in its current consolidated application for the Title I part A program, with state and federal laws and regulations applicable to the use of these funds, that the information contained in this application is accurate and complete.

Name of Authorized Representative (Type or Print): _____

Original Signature of Authorized Representative: _____

Date: _____

SD Department of Education use only

Date Received:

Signature of authorized SD DOE staff person

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Belle Fourche Middle School				X				Modified

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

Specific information for each Tier I, II, and III school that the district applies to serve will be addressed in each school level section. Please answer these questions **from a district perspective**, taking into consideration each of the district's Tier I, II, and III schools.

(1) (Tier I, II, & III) The LEA has analyzed the needs of each school and selected an intervention for each school. **(Must be at the district level)**

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

There is only one school that qualified to apply for the SIG funds. The District level application will look very similar to the school application. Members present at the stakeholders meeting for the Mini Data Retreat included:

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

- b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within 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 Belle Fourche District-wide School Improvement Plan was the main source utilized to determine if the SIG grant would assist the District and qualifying school to further meet our school improvement goals. The goals and strategies within the K-12 plan helped to guide the Belle Fourche Middle School through a review of the four lenses of data.

After each of the stakeholders meetings, an analysis of the notes and feedback was conducted from a District K-12 perspective. The DSTEP, DACS and Achievement Series results were the main sources utilized for determining student achievement and progress. The up-dated data reviewed by the committee supported the math and reading focus already outlined in the plan and it was determine to continue working toward these goals.

The staff needs assessment summary from the July 26, 2010 mini data retreat and the September 17, 2010 data retreat was reviewed and discussed as well as data gathered this spring through teacher and parent surveys. The needs assessment and surveys reflected the current district focus for professional development activities, staff perceptions and what the test data measured regarding student progress as well as current curriculum practices. Family and community data from spring 2009, 2010 and 2011 surveys were included which outlined perceptions based on family, student, and community feedback. Again, all of this information has been included in the current District-wide School Improvement Plan which was adopted by the Belle Fourche School Board January 2011.

The Belle Fourche Middle School underwent an audit in January of 2009. This data was included in the analysis of district needs as well as the restructuring plan for Level 5 school improvement status. It was determined the middle school should continue with the goals and objectives as listed in the District-wide 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.
- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between application availability and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

A summer mini Data Retreat was held July 26, 2010 to begin the analysis of the DSTEP and DACS spring test results. A comprehensive needs assessment was conducted September 17, 2010 during the K-12 district-wide data retreat. A follow-up needs assessments was conducted by Belle Fourche Middle School (BFMS) during the mini retreat held April 20, 2011. Additional information from scheduled professional development days on August 19 and 20, 2010, and January 21, 2011 was reviewed and analyzed.

The members listed in question #1(a) of this application were all involved in the analysis of the data. In addition to the building level stakeholders, Belle Fourche School District has a district School Improvement Council which meets monthly to address school improvement needs as it relates to data, instruction, professional development and the patrons of the school district. This council is another resource for providing feedback. These meetings are utilized as a means to address school improvement for the district and the committee was involved in the SIG data discussions relating to the grant. Members of the district school improvement council include:

Steve Willard, Superintendent
 Bev Banks, Board Member
 Mike Day, Board Member
 Pat Deering, Elementary Principal
 Mathew Raba, High School Principal
 Kevin Smidt, Middle School Principal
 Charla O'Dea, Elementary Teacher
 Joann Stephens, Middle School Teacher
 Nick Redden, High School Teacher

During the meetings, DSTEP test results were broken down by standard and indicator with results recorded by grade level. Four year growth reports for reading and math were also utilized to determine patterns and needs over a period of time.

Areas of strengths and weaknesses were discussed and recorded for reading and math. Discussion followed as to the instructional interventions teachers utilize to address the standards measured on the DSTEP. Perceptions/observations were recorded for student data. Teacher and program perceptions were addressed and discussed as it related to the effectiveness based on

DSTEP results. These observations were noted. The final piece of data related to the family and community perceptions based on surveys conducted in the spring of 2009, 2010 and 2011.

Through the data analysis it was determined to continue with the goals/objective and strategies outlined in the current District-wide School Improvement Plan.

- d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for each 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.
- e. List the strengths and weaknesses for each 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 standards;
 - 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.
- f. Provide the rationale the district used to determine which schools to serve with SIG funds and which schools not to serve. *Must address each Tier I and II school first, and then address each of the district's Tier III schools, if applicable.*

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 School Improvement Plan, 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.

DOES NOT APPLY

- a. Describe the LEA's capacity to adequately serve the schools identified in the application. *What capacity does the district have to execute and support a turnaround or transformational model? Will the district contract with any person or organization to assist with the implementation of the turnaround or transformational model? What resources does the district have in terms of staffing, funding, support, partnerships, etc. that will assist the district in successfully implementing the chosen interventions? Differentiate what has already taken place and detailed plans for the future.*
- b. Describe district administrative oversight. *Your answer must include who from the district will provide oversight of the SIG and how that will be accomplished.*
- (3)** (Tier I) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. *The LEA must indicate the barriers or reasons why it lacks the capacity to serve all Tier I schools. Examples might be funding, minimum staffing for oversight, inability to close schools, geography or rural nature of district, lack of charter schools in the state, lack of qualified principals applying over the past years, district improvement, school improvement, multiple requirements to address.*

DOES NOT APPLY

(4) (Tier I, II & III) The LEA must describe actions it has taken, or will take.

- a. Design and implement interventions consistent with the final requirements. *Districts must describe what has been done to this point to design the interventions described in the school level sections. Plans for future action must be indicated. Broadly address all of the schools the district has committed to serve. School level sections will contain specific actions and timelines the district will meet in implementing the interventions for each school.*

The District has and will continue to utilize outside consultant services through TIE, Black Hills Special Services Cooperative, and Black Hills State University to serve. These external providers will be utilized due to the highly trained staff who are knowledgeable in research based professional development models, and the federal and state requirements for school improvement. Additional rationale for using the current providers is the fact district staff has experienced success with the current professional development activities and have confidence in these professionals. If expertise is needed outside of the entities listed above, the District 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.

In order to maintain success in our district professional development delivery, the administration, staff, and external providers will conduct planning sessions to identify specific needs of the staff K-12. The planning sessions will include the four lenses data to ensure there is a comprehensive approach in identifying needs. A specific plan for BFMS was started during the recent data retreat and will continue to outline the needs for training/support, planning, and outcomes at this level. With SIG approval, the building committee will immediately review and adapt activities that correlate with the middle school's SIG application plan. BFMS will develop a specific action plan with outcomes and a schedule which stating the type implementation plan/process and the evaluation/monitoring system to be used. In order to maintain compatibility this will become a part of the District-wide School Improvement Plan.

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 from the SIG grant. 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. Again, if outside expertise is needed beyond the entities listed above, other local/regional agencies will be contacted through an RFP process to select the best provider.

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 on specific math and reading strategies to target students in sub groups that are not making adequate progress on the DSTEP.

- b. Recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

The District has and will continue to utilize outside consultant services through TIE, Black Hills Special Services Cooperative and Black Hills State University to serve BFMS. It the intent to continue utilizing these external providers due to the highly trained staff who are knowledgeable in research based professional development models, and the requirements by the federal and state for school improvement. Additional rationale for using the current external providers is the success the K-12 staff has experienced with the professional development activities delivered by these external consultants. Staff district-wide have developed strong relationships and confidence in these professionals and their expertise.

Outside providers will always be considered and utilized if determined there is a need to bring other 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. Each individual Building Leadership Team (BLT) will serve on a committee to select and approve external providers for professional development and content coaches.

Criteria will be developed based content area curriculum needs, experience in the related field and the development of a monitoring system for the SIG grant.

- c. Align other resources with the interventions. *Describe other resources available to the district that will be leveraged to assist with interventions under SIG. Include participation in SDI+, Rtl, Math Counts, Reading Up, etc. Address resources in terms of funding, staffing, partnerships, and support.*

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

Through on-going professional development activities, the District has supported the Response to Intervention model, Math Counts, Write to Read, implementation of differentiated instruction strategies, reading literacy training, and inquiry based math instructional strategies. These activities were supported by the District general fund, Title I and II funds. The support and partnerships with ESA7, BHSU, BHSSC have been the reason the District has been able to provide research based training for the staff. These partnerships will be continued through the financial support provided by the SIG funds.

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

Again, other outside providers beyond the ones listed will be considered and if necessary utilized by the middle school. 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.

- d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. *Describe policies and practices that will need to be changed in order to fully implement the selected interventions. What barriers exist? Indicate the willingness of the district to modify procedures along the way if needed.*

The current district policies and procedures align to the requirements of the SIG application. However, if modifications are needed, the district will support any and all changes necessary for each individual school to be successful in implementing the SIG. The Belle Fourche School District has been very pro-active in promoting quality policies and practices. At this time, there really is not any type of barrier that exists which would prevent full implementation.

- e. Sustain the reforms after the funding period ends. *Describe how the district will continue the reform efforts once the SIG funds no longer exist. Address funding, staffing, and other resources that will be needed to sustain the reforms.*

Based on the criteria outlined in the NCLB law relating to the school improvement process, the Belle Fourche School District recognizes the need to financially support these reforms in order to increase student achievement. If the reforms implemented substantiate increased achievement,

the district is planning to maintain the contracted teaching positions after year three of the grant through district funds. Currently cuts in federal and state funding for education is presenting a challenge, however, the district is committed to the reforms and the hiring of necessary staff to improve student achievement.

- (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. *Highlight major events and benchmarks for all schools over the first year pre-implementation and the remaining three year implementation time period. The timeline should be from the district perspective.*

DOES NOT APPLY

- (6) (Tier I & II) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier I and II schools the district commits to serve. 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.*

DOES NOT APPLY

- (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. *Briefly describe the activities for all Tier III schools served. Specifics of the activities will be provided in each school section.*

Overview:

Belle Fourche 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 III) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. *List the reading and math annual goals for each of the Tier III schools the district commits to serve. 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.

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.

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.

- (9) (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. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place.*

DOES NOT APPLY

C. 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.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use

each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

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, 0000.00

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

	year 1	Year 2	Year 3	Totals
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)		\$244,199.00	\$288,994.00	\$288,994.00	\$822,187

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

** Contingent upon renewed federal funding

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

By submitting this application, the LEA assures that it will do the following:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
 I agree.
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
 I agree.
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
 I agree.
- (4) Report to the SEA the school-level data required under section III of the final requirements.
 I agree.

E. WAIVERS: The SEA has requested waivers of requirements applicable to the LEA’s School Improvement Grant. The LEA must indicate which of those waivers it intends to implement.

The SD DOE has requested and received the waivers below.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Waive section 1116(b)(12) of the ESEA “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

F. WAIVERS: The SEA has not requested waivers of requirements applicable to the LEA’s School Improvement Grant. The LEA may apply for the following waiver.

The SD DOE has not requested the waiver below.

The LEA must check each waiver that the LEA will apply. If the LEA does not intend to apply for the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver. The waiver must be published for public comment prior to submission.

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

