

**BELLE FOURCHE
SCHOOL DISTRICT 9-1**

**School Improvement /
Title I Schoolwide Plan**

**2010-2011
2011-2012**

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Program Development

The Belle Fourche School District chose to approach the Title I School Improvement/Schoolwide planning process utilizing feedback generated by members of the District-wide School Improvement Committee, Community Council for Education, staff and parents. When the Title I Schoolwide planning began the committee utilized the information to maintain continuity between District-wide School Improvement goals and Title I Schoolwide goals.

The membership includes representatives from the School Improvement Committee, Community Council for Education, the School Improvement team, and the Title I Schoolwide planning committee. The purpose in combining committees is to draw upon their expertise and knowledge. At the beginning of this document there is a roster of the planning team. *Appendix A* includes documentation of the planning meeting dates conducted and the topics of the meetings for the School Improvement Committee and Building Leadership Team (BLT) which focuses on School Improvement planning. Additional information relating to the meetings is located in the Middle School Principal's office.

SCHOOL IMPROVEMENT PLANNING FRAMEWORK

Belle Fourche School District
 South and North Park Elementary
 BF Middle School
 BF High School
 BF Education Connection

Belle Fourche School District

GRADE SPAN: K-12

ENROLLMENT: 1,350

DISTRICT SCHOOL IMPROVEMENT COORDINATOR:	
NAME:	Steven A. Willard
ADDRESS:	2305 13 th Avenue
	Belle Fourche, SD 57717
PHONE:	605-723-3355
FAX:	605-723-3366
E-MAIL:	Steve.Willard@k12.sd.us

PLANNING TEAM:			
District Representative:	Steve Willard	MS Principal:	Kevin Smidt
Elementary Principal:	Pat Deering	HS Principal:	Mathew Raba
Elementary Teacher:	Charla O’Dea	Special Ed. Director:	Lisa Hafer
Title 1:	Connie Parker	BF Education Connection:	Kevin O’Dea
HS Teacher	Nick Redden	MS Teacher:	Joann Stephens
Parent:	Vern/Laurie Ward, MS Irma Rosales, MS	Special Ed Teacher:	Stacey McCarty
Parent:	Don/Mindy Zacher, MS	Parent:	Kelly Keegan, Elem.
Community:	Sandra Baker Kellie Pummel	Teacher:	Michelle Carr, Elementary Special Education
Other:	Melissa Ruml, Math	Other:	Laura McNally, HS Parent
Other:	Dr. John Usera, SST	Other:	Bev Banks/School Board

PLEASE LIST ANY SCHOOL REFORM INITIATIVES YOUR SCHOOL HAS PARTICIPATED IN DURING THE PAST FIVE YEARS (ex: Reading Enhancement):		
INITIATIVE	FIRST YEAR OF INVOLVEMENT (TRAINING)	HAS THE ADMINISTRATION CHANGED SINCE TRAINING?
SDI+/Take One	2008	YES
SD Counts/Inquiry Based Math (K-10)	2005-ongoing	YES
AREA/SD Reads	2002-ongoing	NO
Curriculum Mapping	2002-ongoing	YES
BLAHST	1997-2007	YES
Write to Learn	2010-ongoing	NO
Power Up Technology Training	2010-ongoing	NO

Example: AREA, NCA, MAPLE, CSRD, Reading First, etc.

Overview of the District and Mission Statement

The Belle Fourche School District provides a K-12 educational program at five sites and promotes the philosophy that individuals are life-long learners. Over the past eight and a half years, the District has been working on the collection of data to reflect student achievement, demographics, perceptions and program patterns of the District. This process began in the Fall of 2001 with a Gates-Maple School Improvement grant. All of the information has been compiled into a School Improvement document, which has been the foundation for Belle Fourche School District's School Improvement and Title I Schoolwide plans.

With this in mind the *Mission Statement* of the Belle Fourche School District has been utilized as a guide in our planning process and is listed below:

We the members of the Belle Fourche Community are committed to building a learning community and ensuring all learners equal opportunity for an excellent education program that results in learners who are responsible and accountable, who value lifelong learning and know how to learn; and who are capable of succeeding in a changing society.

School Profile

All buildings of the Belle Fourche School District are located in the city of Belle Fourche. The current population of Belle Fourche is approximately 4,700. Belle Fourche School District is classified as a rural district and is located on the northern edge of the Black Hills. For the 2010-11 school year Belle Fourche has remained constant. Due to our lower tax base, the community houses a diverse population with a poverty percentage level of 45% based on free and reduced lunch counts. There is a strong agricultural base along with a strong professional population within the community.

The Belle Fourche School District employs approximately 182 people, including about 96 certified teachers, to serve its 1,300 plus students. The student population is predominately white, with less than eight percent of students having non-white ethnicity.

Due to eligibility criteria changes within the No Child Left Behind Act, the district is currently recognized as being a school-wide Title I program at South Park Elementary and Belle Fourche Middle School. *Appendix B* reflects student characteristics for Belle Fourche School District for 2010.

Listed below is the AYP status by building for the 2010-2011 school year:

- Belle Fourche Elementary made AYP in all areas and subgroups.
- Belle Fourche Middle School made AYP, however, remains on school improvement until it has met AYP for two consecutive years in math and reading. The middle school is on Level 5 and will continue to work to sustain this progress another year to move off school improvement status.
- Belle Fourche High School made AYP in all areas and sub groups.
- Belle Fourche Education Connection met AYP, however, remains on school improvement until it has met AYP for two consecutive years due to their Level 1 status.

The charts in *Appendix C* reflect the subgroups, for all schools, that have been reported as areas of need. Since Belle Fourche Middle School is a Title I Schoolwide eligible school and is on school improvement there is specific criteria that must be addressed within this plan. The information is based on the South Dakota Department of Education Improvement and Title I Schoolwide Plan Criteria Checklist.

Technical Assistance

The Belle Fourche School District has worked closely with consultants from Black Hills Special Services Cooperative, TIE, Black Hills State University and Dr. John Usera, School Support Team member. They continue to provided support and assistance with school improvement planning, in-service training for staff, administration and parents, as well as technical assistance for the data collection and interpretation. In January of 2009, Dr. Usera conducted a school audit for the Middle School in compliance with Title 1 guidelines. Since that audit the Building Level Leadership team, Collaborative Work Groups, outside

consultants and the School Improvement Team have spent time making adaptations to the School Improvement Plan. The main focus was changing the School Improvement goals and strategies for reading and math to fit with the SMART goal format. *Appendix D* lists a log which reflects the contacts and types of assistance we have received per our District plan and State requirements for School Improvement.

History of the School Improvement Plan

The district embarked on a school improvement planning process in the fall of 2001 after being selected as a MAPLE/Gates grant recipient. This planning process has continued and the core planning team continues to work with the district's School Improvement Committee to update and finalize the School Improvement plan each year.

In the 2005-2006 school year, the district made the decision to create a district-wide school improvement plan, to stay proactive when implementing the rules and regulations of No Child Left Behind. The district-wide planning process is a continuous cycle. Annually, the District has submitted a district-wide school improvement plan to the state for approval and implementation. The School Improvement Committee focused on the needs of the sub groups who did not meet AYP and are reflected in the Goal/Objective/Strategy section and are specific to elementary, middle school, high school and the Belle Fourche Education Connection. In the spring of 2009, the Middle School-School Improvement committee and Building Leadership Team worked extensively to revise the strategies based on the outcomes of the January 2009 school audit. The re-evaluation of the District-wide School Improvement Plan is an on-going process and reflects the current focus of the school improvement process within the District.

Comprehensive Needs Assessment

Since the fall of 2001 the Belle Fourche School District has continued to collect, analyze and review district data for a District-wide School Improvement Plan. On an annual basis, the District-wide School Improvement planning team collects, compiles and analyzes achievement, demographic, perceptions and program pattern data to determine the target areas of need for the District-wide School Improvement plan specific to reading and math. Each year, the district team evaluates and updates the district and building level goals. All the data is used as part of the comprehensive needs assessment. The data is summarized in *Appendix C & E*. In order to better understand what each level is doing, the plan will be divided by elementary, middle school, high school and Belle Fourche Education Connection.

In January of 2009, Dr. John Usera conducted a Title I school audit at the middle school. This information is still being utilized for school improvement planning, along with current comprehensive needs assessment data.

The Belle Fourche Middle School also utilizes the Individual Student Growth Model as determined through the South Dakota Incentive Plus Grant (SDI+), DACS pre and post assessments and the Achievement Series to assist in determining needs. For the 2007-08 school year, the Belle Fourche Middle School made AYP in the area of math for all students

through the application of the SDI+ Growth Model. Although the calculations are different than those determined by NCLB, this demonstrates the effectiveness of the professional development model used by the middle school administration and staff. The State Title I Department is aware of this initiative and has allowed the middle school to use the SDI+ model to support our school improvement planning process. For the 2007-2008, 2008-2009 and 2009-2010 school years the Middle School met the criteria for the growth model in the area of math which measures individual student growth on the DACS test. In addition to the DACS results for the year of 2009-2010 the Middle School made AYP in all areas based on the DSTEP test results. The data is included in *Appendix C & E*.

Belle Fourche Middle School made AYP for the 2010 school year and has continued to analyze the DSTEP, DACS, Achievement Series and teacher developed formative assessment data to ensure there is continued growth for adequate yearly progress.

District Goals, Objectives and Strategies:

Overall, the District has chosen to target attendance/graduation rate, reading and math goals for ALL students to make our efforts more comprehensive. Belle Fourche Middle School and the Belle Fourche Education Connection made AYP for the 2010 year, however, in order to move off school improvement status these two buildings make AYP for another year. With this in mind, they will need to continue working toward the goals, objectives and strategies outlined within the plan for their level. Specific goals, objectives and strategies are listed within the elementary, middle school and high school sections of this plan.

SECTION I: BELLE FOURCHE ELEMENTARY

Reading Goal

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

South Park Elementary Objectives:

90% of grade one students will read fluently at DRA level 16 at the end of first grade.

85% of grade two students will read fluently at DRA level 28 at the end of second grade.

82% of grades 3-4 students score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2011 as defined by the Annual Measurable Objective set by the State of South Dakota.

Strategy: Improve K-4 literacy skills through analysis of data to determine areas of need to improve student achievement.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Introduce concepts and strategies to staff through the use of staff trained in South 	<ul style="list-style-type: none"> Study data (eg DRA/Achievement Series/Emetrics /DACs Dakota STEP) to help address strengths and 	<ul style="list-style-type: none"> Acquire library/reference materials to support challenging literacy 	<ul style="list-style-type: none"> Utilize scientifically based instructional practices to provide a comprehensive literacy approach. Support continued growth of teaching 	<ul style="list-style-type: none"> Assess twice per year with the DRA (1st and 2nd grades) and DACS (3rd and 4th) 	<ul style="list-style-type: none"> Implement/continue parent participation through training, communication, other activities.

Dakota Reads and expert consultants/trainers. <ul style="list-style-type: none"> Implement strategies to assist students to understand informational text related to teaching reading in the content areas. 	weaknesses. <ul style="list-style-type: none"> Continue the process of curriculum mapping related to core content standards. 	activities K-4. <ul style="list-style-type: none"> 21st Century After School Program – focused help. 	strategies related to scientifically-based reading enhancement in grades K-5.	grades).	
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Math Goals

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

South Park Elementary Objectives:

80% of grade one students will apply math skills to solve all problems presented involving addition, subtraction, statistics and probability with 100% accuracy by the end of first grade.

75% of grade two students will utilize math skills to solve all problems presented involving addition, subtraction, statistics and probability with 100% accuracy by the end of second grade.

72% of grades 3-4 students score at the proficient or advanced levels on the DakotaSTEP math test in the spring of 2011 as defined by the Annual Measurable Objective set by the State of South Dakota.

Strategy: Improve K-4 math skills through the analysis of data to determine areas of need to improve student achievement.

SPECIFIC	MEASRUABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Establish “model classrooms” in accordance with the provisions of South Dakota COUNTS to demonstrate effective practices. 	<ul style="list-style-type: none"> Continue the process of curriculum mapping related to core content standards. Study data (e.g. Dakota STEP/DACS) to help address strengths and weaknesses. 	<ul style="list-style-type: none"> Acquire supplemental materials to support inquiry based math activities K-4. 21st Century After School Program help. Utilize collaborative work groups to work on math instructional skills 	<ul style="list-style-type: none"> Expand the use of scientifically based instructional practices to provide effective mathematics instruction. Support continued growth of teaching strategies related to scientifically based math materials and instruction in grades K-4. Professional development through participation in coursework and classroom coaching provided by a consultant from BHSU. Feedback from administrators and Math Lead Teachers regarding effective classroom practices. 	<ul style="list-style-type: none"> Assess twice per year with the DACS (3rd and 4th grades) and annually with the DakotaSTEP 	<ul style="list-style-type: none"> Implement/continue parent participation through training, communication, other activities.

SECTION II: BELLE FOURCHE MIDDLE SCHOOL

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:

76% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2011 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	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 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 • READ 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 	<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 	<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 	<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. • READ 	<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

<ul style="list-style-type: none"> to improve student reading skills. READ PLUS on-line supplemental reading program. 		<ul style="list-style-type: none"> school library Sustain after school support Identify vocabulary specific to each content area. 	<ul style="list-style-type: none"> increasing reading skills. 	<ul style="list-style-type: none"> PLUS on-line reading Assessment 	<ul style="list-style-type: none"> target is being met Student conference on Ach. Series results
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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:

79% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Math test in the spring of 2011 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) 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series D-Step Individual teacher assessments Determine target 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers Cross-curricular and vertical curriculum maps Expand 	<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 	<ul style="list-style-type: none"> Formative Assessments developed by teachers or Achievement Series pre and post assessments of instruction Analyze state test 	<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

<ul style="list-style-type: none"> ALEKS on-line math program 	<ul style="list-style-type: none"> percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> supplemental material resources Sustain after school support Identify vocabulary specific to each content area 	<ul style="list-style-type: none"> Early dismissal time for training and planning. 	<ul style="list-style-type: none"> results annually DACS testing fall and spring ALEKS math assessment 	<ul style="list-style-type: none"> 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
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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.

<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
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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.

<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 	<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 	<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.
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		each content area		math assessment	Series results
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.					
<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 differentiated 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

SECTION III: BELLE FOURCHE HIGH SCHOOL

Reading Goal

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

Belle Fourche High School Objectives:

71% of grade 11 students will score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2011 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	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> • Develop research and writing skills at each grade level 9-12 which will culminate in a Senior Project. • Improve research skills and the understanding and use of literary elements such as figurative language and historical periods. • The English department will meet to develop a document detailing the proper way to research and write a paper. • Analyze standardized test results to determine gaps in the curriculum scope and sequence. • Participate in textbook standardized test preparation exercises. 	<ul style="list-style-type: none"> • Continue to improve student writing and reading skills to meet AYP and to enhance student's educational life. • Require every English class, to research, develop, and write a research paper. • Implement the use of key vocabulary to enhance test-taking skills for all students. 	<ul style="list-style-type: none"> • The English department will distribute the standard approach for writing a research paper to all staff for consistency in the procedures for research paper development. • Utilize the Write-to-Learn Model 	<ul style="list-style-type: none"> • Develop common language usage, research methods, and writing techniques in all academic areas grades 9-12 to be presented at a professional development session. • The English department will meet every-other Thursday to develop the reading, writing, speaking, viewing and listening goals. 	<ul style="list-style-type: none"> • Teachers identify students who need added time and individual help in reading and recommend these students come to homework night and/or Intersession Fridays. • Freshman and Sophomores will take the DACS test in October; to identify academic areas of concern. • Freshman and Sophomores will take the DACS test in March to measure the year's growth. • Sophomores will complete and submit the required essays during the appropriate Write-to-Learn time window. • Juniors will take the 	<ul style="list-style-type: none"> •

				DSTEP in April, to identify academic areas of concern.	
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Math Goals:

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

Belle Fourche High School Objectives:

72% of grade 11 students score at the proficient or advanced levels on the DakotaSTEP math test in the spring of 2011 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"> Continue to meet Adequate Yearly Progress (AYP) through implementation of inquiry based math skills and curriculum. Analyze standardized test results to determine gaps in the curriculum scope and sequence. 	<ul style="list-style-type: none"> Improve instructional techniques, curriculum mapping/revision, and improved daily and weekly assignments. The math instructors will use the Kuta software to supplement test questions to measure and track student progress through the school year and to make curriculum and instructional adjustments. Implement the use of key vocabulary to enhance test-taking skills for all students. Supplement weekly Kuta worksheets for extra practice to improve A.1 and G.2 standards. 	<ul style="list-style-type: none"> The math department will meet every-other Thursday as a department to refine the Core Plus curriculum that has been implemented. Incorporate review periods prior to testing for the DSTEP. 	<ul style="list-style-type: none"> Implement an Alternative Calendar which allows for Friday Intersessions for math assistance at least twice a month the entire year. The classroom teachers will monitor individual student progress. 	<ul style="list-style-type: none"> Teachers identify students who need added time and in math and recommend them for homework night and/or Intersession Fridays. Sophomores will take the PLAN test in October; as a pre-ACT test to be used to identify academic areas of concern. Juniors will take the PSAT in October; as a pre-test to identify academic areas of concern. 	<ul style="list-style-type: none">

SECTION IV: BELLE FOURCHE EDUCATION CONNECTION

Reading Goal

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

Belle Fourche Education Connection (Alternative School) Reading Objectives:

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the DakotaSTEP Reading test in the spring of 2011 as defined by the AMO set by the State of South Dakota.

Strategy: All students identified as less than proficient on the reading state standards, will be administered the Achievement Series, in the fall and in the spring to measure progress and to identify areas of concern

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Students will be tested in the fall and spring. Areas of concerns will be identified. Areas of concerns will be prioritized. 	<ul style="list-style-type: none"> DakotaSTEP (spring) DACS (fall/spring) Achievement Series Tests (fall/spring) Student discussions, reflections, or writing based on weekly reading strategy. 	<ul style="list-style-type: none"> Students will be tested within the same window of time in the fall and spring. All students will take the DakotaSTEP during the same testing window as determined by high school counselor. 	<ul style="list-style-type: none"> All staff members will be assigned specific times to monitor the test taking time-frames. All staff will be involved in disaggregating the data to determine areas of concern. Staff members will plan from 3:00 p.m. to 4:00 p.m. once a week to determine progress of students and discuss reading strategies. 	<ul style="list-style-type: none"> There will be a continuous evaluation process utilizing Dakota STEP, DACS and Achievement Series test data. 	NA

Strategy: All students identified as less than proficient on the state standards, will participate in a scheduled reading intervention time to help support areas of concern as reported from the fall Achievement Series and DACS test data.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Staff will prioritize areas of concern. All students will be involved in a 45 minute reading intervention twice a week. Test taking strategies will be incorporated into the reading interven- 	<ul style="list-style-type: none"> DakotaSTEP (spring) DACS (fall/spring) Achievement Series Tests (fall/spring) Student discussions, reflections, or writings based on weekly reading strategy. 	<ul style="list-style-type: none"> Staff members will plan together to determine the appropriate reading strategies to utilize for reading intervention time. Daily discussions, reflections or writing. Exposure to different types of genre. Staff will expose 	<ul style="list-style-type: none"> All staff members will be involved in disaggregating the data to determine areas of concern. All staff members will help to determine the reading strategies to be used in the reading intervention time. 	<ul style="list-style-type: none"> There will be a continuous evaluation process utilizing Dakota STEP, DACS and Achievement Series tests. Staff will meet once per week to discuss 	NA

<ul style="list-style-type: none"> tion time. Key vocabulary will be incorporated into the reading intervention time. 		<ul style="list-style-type: none"> students to multiple sources of reading materials (ex: maps, newspapers, poetry, dictionaries) 		<ul style="list-style-type: none"> the progress of the reading intervention time. 	
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Math Goals:

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

Belle Fourche Education Connection (Alternative School) Math Objectives:

BFEC will move at least 10 percent of students from below basic/basic to proficient/advanced, as measured by safe harbor, on the DakotaSTEP Math test in the spring of 2011 as defined by the AMO set by the State of South Dakota.

Strategy: All students identified as less than proficient on the math state standards, will be administered the Achievement Series, in the fall and in the spring to measure progress and to identify areas of concern.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Students will be tested in the fall and spring. Areas of concerns will be identified Areas of concerns will be prioritized. 	<ul style="list-style-type: none"> DakotaSTEP (spring) DACS (fall/spring) AchievementSeries Tests (fall/spring) Student discussions, reflections, or writing based on weekly math strategy. 	<ul style="list-style-type: none"> Students will be tested within the same window of time in the fall and spring. All students will take the Dakota STEP during the same testing window as determined by high school counselor. 	<ul style="list-style-type: none"> All staff members will be assigned specific times to monitor the test taking time-frames. All staff will be involved in disaggregating the data to determine areas of concern. Staff members will plan from 3:00 p.m. to 4:00 p.m. once a week to determine progress of students and discuss math strategies. 	<ul style="list-style-type: none"> There will be a continuous evaluation process utilizing Dakota STEP, DACS and Achievement Series test data. 	NA

Strategy: All students identified as less than proficient in the math state standards, will participate in a scheduled math intervention time to help support areas of concern as reported from the fall Achievement Series and DACS test data.

SPECIFIC	MEASURABLE	ATTAINABLE	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Staff will prioritize areas of concern. All students will participate in a 45 minute math 	<ul style="list-style-type: none"> Dakota STEP (spring) DACS (fall/spring) Achievement Series Tests (fall/spring) Student discussions, 	<ul style="list-style-type: none"> Staff members will plan together to determine the appropriate math strategies to utilize for math intervention 	<ul style="list-style-type: none"> All staff members will be involved in disaggregating the data to determine areas of concern. All staff members will help to determine the math strategies to be used in the math 	<ul style="list-style-type: none"> There will be a continuous evaluation process utilizing DakotaSTEP, DACS and Achievement Series tests. 	

<p>intervention twice a week.</p> <ul style="list-style-type: none"> • Test taking strategies will be incorporated into the math intervention time. • Key vocabulary will be incorporated into the math intervention time. 	<p>reflections, or writings based on weekly math strategy.</p>	<p>time.</p> <ul style="list-style-type: none"> • Daily discussions, reflections or writing. • Exposure to different methods of mathematical procedures • Staff will expose students to multiple sources of math materials (ex: inquiry based, problem solving, measurement tools) 	<p>intervention time.</p>	<ul style="list-style-type: none"> • Staff will meet once per week to discuss the progress of the math intervention time.
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On-going monitoring and assessment of the effectiveness of the strategies is both a formative and summative process. Refer to the **Monitoring/Evaluation** section of this plan for specific details as to the type of assessments.

Attendance/Graduation Goals

The Belle Fourche School District recognizes the need to closely monitor attendance. Attendance and graduation rates have consistently been met at all levels. It is our goal to continue meet the targets each year.

The Belle Fourche Elementary and Belle Fourche Middle School will continue to meet or exceed the state’s attendance rate of 94 percent.

Belle Fourche High School and the Belle Fourche Education Connection will continue to meet or exceed the state’s graduation rate of 85 percent.

The strategies utilized to maintain or exceed the attendance and graduation rate are listed below:

- With the implementation of an Alternative calendar schedule the District targeted attendance as an area of concern. Our data reflects a steady increase in our attendance rates, which proves our focus on attendance, has made a difference.
- When necessary the Superintendent continues to send notification to parents keeping them up-to-date on attendance issues. This is done through the Back-to-School newsletter.
- The elementary and middle school teachers utilize student led conferences to make parents aware of their child’s attendance rate as well as letters, individual meetings and phone contacts.
- When appropriate there is discussion of retention.
- If necessary, referrals are made to the State’s Attorney for assistance.

- The high school is piloting an attendance incentive. Students with one absence or less will be exempt from final exams. This will be implemented in the spring of 2011.
- The high school and alternative high school teachers contact parents when students are in jeopardy of losing credit due to poor attendance.

Instruction by Highly Qualified Staff

The Belle Fourche School district recognizes the requirements of the *No Child Left Behind Act* (NCLB) of 2001. All staff members working for Belle Fourche School District are considered highly qualified for the 2010-11 school year based on the requirements of NCLB. This includes certified and paraprofessionals. *Appendix F* lists all qualified staff working in the Belle Fourche School District. The close proximity of Black Hills State University, and other communities within easy driving distance, assists in finding highly qualified staff. When advertising for positions, the District priority is to find individuals who hold the qualifications of a highly qualified teacher.

Professional Development

The Belle Fourche School District utilizes a dual format for Professional Development within the District. There are a total of six days scheduled throughout the school year for Professional Development. Refer to *Appendix G* for the specific professional development activities conducted K-12.

Based on teacher feedback, Belle Fourche School District's professional development focus will be in the following areas:

- Department study groups to discuss curriculum mapping.
- Department study groups to focus on specific reading and math strategies or the study of current instructional strategies such as inquiry based instruction, literacy etc.
- Math assessment for individual student needs.
- Continued training for the curriculum mapping process with specific work on alignment of teacher maps with the content standards and Dakota STEP test results.
- Staff training on item analysis of the Dakota STEP test (SAT-10).
- Individual parent meeting to interpret individual student data results and provide instructional strategies for home to improve student performance.

Please refer to the elementary, middle school and high school sections for a detailed plan by level.

The middle school is on school improvement status and is required to meet certain criteria for the planning of professional development activities. The building leadership team (BLT) has extensive involvement in surveying staff, planning and determining the focus of the professional development activities for the year. These areas support the goals, objectives and strategies identified within the school improvement plan.

Parent Involvement and Education

The Belle School District follows the criteria of the Title I Schoolwide programs, as the elementary and middle school are Title I Schoolwide eligible programs. Parent involvement is crucial for achieving academic success for our students. The Title I Parent Involvement

Policy and Parent Compact is the force behind the elementary and middle school parent involvement activities. The compact specifically identifies the academic responsibilities for the school, staff and parents. Since the middle school is on school improvement, the policy and compact has been included in *Appendix H*.

In addition to the Title I Parent Involvement Policy, the Middle School conducted a School Audit in January of 2009. The Middle School has specifically targeted a parent/community involvement goal within the School Improvement Plan. In this current plan, specific strategies have been listed for providing parents the opportunity for feedback and input into the School Improvement Process. See the Goals/Objectives/Strategies section and the Restructuring plan for the middle school which outlines the specific activities for involving the community and parents.

Transition

The Belle Fourche School District supports transition from Pre-kindergarten to Kindergarten, 4th grade to 5th grade, and 8th grade to 9th grade and from high school to the Belle Fourche Education Connection Alternative School. All levels include various strategies for transition and each level requires different approaches. Listed below are the strategies for each level as students make the transition from one building to the next.

Transition from Pre-Kindergarten–Kindergarten:

A Coordination and Transition plan was designed to provide parents with information on programs and services available to help parents prepare their child for Kindergarten. This plan was developed in conjunction with the school district, local head start agency, preschool staff, and local day care providers. Constant communication takes place between all stakeholders. This communication involves phone calls, meetings, letters, and press releases for screening dates and times. An end of the year survey will be completed by parents of Kindergarten students to evaluate the transition services. The information from this survey will be used to make any revisions to the transition plan

A Kindergarten screening day is held. Parents bring their children to be screened, and discuss development and readiness with the kindergarten staff members. Immunizations are also scheduled at this time. The district offers a Kindergarten transition meeting and Open House. The kindergarten staff discusses development, expectations, daily schedules, and activities to help prepare the children for school. A classroom visit and tour of the school takes place in the spring and an Open House is held in the fall. The school has a registration day to meet families and register the children into the district. Class lists, insurance options, student handbooks, an explanation of payments, opportunities to purchase school lunches, and medical forms are completed at this time.

The following agencies and groups are involved in the planning and implementation process:

Parents as Teachers (PAT): PAT personnel work from a location at the school, work with families in preparing for entry into the school and enabling them to work on academic skills. Involve PAT in transition planning and preschool activities (e.g. Pre-K open house), provide

parent education sessions (e.g. Common Sense Parenting), coordinate programs that they offer through the Parent Resource Network

Public Health: County Health Nurse is contacted about dates for Kindergarten screening and alerted to the need to provide for immunizations, etc.

Private daycare/preschool providers: Communicate through these facilities to make parents aware of any activities/programs for children of preschool age. Information is shared with these people and they are apprised of events in regard to transition from their programs to kindergarten.

Head Start: Belle Fourche School District 09-01 Personnel utilize school facilities for activities, provide screening help, assist parents with Kindergarten enrollment, make information available such as immunization requirements to their families, and utilize resources of YFS to make professional development available for caregivers, parents, and preschool providers.

Activities during 2009-2010:

- August - met to plan open house for kindergarten parents;
- August, November, January - Early Intervention screening is held;
- February - dissemination of information regarding kindergarten screening and registration was begun;
- March - met to plan Kindergarten Transition Night and establish plans for Kindergarten Screening and Pre-registration;
- May - met to review and revise transition plan.
- The following is a review of the meeting:
 - Members present: Amy Gubbrud, Mary Verry, Brenda Huffman, Char O’Dea – kindergarten teachers; Jodi Jarvi – Bright Beginnings Day Care and Preschool; Julie Erskine – Head Start; Lisa Ward – early intervention preschool teacher;
 - Members absent: Lorene Goodwin – kindergarten teacher; Colleen Anderson – Parents as Teachers local coordinator/teacher; Kelly Keegan – parent

Actions taken:

- Committee decided that the survey of parents regarding orientation//transition to kindergarten will be done at the parent conference in the Fall
- There will be a meeting with preschool and daycare providers in August to coordinate and plan some training to assist said providers to help children with readiness skills
- Committee will explore possibilities for training that involves both school staff and preschool providers (e.g. *Handwriting Without Tears*)
- School personnel will develop parent training to assist kindergarten parents and parents of upcoming kindergarten students with readiness skills

Transition from 4th grade to 5th grade:

- The Middle School Counselor is scheduled into each 4th grade classroom for an initial visit and overview of the middle school. Middle School Student Council members assist with this overview.

- All 4th grade students receive a tour of the Middle School in the spring.
- All 4th grade students are invited to participate in our after school program the month of May and the summer program to assist in their transition.
- Special education students are included in all of these activities and special tours or early transition into the Middle School on a temporary basis may be allowed.
- Grades 5-8 participate in a walk through orientation on the afternoon of the first day.

Transition from the 8th grade to the 9th:

- In December the South Dakota Career Assessment Interest Inventory is administered to every 8th grade student. Throughout the months of January and February this information is reviewed with the students and incorporated into the overall transition to high school and specifically registration for 9th grade.
- In late March the High School counselor visits with 8th grade students about schedules and provides an overview of what is expected.
- In April, a day is spent reviewing schedule information for freshman class registration.
- Mid-April the High School Counselor, Principal, and student representatives meet with 8th grade students to again review credits, attendance, and course titles and descriptions as well as providing an overview of extracurricular activities.
- Students then register for courses, which require a parent review and signature.
- Student tours are schedule for 8th graders to visit the high school.
- Special education students are involved in all of the above activities and each IEP committee meets to review and sign off on the student transition plan, which includes the student's schedule for high school.
- April – Counselors meet with eighth grade parents to discuss transition to the high school.
- August – Freshman orientation night.

Transition from High School to the Education Connection:

- Students who are considered for the Alternative School must go through a student and parent interview process, complete an application and participate in an on-site visit.
- Students and parents must meet with the Alternative staff to finalize a plan for entrance.

Monitoring/Evaluation

The Belle Fourche School District embraces the concept of continuous monitoring of the goals and strategies developed at each level.

Within this school improvement plan the middle school has outlined specific activities they are following to meet the requirements of a Title I eligible school that is on school improvement. The SMART goal format is utilized and the listed below are the methods utilized to monitor and evaluate the effectiveness.

Monitoring:

- Homework nights-immediate parent contact to get students into the program with daily monitoring between teachers and after school staff.
- Individual grade reports for reading and math-provided by teachers for parents to report on student progress.
- Summer school sessions for students who need extra assistance-monitor student grades each grading period and identify students in need by the end of the school year. Each student has an individual plan to identify summer school needs.
- Title I assistance-utilize needs assessment data to identify students in need of services and obtain parental permission for services.
- Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.
- Guided study hall with small group assistance and tutoring-student protocols are created to assist in identifying students who need assistance. Plans are developed and monitored.
- Provide alternative curriculum instructional opportunities-during team planning time the staff identify student needs, create plans and inform parents. Special education students have formal IEPs which identify needs.
- Provide parent strategies for homework help-parent meetings are conducted and a plan developed to assist with communicating between school and home regarding homework needs.
- Develop a Teacher Assistance Plan to address student needs-this step is considered when initial interventions are not working. The TAT develops a formal plan and informs parents.
- Provide Friday Intersession activities for tutorial assistance-students are identified for additional help on Intersessions. Parents are contacted and the after school staff are notified with specific student needs identified by the teachers.
- Infinite Campus – Parent Portal to monitor daily progress of students-encourage parent sign up for the Parent Portal to help monitor their child.
- Mid-term parent notices regarding low student achievement-student progress reports are mailed to parents of students who are or may fail a course.
- 21st Century After School Programs (1-12)-homework assistance, individual tutoring for students who are struggling or in need of more support in reading and/or math.

- Analyzing student data: year data retreat and during collaborative work groups-an initial review of student test results for the DSTEP and DACS is completed with follow-up during daily teaming time and monthly early dismissal time. Student protocols are utilized to identify student needs.

Evaluation:

- DACs testing grades 3-10 with fall and spring results for teacher, parent and administration used to assess student progress. This is used as a summative assessment tool.
- Achievement Series is used as a pre and post assessment to determine student needs prior to instruction and to post assess effectiveness after instruction. This is used as a formative assessment tool.
- DakotaSTEP testing grades 3-8 and 11 with results available to teachers and parents as a comparison of yearly student progress. This is used as a summative assessment tool.
- Refer to Special Education for possible program eligibility.
- Special education yearly functional assessment (K-12).
- Reevaluation every three years to assess special education eligibility.
- Quarterly reports to parents on progress of IEP goals.
- K-12 Spring and Fall Parent/Student/Teacher Conferences.
- Mid-term parent notices regarding low student achievement.
- The SDI+ growth model is another means utilized as a summative assessment tool.
- The evaluation of the Middle School strategies is reflected in *Appendix I*.

All of the above measures are on-going measurements of the goals/objectives and strategies outlined in your plan. *Appendix I* reflects the evaluation of the middle school strategies. This format is utilized annually at our Data Retreat to record feedback and input. The intent is to utilize a variety of measurements to assess effectiveness as well as identify student, staff, parent and community needs.

Fiscal Requirement

The Belle Fourche School District is eligible for Title I-Part A and C, Title II-Part D, Title IV-Part A and Title V funds through the Consolidated Application process. Each year the District has earmarked money through Title I Part A, Title II Part A and Title I School Improvement for professional development activities for staff, parent activities, evaluation and supplies. Title I Part A and Title I School Improvement funds are the main sources for supporting Middle School Professional Development activities. The Title I Part A budget allocation for Belle Fourche Middle School is **\$17,074.00** and the Title I School Improvement budget allocation is **\$74,617.00** with **\$59,617.00** set aside for professional development activities and the remainder earmarked for student support services. The grand total for Middle School Professional Development activities between Title I Part A and Title I School Improvement is **\$76,691.00** out of the total District-wide Professional Development budget of **\$153,900.00**. The breakdown of total costs and expenses for the District is in *Appendix G*. This appendix includes professional development expenses paid through Title and general fund with the main target being the School Improvement process and working to

get out of School Improvement status. The activities listed in *Appendix G* do not reflect dollar amounts earmarked through the general fund for specific transportation costs and SES student services. The focus of professional development activities include: teacher stipends, outside consultants, training materials and supplies. The remainder of the Title I School Improvement budget is used for SES services.

In addition to the Consolidated Application money the local general fund is another source of money for Professional Development. Each teacher within the District also receives **\$100.00** per year for professional development activities.

Ongoing Program Development

Belle Fourche School District has worked hard to create a plan, which compliments the efforts of our District-wide School Improvement and Title 1 plans. The School Improvement plan was submitted Dr. Usera, SST in December and will be submitted to the LEA at the January School Board meeting.

The Belle Fourche Middle School has utilized planning meetings with community representatives, parents, school board representatives, and staff for input into the school improvement planning process. Personal contacts and letters to parents along with utilizing the local newspaper to dissemination information to the public regarding the school improvement status of the middle school. During student led conferences the teachers will disseminate additional information to each parent regarding student testing and the impact for it has for school improvement at the middle school. *Appendix D* lists the meetings, professional development activities and planning that has taken place to ensure ongoing program development for Belle Fourche Middle School.

The Restructuring section of this plan will include timelines to work toward meeting the Level 5 needs of the Middle School for the School Improvement process.

Belle Fourche Middle School Restructuring Plan

The restructuring plan that has been written for Belle Fourche Middle School is attached in *Appendix J* of this document. Mr. Smidt, Belle Fourche Middle School Principal contacted Beth Schiltz, consultant from the Title I Department on December 1, 2010 and she told him to submit the current restructuring plan as a part of this Belle Fourche District School Improvement plan for 2010-11 and 2011-12 years.



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South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Belle Fourche Middle School Title I School Improvement Restructuring/Corrective Action Plan 2009-2012

**Guidance and required documentation on
corrective action and restructuring
options for schools as outlined by the
No Child Left Behind Act
Title I School Improvement**

Restructuring Documentation

School Name Belle Fourche Middle School District Name Belle Fourche School Year 2009-2010

Schools that have failed to make Adequate Yearly Progress (AYP) for six years (Level 5) enter the “implement restructuring” phase as mandated by the *No Child Left Behind* (NCLB) Act. During this phase, schools must continue to offer school choice (if applicable) and supplemental services. It is during this phase that the school must implement at least one of the restructuring options. **Please note, the restructuring options must continue to be implemented through the remainder of the school’s duration of program improvement status.**

Below is the list of restructuring options. Last year, your school was required to research these different options and devise a restructuring plan in the event you didn’t make AYP and would be required to implement one of them.

Please select which “restructuring” option your school has chosen:

Replacement of all or most of the school staff, may include the principal, who are directly involved in the school’s failure to meet AYP goals

Contract with an outside expert

Other form of major restructuring

* In addition to the above action, increased state oversight is a mandatory condition of the restructuring phase.

Signatures:

School Support Team Member: _____ Date: _____
Dr. John J. Usera, SST

Belle Fourche Title I Director: _____ Date _____
Patrick Deering, Title I Director

Belle Fourche Middle School Principal: _____ Date: _____
Kevin Smidt, BFMS Principal

Belle Fourche School District Superintendent: _____ Date: _____
Steve Willard, Superintendent

Belle Fourche Board of Education: _____ Date: _____
Bev Banks, President

South Dakota Department of Education: _____ Date: _____
Diane Lowery

A. History of your school

1. **Student Achievement Information** - What are the school's specific areas of need in terms of not making AYP? A school may consider academic areas, grade levels, subgroups, secondary indicators, etc. that caused identification for program improvement.

Listed below is an overview of Belle Fourche Middle School's school improvement status which is broken down by year, subgroups and area of school improvement need:

Building-2003	Math	Reading	Group/s
Middle School Alert	N	N	Students w/Disabilities

Building-2004	Math	Reading	Group/s
Middle School Level 1	N	N	Students w/Disabilities

Building-2005	Math	Reading	Group/s
Middle School Level 1	Y	Y	Made AYP

Building-2006	Math	Reading	Group/s
Middle School Level 2	N	N	Students w/Disabilities Econ. Dis (R)

Building-2007	Math	Reading	Group/s
Middle School Level 3	N	N	Students w/Disabilities

Building-2008	Math	Reading	Group/s
Middle School Level 4	N	N	Students w/Disabilities Econ. Dis (M)

Below is the breakdown for the 2009-2010 year which has placed BFMS on Level 5 school improvement status:

BELLE FOURCHE MIDDLE SCHOOL AYP DETERMINATION: Spring 2009

Math			
	Assessment	AYP	Prof./Adv/ %
All students	Y	Y	68%
White	Y	Y	71%
Black or African American	Y	Y	*
Asian/Pacific Islander	Y	Y	*
Native American	Y	Y	*
Hispanic	N	N	0%
Economically Disadvantaged	N	N	51%
Students w/ Disabilities	N	N	5%
Limited English Proficient	Y	Y	*

Reading			
	Assessment	AYP	Prof./Adv./%
All Students	Y	Y	72%
White	Y	Y	73%
Black or African American	*	Y	*
Asian/Pacific Islander	*	Y	*
Native American	*	Y	*
Hispanic	Y	Y	33%
Economically Disadvantaged	Y	Y	58%
Student w/ Disabilities	Y	N	5%
Limited English Proficient	*		*

As you can see from the above charts, the sub group of Students with Disabilities has been the sub group which has caused the middle school to remain on school improvement status. It should be noted that in 2005 Belle Fourche Middle School did make AYP in all categories and sub groups. Maintaining the consistency in growth from year to year is one of the main targets of the middle school. Through our Data Retreats, it has been noted that our Economically Disadvantaged population continues to grow within District, which is making it more difficult to reach and sustain AYP for the middle school.

2. **Analyzing Current Programs** - Identify the programs and activities the school has implemented. Identify their implementation date and success rate in terms of student achievement on the South Dakota State Assessment.

Since 2003, the Belle Fourche Middle School has actively engaged in data analysis and planning. Each year the middle school has reviewed and utilized this information for future planning. The strategies identified for BFMS directly address the goals of improving reading and math instruction for all sub groups with particular attention being focused on the sub groups that have not made AYP. The building continues to implement curricula and instructional strategies that align with the South Dakota Content Standards. Classroom teachers, support staff, literacy educators, encore staff and special education teachers are all responsible for being involved in the training and implementation of these strategies. The Belle Fourche Middle School utilizes student data from the DSTEP, Achievement Series, DACS, Writing Assessment to identify overall areas of weakness in math and reading for all students in grades 5-8. This analysis has been the foundation of our planning for professional development activities for reading and math. Within this section, we have identified the programs and activities implemented.

In November of 2008, a need was identified for creating a better system to record student data to be used for determining specific targets for student learning needs. A student protocol was introduced to the staff through our work with Pam Lange, ESA7 consultant. The protocol format has been identified as a means to disaggregate student test information which is based on the training model by Dr. Judy Sargent through her Comprehensive Data Retreat analysis model for School Improvement. Through the use of the student protocol analysis format, staff identified students who are close to the bottom or top end of the cut scores for below basic, basic, proficient and advanced. The protocol tool provides a mechanism for staff to organize and analyze student data and drive learning outcomes.

Once the students have been identified, staff have implemented a “guided study” time for all students in grades 5-8. Specific math and reading support/tutoring was implemented based on student needs. In addition to the review of test data, the Achievement Series is being utilized to create formative assessments to target specific standards for reading and math being taught in grades 5-8. Pre tests were administered to identify instructional needs prior to a unit and a post assessment was given to track learning outcomes and student growth in reading and math.

Supplemental Education Services (SES), continue to be offered to students by approved providers. This is another means to provide individual tutoring services based on identified math and reading needs. Pre and post assessments were conducted. 50% of the students involved in SES programs, showed measurable growth over the year, however, the students still did not score proficient on the DSTEP.

In conjunction with the data review throughout the 2007-2008 year, the staff reviewed the goals and strategies from the middle school improvement plan and re-wrote the strategies using the SMART goal planning approach. The Title I School Improvement Audit conducted in January of 2009 was also utilized for planning and establishing building goals. At the end of this section the specific goals, strategies and targeted outcomes are listed for reading and math along with the timelines for the up-coming year.

Last school year, BFMS staff participated in a class titled “Reading in the Content Area”. This provided extensive training, for staff, to address and assess reading needs of students in all content areas. Staff received technical support from outside human resources from Black Hills State University staff (Sue McGrath and Faye LaDuke). They conducted classroom observations, coached and mentored the staff in the implementation of researched based instructional strategies. This training was based on training models by Nancy Atwell, S. Harvey, H. Daniels, A. Goudes, Cris Tovani, R. Marzano, Lucy Calkins and R. Stiggins. All language arts teachers, special education, and reading literacy staff continue to implement and expand on these instructional strategies throughout the 2009-2010 and 2011-2012 school year.

In the area of math, the middle school has been engaged in comprehensive training and the implementation of inquiry based math instructional delivery. These efforts were supported by a Title II-A Math grant which was

awarded to the elementary and middle school in 2004. The scientific based inquiry based instructional model was studied K-12 with professional development activities based on research from the National Council of Teachers of Mathematics, National Council of Supervisors of Mathematics, National Research Council and authors Kenney, Silver, Lappan, Briars, Schram, Mokros, and Discoll. Staff were also involved in South Dakota Math Counts and Lenses on Learning training models which supports the inquiry based model.

Curriculum materials and programs were analyzed based on the training. Currently, the 5th grade uses Investigations and grades 6-8 Mathscapes. The Investigations and Mathscape materials support the inquiry based model which has been validated nation-wide as a scientific researched based approach to mathematics instruction. In 2007 the inquiry based model was adopted K-12. In addition to the basic grade level books for Investigations and Mathscape, supplemental instructional materials are used to expand the basic curriculum. Since 2004, Micheline Hickenbotham, math consultant from Black Hills State University, College of Education has provided training, mentoring, classroom observations one on one support to staff in the development of instructional strategies and assessments that target student needs identified through the data analysis. Micheline continues to provide outside consultation in the area of mathematics for the 2009-2010 and 2011-2012 school year.

In 2007, Belle Fourche Middle School became involved in the South Dakota Incentive Plus-SDI+ grant program. This concept introduced the Professional Learning Community (PLC) model by DuFour and DuFour which promotes building leadership teams (BLT) and collaborative work groups (CWG) to support the school improvement process. The PLC model has been implemented in its entirety and is the foundation for planning and identifying school improvement needs. Through weekly meetings, specific topics and activities are targeted which focus on student achievement in the areas of reading and math. These sessions help all grade levels to collaboratively work toward data review and assessment and the implementation of instructional strategies which target student learning needs. Last school year, twenty-three out of twenty-nine certified staff chose to be involved in the National Board Certification process through Take One. National Board Certification targets self reflection, analysis of instruction and student work to support professional development training for teachers. The middle school has supported the Take One process as a means to enhance our professional development efforts.

In 2003, the middle school began curriculum mapping. Currently, the Tech Pathways program is being utilized. This past year, the literacy and special education focus was to look at grade level maps and standards to help them design parallel curriculum to target the grade level standards that special education students are expected to meet. Differentiated instructional needs and strategies to increase students learning was also an outcome of the sessions.

Listed below are the targeted objectives for the 2009-2010 school year, as well as timelines for the implementation of the restructuring plan. These are included in the School Improvement plan submitted to the State in January of 2010.

Belle Fourche Middle School Reading Objectives:

69% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Reading test in the spring of 2010, 76% in the spring of 2011, and 84% 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	RESULTS/ORIENTED	TIME BOUND	OTHER
<ul style="list-style-type: none"> Analyze data (retreat and student protocol) Connect strategies to analysis 	<ul style="list-style-type: none"> Curriculum Mapping District-wide tests (DACS and Achievement Series, 	<ul style="list-style-type: none"> SDI+ Growth Model Collaborative Work Groups Outside Consultation for teachers 	<ul style="list-style-type: none"> All staff must participate and implement strategies Continue to implement Guided Study Time Data Retreat 	<ul style="list-style-type: none"> Ach. Series pre and post assessment of instruction. Analyze state test 	<ul style="list-style-type: none"> Acquire common test taking strategies Guided Study Time has common

<ul style="list-style-type: none"> Implement strategies into curriculum Teach strategies (incorporate differentiated instruction) 	<p>D-Step</p> <ul style="list-style-type: none"> Individual teacher assessments Determine target percentages for Achievement Series mid-year growth 	<ul style="list-style-type: none"> 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"> Weekly Collaborative Work Group sessions Progress monitored by formative and summative assessments 	<p>results annually</p> <ul style="list-style-type: none"> DACS testing fall and spring READ PLUS on-line reading assessment. 	<p>building goal but may have different grade level focus</p> <ul style="list-style-type: none"> 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 student reading skills. READ PLUS on-line supplemental reading program. 	<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 Sustain after school support Identify vocabulary specific to each content area. 	<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 skills. 	<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. READ PLUS on-line reading 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 grade level 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 ICU (Intensive Care Unit) implementation to target student work and learning with parental involvement. Conduct annual meetings 	<ul style="list-style-type: none"> Develop weekly communication strategies with parents Conduct quarterly meetings 	<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
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Belle Fourche Middle School Math Objectives:

72% of grades 5-8 students score at the proficient or advanced levels on the DakotaSTEP Math test in the spring of 2010, 79% in spring of 2011 and 86% in 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 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 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 	<ul style="list-style-type: none"> Formative assessment developed by teachers or Ach. Series pre and post assessment 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 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 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.</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- 	<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 	<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 	<ul style="list-style-type: none"> Formative assessment developed by teachers or Ach. Series pre and post assessment for instruction. Analyze state test results annually DACS testing fall and spring 	<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

	year growth	<ul style="list-style-type: none"> Identify vocabulary specific to each content area. 	increasing math skills.	<ul style="list-style-type: none"> ALEKS math assessment 	<ul style="list-style-type: none"> Student conference on Ach. Series results
<p>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 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 assessment developed by teachers or Ach. Series pre and post assessment 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
<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 assessment developed by teachers or Ach. Series pre and post assessment 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

Timeline/Activities for Restructuring Plan Implementation:

<p>January & April 2012-Parent Outreach Council Annual Meetings</p>	<p>-Establish grade level Parent Outreach Councils to meet on an annual basis. -Plan and conduct grade level (5-8) parent meetings to discuss all student performance with a specific focus on outcomes for students scoring basic and below basic on the DSTEP. -Specific strategies are listed in the Goals/Objectives/Strategies section of the School Improvement Plan.</p>	<p>-Record parent feedback and input to be utilized with grade level planning during BLT meetings, Collaborative Work Groups, bi-monthly staff meetings and monthly early dismissal planning sessions.</p>
<p>January 2010-May 2012-Staff data analysis for targeting student achievement specifically outlined in the Goals/Objectives/Strategy section of this plan.</p>	<p>-Coordinate grade level process w/ the BLT leadership team to implement guided study time practices, formative assessment tools, curriculum mapping, collaborative work sessions and early dismissal meeting needs. -Review School Improvement goals, objectives and strategies. Note: specific approaches for evaluation based on formative and summative assessments are noted in the Goals/Objective/Strategies and Evaluation sections of the School Improvement Plan.</p>	<p>-Identify a system for utilizing the Achievement Series as a formative assessment to identify student needs pre and post instruction. -Record minutes of work sessions to assist in School Improvement planning. -Utilize formative assessment results to determine student needs and staff development support to meet the instructional needs. -The Goals/Objective/Strategies and Evaluation components of the plan have had extensive revisions throughout the spring, summer and fall of 2009 utilizing the SMART goal planning process. The new administrative team has used this information in their transition work.</p>
<p>January, March & April-School Improvement Committee meetings.</p>	<p>-Conduct School Improvement Committee meetings to review the School Improvement goals, and parent involvement needs.</p>	<p>-Record the School Improvement Committee feedback to utilize in the planning process.</p>
<p>January, March & April 2010-2012 Data Retreat follow-up and planning.</p>	<p>-Continue w/ data analysis from the October Data Retreat to determine student achievement needs based on performance on the DSTEP and DACS.</p>	<p>-Utilize student protocols to determine student needs based on individual student performance on the standards met through testing.</p>
<p>June 2010-2012-Continue planning for the up-coming school years.</p>	<p>-Conduct a mini data retreat to begin prioritizing student needs for the 2010-2012 school year.</p>	<p>-Review DACS fall and spring summative assessment results, Achievement Series formative assessment results. -Review Parent Outreach Council input, BLT & Collaborative Work Group</p>

		input and determine a plan to incorporate this information with the DSTEP results. -Finalize restructuring plan.
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NOTE:

75% of the students in grades 5-8 scored proficient and advanced on the 2010 DStep reading test.

72% of the students in grades 5-8 scored proficient and advanced on the 2010 DStep math test.

Research on Restructuring Options

B. Replacement of all or most of the school staff

The school and parents should closely examine data to determine if there are many school staff persons that are associated with the failure of the school to make AYP. This option may allow schools to replace staff persons that have a significant impact on student achievement. This option may include replacing teachers of core academic subject areas and/or transferring and assigning teachers to a subject area where they may be more effective. This option may also include replacing the principal.

If this option is chosen, schools should follow the correct process for replacing staff. An employee should be allowed all of their statutory and contractual rights and due process. (The fact that an employee works in a school identified for school improvement is not in and of itself sufficient cause for dismissal or denial of employment.)

1. Summarize the data analysis process used to determine if there is staff persons associated with the failure of the school to make AYP.

This was not a part of the process, due to attrition within the Middle School for all positions.

2. Describe your plan to replace those school staff persons.

The replacement of staff, is due to attrition within the Middle School for all positions.

3. Describe how replacing the current staff persons would help to ensure increased student achievement at your school?

The Belle Fourche School District is in a transition phase with its administrative team. There is a new superintendent, middle and high school principals. In order to continue the school improvement initiatives identified in Section A2, it was determined that outside consultants would be integral in maintaining the efforts already in place. Consultants from TIE, Black Hills Special Services Cooperative and Black Hills State University will continue to provide support in building planning, on-going data analysis and mentoring of the new principals and implementation of the math and reading initiatives.

The consultation support will assist with the transition planning for the new principal and support the current efforts in place that have been successful. The consultation provided will provide more time for Mr. Smidt, BFMS Principal, to focus on building planning, the development of additional programs and more closely work with staff on the implementation of the re-structuring plan and process. All of the goals, timelines and activities listed in A2 of this plan reflect the efforts and implementation plan for the year to improve student achievement.

C. Contract with an outside expert

Schools often seek advice from people outside of the school system when implementing new reforms or curriculums. Often times, an outside expert can identify problem areas more easily than the school staff that are faced with these issues daily. This option is for schools that have identified their needs and pursue contracting with an outside expert to assist them in addressing those needs.

1. Schools are to find resources that address the school's area of need. Using these resources, as well as other research; identify possible consultants who may have expertise in the area(s) in which the school needs assistance. List possibilities and how they may meet your needs.

Please answer the following items for each area in which the school needs assistance:

- Brief summary of research on how to improve a problem area
- Possible consultants
- How would this research and consultant match your needs and raise academic achievement?

Collaboration with Black Hills State University, College of Education Department professors, Black Hills Special Services Cooperative and TIE consultants has been an integral part of our school improvement process. Overall test scores in reading and math have improved based on our analysis and comparison from year to year. The consultation model the middle school has utilized with the above agencies has been crucial in our efforts. They provide training that is research based, and we will continue to expand on this support and training to sustain our efforts and keep consistency with the initiatives we have implemented as the research does show the effectiveness of the initiatives we have been working toward.

The goal is to continue and expand on the following efforts and needs. These needs are included in our 2009-2010 School Improvement-1003(a) document and have a direct correlation with our goals, strategies and timelines outlined in Section A2 of the plan. The areas were identified during planning sessions at our data retreat and with our School Improvement committee. All goals, strategies and needs are reviewed annually and adjusted as determined through our comprehensive needs assessment planning process.

They include:

- expanded contractual services with reading and math specialists through Black Hills Special Services Cooperative, TIE and Black Hills State University;
- on-going literacy training for staff to keep up to date with scientific research based instructional strategies for reading and math;
- on-site consultation for classroom visits, facilitation of focused study groups, modeling of instruction strategies, coaching, and materials support;
- on-going work to provide comprehensive test data interpretation for parents and staff;
- training of regular education teachers on the inclusion of serving special education students in the regular classroom;
- continued staff participate in SDI+ which supports compensation for professional development activities;
- procure materials to accommodate professional development activities such as book studies, recent research through the National Math and Literacy councils;
- continue with curriculum mapping to better address standards, assessment and instructional needs of students;
- implement the formative assessment of students through the Achievement series and DACS to determine student gains and identify student learning needs;
- provide guided study assistance to students through study hall and after school support;
- encourage parental involvement through scheduled parent nights for training, information sharing (i.e. test results) and homework support for reading and math strategies.

Based on the above identified needs through our comprehensive needs assessment process it was determined contractual services for outside consultants will be a priority need to increase student achievement. The Belle Fourche Middle School will continue to use outside experts to provide technical assistance and support in the analysis of test data, implementation of instructional strategies and professional development activities.

The Belle Fourche Middle School made AYP in all areas and subgroups for spring 2009. The school improvement efforts undertaken since 2003 have been consistent and one of the major factors in the progress made over the years and to date.

D. Other form of major restructuring

Schools have the option of researching other major restructuring measures to implement rather than those listed above. These restructuring efforts may include fundamental reforms of the school's governance, management, financing, materials, resources, or staffing. Adequate documentation and proven effectiveness must be evident if this option is chosen.

1. Please list any other major restructuring measures the school is examining.

N/A

* Please note, if adequate information is not provided, schools will be asked to resubmit their information.

Appendix A

Middle School

School Improvement Planning Framework

Listed below are the dates and types of planning meetings conducted to create the School Improvement plan. The agendas and notes are kept on file at the Middle School Principal's office.

School Improvement Meetings:

DATES	TOPIC	OUTCOME
January 22, 2009	School Improvement Plan	Reviewed plan and outcomes and obtained input.
September 24, 2009	Overview of Committee's role (new administration transition)	Overview of the committee's role for School Improvement.
October 22, 2009	School Improvement Up-dates (new administration transition)	Up-date and input.
November 19, 2009	School Improvement Up-dates (new administration transition)	Feedback and input.
January 7, 2010	Final review of School Improvement plan with the Committee.	Feedback and input.

Building Leadership Team Meeting Dates:

DATES	TOPICS	OUTCOMES
January 20, 2010	Planning parent night and January professional development activities.	Disseminate information and gather input.
February 16, 2010	Teacher evaluations, school calendar, and budget needs.	Gather input, disseminate information.
March 3, 2010	Discussion of conferences, master schedule.	Discussion, gather input disseminate information.
March 17, 2010	Continuation of master schedule discussion.	Continuation of input and discussion.
April 6, 2010	Master schedule discussion and planning.	Finalized schedule.
April 15, 2010	Master schedule	Finalized schedule.
May 26, 2010	Next year's first day of school, professional development needs for next year, early release for next year.	Discussion, planned first day brainstormed p.d., discussed early outs.
July 26, 2010	Data planning session	Discussion of data needs for the building.
August 18, 2010	Professional development planning.	Reviewed agenda for August 19 and 20 PD, divided duties and discussed focus of early dismissals.
September 1, 2010	Reading Literacy planning session.	Determined focus for literacy PD with June Pressler.
November 17, 2010	School Improvement plan, ICU program training and professional development	Gathered input, disseminate information regarding staff presentation on ICU.
December 2, 2010	Review of School Improvement Plan	Feedback and input from CWGs.

<p>January 6, 13, 20, 27, February 3, 10, 17, 24, March 3, 10, 17, 24, April 7, 14, 21, 28, May 5, 12, 19, 26, August 25, September 1, 8, 15, 22, 29, October 6, 13, 20, 27, November 3, 10, and 17 December 1, 2010. Will continue weekly January 2011 through May 2011.</p>	<p>Cognitive Work Group sessions by grade level.</p>	<p>Care out BLT planning, discussion and work to meet SI plan strategies and outcomes.</p>
<p>January 2010-May 2011</p>	<p>Monthly Early Out Meetings</p>	<p>MS staff meetings to work on outcome, training for the SI process.</p>

The weekly, monthly and quarterly meeting format listed above will continue through the spring of the 2011 school year with documentation of planning and outcomes maintained in the principal's office.

Appendix B

Belle Fourche School District's School Characteristics (As of September 2010)

School Characteristics (2010)

Belle Fourche North Park		
North Park Elementary (PK-K)	153	PK-K
Sub Group	Total Number	Percent of Population
Special Education	36	24%
Black	0	0.00%
Hispanic	15	10%
Native American	5	3%
Asian	0	0.00%
LEP Students	1	0.003%
White	125	82%
Economically Disadvantaged	70	46%
Migrant	1	0.003%
Total Discipline Incidences		NA
Two or More Races	8	5%

Belle Fourche South Park			
South Park 1-4	406	1-4	94.9%
Sub Group	Total Number	Percent of Population	Attendance Percentage (3-4)
Special Education	57	14%	
Black	0	0%	
Hispanic	33	8%	
Native American	14	3%	
Asian	0	0.00%	
White	343	85%	
LEP Students	2	0.005%	
Economically Disadvantaged	220	54%	
Migrant	2	0.005%	
Total Discipline Incidences	NA	NA	
Two or More Races	0	NA	

Belle Fourche Middle School			
Total Enrollment/Middle School:	402	5-8	94.54%
Sub Group	Total Number	Percent of Population	Attendance Percentage
Special Education	50	12%	94.33%
Black	0	0%	NA
Hispanic	27	7%	NA
White	352	88%	94.61%
Native American	9	2%	94.13%
Asian	0	0%	NA
LEP Students	5	1%	NA
Economically Disadvantaged	182	45%	93.13%
Migrant	3	1%	NA
Total Discipline Incidences	NA	NA	NA
Two or More Races	14	3%	NA

Belle Fourche High School			
Total Enrollment/High School:	377	9-12	Greater than 96%
Sub Group	Total Number	Percent of Population	Graduation Rate
Special Education	41	11%	NA
Black	1	0.003%	NA
Hispanic	7	2%	NA
White	356	94%	Greater than 96%
Native American	10	3%	NA
Asian	0	0.00%	NA
LEP Students	1	0.003%	NA
Economically Disadvantaged	142	38%	Greater than 96%
Migrant	3	1%	NA
Total Discipline Incidences	NA	NA	NA
Two or More Races	3	1%	NA

Belle Fourche Education Connection			
Total Enrollment/High School:	36	9-12	
Sub Group	Total Number	Percent of Population	Graduation Rate
Special Education	3	8%	NA
Black	0	0.00%	NA
Hispanic	0	0.00%	NA
White	34	94%	NA
Native American	0	0%	NA
Asian	0	0.00%	NA
LEP Students	0	0.00%	NA
Economically Disadvantaged	13	36%	NA
Migrant	0	0.00%	NA
Total Discipline Incidences	NA	NA	NA
Two or More Races	2	6%	NA

Appendix C

Belle Fourche School District's Report Card 2009-2010 (Previous) School Year

**Belle Fourche School District's Report Card
2009-10 School Year**

South Park 2010	ACCOUNTABILITY		
Reading	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	100	75	Y
White (not Hispanic)	100	76	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	100	65	Y
Limited English Proficient	*	*	Y
Students with Disabilities	100	41	Y
Gender	100	71	Y
Male	100	80	Y
Female	100	80	Y
Migrant	*	*	Y
South Park 2010	ACCOUNTABILITY		
Mathematics	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	100	74	Y
White (not Hispanic)	100	73	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	100	66	Y
Limited English Proficient	*	*	Y
Students with Disabilities	100	24	Y
Male	100	74	Y
Female	100	74	Y
Migrant	*	*	Y

Belle Fourche MS 2010	ACCOUNTABILITY		
Reading	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	99	76	Y
White (not Hispanic)	99	78	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	96	86	Y
Hispanic	99	16	Y
Economically Disadvantaged	99	67	Y
Limited English Proficient	*	*	Y
Students with Disabilities	99	27	Y
Gender	99	69	Y
Male			
Female	100	82	Y
Migrant	*	*	Y

Belle Fourche MS 2010	ACCOUNTABILITY		
Mathematics	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	99	73	Y
White (not Hispanic)	99	77	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	100	43	Y
Economically Disadvantaged	99	64	Y
Limited English Proficient	*	*	Y
Students with Disabilities	98	18	Y
Male	99	68	Y
Female	100	78	Y
Migrant	*	*	Y

Belle Fourche HS 2010	ACCOUNTABILITY		
Reading	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	100	71	Y
White (not Hispanic)	100	70	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	100	54	Y
Limited English Proficient	*	*	Y
Students with Disabilities	*	*	Y
Gender	100	59	Y
Male			
Female	100	80	Y
Migrant	*	*	Y

Belle Fourche HS 2010	ACCOUNTABILITY		
Mathematics	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	100	71	Y
White (not Hispanic)	100	72	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	100	64	Y
Limited English Proficient	*	*	Y
Students with Disabilities	*	*	Y
Male	100	65	Y
Female	100	77	Y
Migrant	*	*	Y

Ed Connection 2010	ACCOUNTABILITY		
Reading	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	*	*	Y
White (not Hispanic)	*	*	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	*	*	Y
Limited English Proficient	*	*	Y
Students with Disabilities	*	*	Y
Gender Male	*	*	Y
Female	*	*	Y
Migrant	*	*	Y

Ed Connection 2010	ACCOUNTABILITY		
Mathematics	Participation Rate %	Total % Proficient & Advanced	AMO=
			AYP Status Y/N
All Students	*	*	Y
White (not Hispanic)	*	*	Y
Black (not Hispanic)	*	*	Y
Asian	*	*	Y
Native American	*	*	Y
Hispanic	*	*	Y
Economically Disadvantaged	*	*	Y
Limited English Proficient	*	*	Y
Students with Disabilities	*	*	Y
Male	*	*	Y
Female	*	*	Y
Migrant	*	*	Y

Appendix D

Technical Assistance Log

Technical Assistance Log

Technical Assistance:

The Belle Fourche School District has worked closely with Pam Lange our ESA representative since July of 2004. Her work has assisted us in school improvement planning, in-service training for staff, administration and parents, as well as technical assistance for our data collection and interpretation.

January 2010

- Submit School Improvement Plan to School Board for approval.
- Continue with Professional Development activities for staff.
- Met with our ESA representatives and School Improvement Coordinator to carry out our goals.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Continues work with support from SST, Dr. John Usera.
- Met with the middle school BLT team to work on building goals for the weekly collaborative work group sessions.
- Met with Parent Resource Network staff to plan for the first grade level parent meeting.
- District professional development day for training.

February 2010

- Continuation of school improvement planning with School Improvement consultant for further implementation of the goals and strategies.
- Middle school curriculum mapping planning with Lead teachers.
- District-wide curriculum mapping planning meeting.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Title I training and support for school improvement with ESA representative.
- Met with School Improvement consultant regarding support for up-coming school improvement needs, including testing, data follow-up and review of the SI plan goals and strategies.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.

March 2010

- Conducted a review of our District wide plan and up-date the information to reflect necessary changes to our goals and professional development activities.
- Student led conferences which included a review of individual student test results and provide parent activities to prepare for spring testing.
- 7th grade parent night meeting for input and discussion of school improvement needs.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Met with School Improvement consultant to discuss school improvement needs for the end of the school year.
- Conducted a district school improvement meeting to review needs on a K-12 basis for next year.
- Held a meeting with the stakeholders to discuss the school improvement process, obtain feedback regarding needs for the middle school to be incorporated into the SI plan.
- 6th grade parent night for input and discussion of school improvement needs.

April 2010

- Met to review our current Curriculum Mapping plan and prepare for summer work and prepare for next year's implementation.
- Continue to work on up-dates for the District-wide School Improvement Plan through the Building Level Leadership Team process of the SDI+ grant.
- Met with School Improvement consultant to discuss school improvement data and summer planning for the 2010-11 school year.
- 5th grade parent night for input and discussion of school improvement needs.

May 2010

- ESA, TIE representatives and School Improvement consultant met with Superintendent Willard to identify the Data Retreat needs for summer planning.

- ESA, TIE representatives and School Improvement consultant will continue to incorporate the school data into building planning meetings and professional development for the 2010-11 school year.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- K-8, special education and Title I teachers and administrators met with BHSU math consultant to continue planning a K-8 math scope and sequence using inquiry based math.
- K-8 met with School Improvement consultant to discuss focus of SIG grants and school improvement professional development.

June 2010

- School Improvement consultant provided technical assistance and support by conducting a data analysis of the DACS spring test results for use with the DSTEP result for the fall data retreat and planning with staff.

July 2010

- Met with School Improvement consultant to discuss/work on our school improvement plan and to develop data information for the summer data retreat with the BLT team.
- Technical support on data review for AYP analysis.
- Met with ESA and School Improvement consultant to finalize data retreat and our building needs.
- District administrators and BLT members traveled to Rapid City for our summer SDI+ Conference. Discussed goals and direction for the upcoming year.
- Email, phone and meetings with School Improvement consultant, to gain a better understand of DakotaSTEP changes and began planning for 2010-11 school improvement process for notification of parents, SES services etc.

August 2010

- Emails, phone contacts and meetings with School Improvement consultant regarding our DSTEP data, AYP notice to parents, and test result preparation for staff professional development.
- Title I technical support for school improvement via the School Improvement Webinars.
- Met with the BLT team meeting to finalize plans for professional development activities and consultant support for the year.
- Email, phone contacts and meetings held with ESA, TIE representatives and School Improvement consultant to finalize the Data Retreat.

September 2010

- Met with the BLT to finalize agenda and goals for the early dismissal activities throughout the school year.
- Discussed finalized activities for professional development consultation and follow-up with TIE consultant for reading literacy and BHSU math consultant for math.
- Data Retreat conducted for review of data, school improvement planning and review of goals, objectives and strategies based on AYP status.
- Prepared for SES parent meetings, made phone contacts with providers and obtained information for the meeting.
- SDI+ meeting and training for administrators.
- On-going staff training which correlates with our Schoolwide plan Professional Development activities.
- School Improvement consultant provided consultation for DACS and Achievement Series testing which included training of staff, data interpretation and creation of reports for data analysis.

October 2010

- TIE reading specialist and BHSU math consultant provided professional development support for the staff in the areas of reading and math.
- School Improvement consultant provided consultation for DACS and Achievement Series testing which included training of staff, data interpretation and creation of reports for data analysis.
- School Improvement consultant met for up-dating the Title I school improvement restructuring plan, the parent compact and policies to comply with the school audit.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.

November 2010

- Met with School Improvement consultant to begin the editing process to revise the school improvement plan based on staff feedback, measured outcomes from testing data and determine the required meetings for stakeholders.
- Early dismissal with TIE reading literacy consultant and BHSU math consultant training on reading and math targets and instructional strategies.
- District wide administrators met with School Improvement consultant to review and begin the final process in the revision of the school improvement plan.
- Met with building grade level teams for additional revisions and input on the plan.
- The district administrator revised the district technology plan.
- Meet with School Improvement team to finalize rough draft of school improvement plan.
- Contact made with John Usera, SST Member, for input into the plan.
- DACS and Achievement Series consultation by School Improvement consultant to up-date fall testing reports.
- School Improvement consultant met to delineated school improvement needs for the building based on identified SI plan strategies.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Consultation with Betsy Chapman regarding the restructuring planning process for the Middle School.

December 2010

- Consulted with Beth Schiltz, Title I on restructuring plan.
- Conducted professional development activities for reading and math with TIE reading consultant and BHSU math consultant to work on specific instructional strategies in these areas as presented by the building staff.
- Met with School Improvement consultant to discuss progress on school improvement plan review, update for the final plan.
- BLT meeting conducted to review all input from staff on the school improvement plan.
- December 16 BLT will meet to put together activities for our March 11 professional development date
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Submit School Improvement Plan Dr. Usera, SST for review and approval.
- Final meeting with the School Improvement Committee for approval of the school improvement plan prior to submission to the Board of Education.

January-July 2011

- Submit the school improvement plan to the Board of Education.
- Submit the school improvement plan to the State Title I office.
- Building level team meetings and collaborative work group meetings held for planning and follow through with building goals.
- Conducted professional development activities for reading and math with TIE and BHSU consultants to work on specific instructional strategies in these areas as presented by the building staff.
- School Improvement consultant will conduct follow-up training on the DACS and Achievement Series, prepare spring data reports for staff.
- On-going staff training which correlates with our Schoolwide plan Professional Development activities.
- Review spring testing data to measure student progress based on the targets established within the school improvement plan.
- Continue involvement with outside consultants regarding data, training and school improvement planning to increase student achievement in the areas of reading and math.

Appendix E

Comprehensive Needs Assessment

Belle Fourche Elementary, Belle Fourche Middle School, and Belle Fourche High School building leadership team (BLT) teachers participated in a summer data planning retreat on July 26, 2010 and all staff participated in a comprehensive district-wide data retreat on September 17, 2010.

Below are the agendas used for each data retreat. A CD was developed which includes all pieces of data used to determine student achievement – strengths and weaknesses, suggested teacher interventions, and suggested teaching strategies. A CD was given to each principal for further use in data analysis. The CDs are located in each principal’s office.

Agenda – Summer Planning Data Retreat
Presenters: Pam Lange, Jennifer Nehl ESA 7
Karen Wagner, School Improvement
July 26, 2010

8:00 a.m. to 1:00 p.m. (Working Lunch)

Individual Building Outcomes

- To discuss changes to state accountability system.
 - To begin examining data for 2010-11 school year.
 - To discuss district/building/classroom goals.
 - To discuss professional development.
1. Prepare for July SDI+ plus meetings
 2. Changes to accountability system
 3. Data Analysis
 - i. DACS
 - ii. EMetrics
 - iii. Other data lenses
 4. District/Building/Classroom Goals-breakout by building for discussion/planning
 5. Professional Development Discussion-breakout by building for planning
 6. **Closure:** How will this information drive your discussions during SDI+ meeting and 2010-11 school year?

Agenda
Belle Fourche School District Data Retreat
September 17, 2010
Presenters:
Jen Nehl

8:00 – 9:30		K-12-Discuss and review changes to state mandates and requirements. Review district and basic student data. Elementary staff will move to their building to continue PD.
9:30 – 9:45	Break	
9:45 – 12:00		Secondary staff (5-12) reviews district and student data to reflect on current instructional practices. -review emetrics data, growth by building levels 5-8 and 9-12 -review DACS and DStep data by strand and indicator by building levels
12:00 – 1:00	Lunch	
1:00 – 3:00		Secondary staff (5-12) will reconvene to evaluate specific student data and set goals. -5-8 review current School Improvement goals and strategies -9-12 review current School Improvement goals and strategies

Additional Comprehensive Needs Assessment Activities:

- Spring of 2010 conducted K-12 staff, student and parent surveys which have been utilized for planning. Special education parents are surveyed annually and this information is also used for planning.
- Monthly Building Level Leadership Team meetings are conducted based on the SDI+ model. Minutes are kept and a final summary report is compiled to assist in professional development planning and data needs. (See building level notes and files)
- Monthly late starts, early dismissals and after school planning meetings are utilized for School Improvement planning, additional data collection and reflection as it relates to student needs.
- In grades K-8 Title I and 21st Century After School Programs coordinate parent training sessions which address parent activities and needs. Each building keeps these activities on file and utilizes parent feedback for planning.
- On-going data review is conducted as follow-up to the Data Retreat. Each building has identified areas of weakness in reading, math and science which is utilized to assist individual teacher in additional training or instructional resources that will support student achievement. This is provided by outside consultants. Specific agendas and meeting summaries are kept on file and provided to buildings by the consultants on a monthly basis.
- Parent Resource Network will continue to provide support for parent activities and training which will be incorporated into the school improvement planning process.

Appendix F

Highly Qualified Staff

Highly Qualified Staff (2010-11)

South Park Elementary	Teaching Assignment	Teaching Assignment Code	Full State Certification	Bachelor's Degree	Major in Content Area	State Test	Passed HOUSSE Prior to 2007-08 School year	Highly Qualified
Maureen Beals	Grade 1	20201	Yes	Yes	No	No	Yes	Yes
Andrea Hennessey	Grade 1	20201	Yes	Yes	No	No	Yes	Yes
Danielle Johnson	Grade 1	20201	Yes	Yes	No	No	Yes	Yes
Colleen Kling	Grade 1	20201	Yes	Yes	No	Ye	Yes	Yes
Genine Mace	Grade 1	20201	Yes	Yes	No	No	Yes	Yes
Brenda LaBau	Grade 2	20202	Yes	Yes	No	No	Yes	Yes
Karen Christy	Grade 2	20202	Yes	Yes	No	No	Yes	Yes
Colleen Hardesty	Grade 2	20202	Yes	Yes	No	No	Yes	Yes
Shelly Mikkelson	Grade 2	20202	Yes	Yes	No	No	Yes	Yes
Melanie Anderson	Title I Reading	21102	Yes	Yes	No	No	Yes	Yes
Connie Parker	Title I Reading	21102	Yes	Yes	No	No	Yes	Yes
Sandra Tschetter	Title I Reading	21102	Yes	Yes	No	No	Yes	Yes
Janice Allen	Grade 3	20203	Yes	Yes	No	No	Yes	Yes
Holly Boston	Grade 3	20203	Yes	Yes	No	No	Yes	Yes
Wendy Carr	Grade 3	20203	Yes	Yes	No	No	Yes	Yes
Cheyenne Conry	Grade 3	20201	Yes	Yes	No	No	Yes	Yes
Marlene Coyle	Grade 3	20203	Yes	Yes	No	No	Yes	Yes
Donna Coyle	Grade 4	20204	Yes	Yes	No	No	Yes	Yes
Paula Janovy	Grade 4	20204	Yes	Yes	No	No	Yes	Yes
Tiffany Middleton	Grade 4	20204	Yes	Yes	No	No	Yes	Yes
Jeanette Nicholas	Grade 4	20204	Yes	Yes	No	No	Yes	Yes
Cora Brown	Title I Reading	21102	Yes	Yes	No	No	Yes	Yes
Michelle Carr	1-4 Special Ed.	21801	Yes	Yes	Yes	No	Yes	Yes
Jennifer Worthington	1-4 Special Ed.	21801	Yes	Yes	Yes	No	Yes	Yes
Jennifer Collins	1-8 Speech Clinician	40203	Yes	Yes	Yes	No	Yes	Yes
Jeanne Hoffman	K-4 Music	65101	Yes	Yes	Yes	No	Yes	Yes

**North Park
Elementary**

Lorene Goodwin	Kindergarten	20200	Yes	Yes	No	No	Yes	Yes
Amy Gubbrud	Kindergarten SpEd	20200 21801	Yes	Yes	No	No	Yes	Yes
Brenda Huffman	Kindergarten	20200	Yes	Yes	No	No	Yes	Yes
Charla O'Dea	Kindergarten	20200	Yes	Yes	No	No	Yes	Yes
Mary Verry	Kindergarten	20200	Yes	Yes	No	No	Yes	Yes
Brenda Cupp	Kindergarten	20200	Yes	Yes	Yes	No	Yes	Yes
Ann Degan	PK-K HS SpeechClinic.	40203	Yes	Yes	Yes	No	Yes	Yes
Lisa Ward	PK Sp Ed	21700	Yes	Yes	Yes	No	Yes	Yes

Middle School	Teaching Assignment	Teaching Code	Full State Certification	Bachelor Degree	Major In Content Area	State Test	HQ Endorsed No Test	Passed HOUSSE prior to 2007-08 school year	Highly Qualified
Ann Anderson	Social Science General Science	20024 20034	Yes	Yes	No	Yes	No	Yes	Yes
Marla Elsom	Language Arts	20014	Yes	Yes	No	No	No	Yes	Yes
Valorie Garr	Title I Reading	21104	Yes	Yes	No	No	No	Yes	Yes
Clark Gusso	Social Science	20024	Yes	Yes	Yes	No	No	Yes	Yes
Valorie Gusso	Social Science	20024	Yes	Yes	No	No	No	Yes	Yes
Julie Hatling	Math Social Science	58530 20024	Yes	Yes	No	Yes	No	No	Yes
Stephanie Hobbs	Language Arts, Social Science	20014 20024	Yes	Yes	No	Yes	No	No	Yes
Teresa (Comer) Preisner	Music Hist/Apprec/ Theory, Vocal Music	05118 65101	Yes	Yes	Yes No	Yes	No	No	Yes
Shaun Kidder	Social Science	20024	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Wendy Larson	Language Arts	20014	Yes	Yes	Yes	No	No	Yes	Yes
Penny Louks	Language Arts	20014	Yes	Yes	Yes	No	No	Yes	Yes
James Martin	Life Science	20431	Yes	Yes	No	No	No	Yes	Yes
Andrea Olson	Language Arts	20014	Yes	Yes	No	Yes	No	No	Yes
Reva Potter	Language Arts	20014	Yes	Yes	No	No	No	Yes	Yes
Jammie Raba	Language Arts Social Science	20014 20024	Yes	Yes	No	No	No	Yes	Yes
Melissa Ruml	Math	58530	Yes	Yes	No	Yes	Yes	Yes	Yes

Justin Schlecht	Art	05154	Yes	Yes	Yes	Yes	No	No	Yes
Meagan Schlecht	General Science	20034	Yes	Yes	No	Yes	No	No	Yes
Loree Schlichtem-eier	Earth Science	20432	Yes	Yes	No	No	No	Yes	Yes
Paula Speidel	Music Appreciation/ Theory Instrumental Music Lessons	05118 05106 65206	Yes	Yes	Yes	No	No	Yes	Yes
Mark Sprigler	Math	58530	Yes	Yes	Yes	No	No	Yes	Yes
Joann Stephens	Language Arts	20014	Yes	Yes	No	No	No	Yes	Yes
Michelle Stumpf	Math	58530	Yes	Yes	No	Yes	No	Yes	Yes
Middle School Special Education	Teaching Assignment	Teaching Assignment Code	Special Ed Certified	Bachelor Degree	Professional Prep in Content Area	Major in Content Area	State Test	Level 3 Content Knowledge 3 yrs. exp	Highly Qualified
Stacey McCarty	Special Education	20601	Yes	Yes	No	No	Yes	Yes	Yes
Kayleen (Boice) Plunkett	Special Education	20601	Yes	Yes	No	No	Yes	No	Yes
Joie Dearborn-Brace	Special Education	20601	Yes	Yes	No	No	No	No	Yes
Brad Young	Special Education	20601	Yes	Yes	No	No	Yes	No	Yes

High School	Teaching Assignment	Teaching Assignment Code	Full State Certification	Bachelor Degree	Major in Content Area	State Test	HQ Endorsed No Test	Passed HOUSSE prior to 2007-08 School Year	Highly Qualified
Brent Larson	Biology II AP Biology	03056 03052	Yes	Yes	Yes	Yes	No	No	Yes
Amanda Kidder	Music Hist. Appreciation/ Theory, Choir/Chorus/ Group/Vocal Instrumental Lessons	05110 05118 65206	Yes	Yes	Yes	No	No	Yes	Yes
Tate Bouman	Algebra II, Pre-Calculus, AP Calculus Geometry	02056 02110 02124 02072	Yes	Yes	Yes	Yes	No	Yes	Yes
Jonette Burns	Algebra I Computer Applications Adv.Computer	58022 10004 10005	Yes	Yes	Yes	No	No	Yes	Yes

Lynette Daum	Music Hist. Appreciation/ Theory, Band, Instrumental Lessons	05101 05118 65206	Yes	Yes	Yes	Yes	No	Yes	Yes
Lesa Gropper-Krajewski	Composition Grammar Advanced, American Literature, Speech I, AP English Literature Composition	01006 01105 01151	Yes	Yes	Yes No	No	No	Yes	Yes
Brent Jung	Spanish I Spanish II	06101 06102	Yes	Yes	Yes	Yes	Yes	No	Yes
Phil McNally	Contemporary Events US/American History US/American Government Civics	04106 04101 04151 04161	Yes	Yes	No	No	No	Yes	Yes
Stephanie Musilek	Chemistry I AP Chemistry General Science	03101 03106 03201	Yes	Yes	Yes	No	No	Yes	Yes
Gradon Dailey	Algebra	02051	Yes	Yes	No	No	No	Yes	Yes
Rob Hafer	Biology I	03051	Yes	Yes	No	Yes	No	Yes	Yes
Darren Paulsen	World Geography	04001	Yes	Yes	Yes	Yes	No	No	Yes
Nick Redden	US/American History, World History, Psychology	04101 04051 04254	Yes	Yes	Yes	Yes	No	No	Yes
Jennifer Roberts	Art, Arts & Crafts Drawing/ Painting, Artistic Photography	05165 05154 05155 05167	Yes	Yes	Yes	No	No	Yes	Yes
Kirsten Rohla	Composition Grammar I Composition Grammar IV World Literature	01104 01101 01102 01058	Yes	Yes	Yes	Yes	No	No	Yes
Linda Rothermel	French II Composition Grammar I	06122 01101	Yes	Yes	Yes	No	No	Yes	Yes
Karen Schlekeway	Composition Grammar III, American Literature, English/British Literature	01102 01054 01056	Yes	Yes	No	Yes	No	Yes	Yes
John Ternes	Integrated Science	03201	Yes	Yes	Yes	No	No	Yes	Yes

Wayne Tonsager	Algebra I, Geometry	02052 02072	Yes	Yes	Yes	Yes	No	No	Yes
High School Special Education	Teaching Assignment	Teaching Assignment Code	Sp.Ed. Certified	Bachelor Degree	Professional Preparation in Content Area	Major in Content Area	State Test	Level 3 Content Knowledge and 3 yrs. Exp.	Highly Qualified
Cathy Grubb	Special Education	20601	Yes	Yes	No	No	Yes	No	Yes
Kathy Keller	Special Education	20601	Yes	Yes	No	No	Yes	No	Yes
Mary Beth Bevier	Special Education	20601	Yes	Yes	No	No	Yes	No	Yes

Belle Fourche Education Connection	Teaching Assignment	Teaching Assignment Code	Full State Certification	Bachelor Degree	Major in the Content Area	State Test	HQ Endorsed Not Test	Passed HOUSSE prior to 2007-08 School Year	Highly Qualified
Tacy Bressler	Counselor	40101	Yes	Yes	Yes	No	Yes	Yes	Yes
Annie Hanson	Math	58530	Yes	Yes	Yes	No	Yes	Yes	Yes
Damon Lange	World History US History Geography US Government	04051 04101 04001 04151	Yes	Yes	Yes	No	Yes	Yes	s
Melissa Nore	Special Education	20601	Yes	Yes	No	Yes	No	No	Yes
Kevin O'Dea	Lead Teacher Biology	03051	Yes	Yes	Yes	Yes	No	No	Yes
Linda Rothermel	Composition Eng/Grammar	01101	Yes	Yes	No	No	No	Yes	Yes

Appendix G

Professional Development Calendar

and

Budget

Professional Development Calendar (2010-11)

Date	Topic	School	Budget
June-August	Content Curriculum Meetings	K-12	\$10,000
July-June	Literacy training planning; monthly reading teacher meetings	K-4/Sped Ed/Title I	\$20,000
July-June	Literacy/Reading Consultants	K-4/Sped Ed/Title I	\$18,000
July-June	Math Prof. Develop. Consultant	K-8/Sped Ed/Title I	\$5,000
July	Curriculum mapping Lead Teacher Planning	K-12/Sped Ed/Title I	\$4,800
July-June	Teacher-as-advisor	9-12	\$5,000
July-June	SD Math Counts	K-5	\$8,000
July-June	Math Inquiry Based Training	K-12/Sped Ed/Title I/Administrators	\$10,000
July-June	School Improvement Consultation/Planning	K-12/Title I	\$15,000
August-May	Early Dismissal/Late Start/After School: Collaborative Work Group and Building Planning Consultation	K-12	\$5,000
August-May	Curriculum Planning/Instructional Planning and Training	K-12	\$5,000
August-May	Take-One SDI+ and National Board Certification	K-12 (select teachers)	\$0 (grant dollars)
August – May	Language Arts/Comp Literacy Planning and Training	K-8/Sped Ed/Title I	\$15,000
August-May	DACS/ Achievement Series Testing support and training	K-12	\$5,000
August – May	Ongoing Curriculum Mapping Training (per building)	K-12/Sped Ed/Title I	\$2,400
October-May	Paraprofessional Literacy Training	K-4	\$4,000
October-June	Read Plus Training	5-8	\$0
August-May	Differentiated Instruction Strategies	K-12	\$0

August	Food Service Training	K-12 Food Service Staff	\$0
September	Testing Training (DSTEP and Writing Assessment)	K-12 (Counselor)	\$0
September/November/ March	Data Retreat/Dakota STEP	K-12	\$8,000
September	Transportation Training	Bus Drivers	\$0
October	Autism Training	K-12	\$1,000
October	Career Clusters	9-12	\$0
October	DDN/Infinite Campus Training	K-12/Clerical	\$0
December	Poverty Awareness Training	9-12	\$500
January	DakotaSTEP A Training	K-12 (SpecEd and Counselors)	\$100
January- May	Paraprofessional Math Training	K-4	\$4,000
February	Testing Training (DSTEP and Writing Assessment)	K-12 (Counselor)	\$100
March	Special Education State Conference	K-12	\$1,000
March	State Counselors Convention	K-12	\$1,000
September	Write to Learn Training	5-7-12	\$500
September	Read Up	K-12	\$0
August-June	Power Up	K-12	\$0 (grant)
June-May	ICU	K-12	\$5,000
November	ALEKS Math Training	5-8	\$500

Total Budget

\$153,900.00

Appendix H

Parent Involvement and Education

Calendar of Parent Involvement (2010-11)

Date	Topic	School
August-May	Group Cast: Auto Calling System	K-12
August-May	Annual IEP Meetings	K-12 (Special Education)
August-May	Weekly Student/Parent Team Meetings	5-8
August-May	Parent/Student Interviews (Alt School)	9-12
August-May	Career Counseling 9-12	High School
August-May	Student/parent meetings with college and armed service recruiters	High School
August-May	SD My Life	High School
August-May	Career Clusters	Middle/High School
August/May	Parent Portal/DDN	All
August-March	Child Find	Pre-K
August	Orientation	Freshman Orientation
August	Student Registration	K-12
August	Alternative School Open House	9-12
August	Orientation	5-8 grades
August	Open House	K
August-May	Early Intervention Screening	Preschool
August-May	Parent Walk Through	K-4
September - May	Quarterly Parent Letters	High School
September - May	Weekly Parent Correspondence	K-8
September-May	Community Council for Education	K-12
September-April	Math/Reading Literacy Parent Nights	K-8
September	Senior Parent Night	12
September	Parent/Teacher Conferences	High School
October	Junior Parent Night	11
October-April	Special Ed Programs Survey	K-12

October-July	After School Program Parent Session	1-12
October	Parent/Teachers Conferences	K-12
October	Post High School Planning Days	High School
October	Freshmen/Sophomore Parents Night	High School
November	Health Fair Juniors and Seniors	High School
January	Financial Aid Night for Seniors	High School
January	8 th Grade Parent Night	Middle School
January-April	Title I Parent Meeting	1-8
January-April	Middle School to HS Transition-tours, presentations by high school students and staff	Middle School and High School
February	Parent/Teacher Conferences	High School
February	7 th Grade Parent Night	Middle School
March	6 th Grade Parent Night	Middle School
March	Student Led/Parent Conferences Middle School	K-12
March	Student and parent presentations for 8 th grade student registration for HS classes	High School
April	5 th Grade Parent Night	Middle School
May	K/4/8 grade student transition	K/4/8
May	Parent night for 8 th graders to finalize 9 th grade transition	8th

**BELLE FOURCHE MIDDLE SCHOOL
TITLE I
PARENTAL INVOLVEMENT POLICY**

Belle Fourche Middle School shall:

Policy Involvement

1. Convene an annual meeting to inform and explain in an understandable and uniform format to parent's Belle Fourche Middle School's participation in the Title I program and their right to be involved.
2. Offer a flexible number of meetings with funds used to provide transportation, childcare, or home visits as they relate to parental involvement. The scheduled agenda will include discussion on planning, review, and program improvement.
3. Provide parents of participating children timely information about programs, a description and explanation of curriculum in use at the school, the forms of assessment used to measure student progress and the proficiency levels students are expected to meet.

Shared Responsibilities

4. Develop a school/parent compact that outlines how parents, the entire school staff and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership to help serve the state's high standards.
5. Address the importance of communication between parents and teachers on an on-going basis, such as parent teacher conferences, report cards, and being involved in their child's classroom.

Building Capacity for Involvement

6. Provide assistance to parents in understanding the state's academic and content standards and how to monitor a child's progress and work with educators to improve achievement.
7. Provide materials and training to help parents to work with their children to improve their achievement.
8. Coordinate to the extent feasible and appropriate the integration of parent and activities with the 21st Century After School JAM Program, Friday Intersessions and summer school.
9. Ensure that information related to schools and parent programs and meetings is sent to the parents in a format that is practical and in a language parents can understand.
10. Provide such other reasonable support for parental involvement activities under this section as parents may request. This may include:
 - a. Involving parents in the development of training for educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training from funds under this part.
 - c. Pay reasonable and necessary expenses associated with local parental involvement activities.
 - d. Train parents to enhance the involvement of other parents.
 - e. Arrange school meetings at a variety of times, or conduct in-home conferences between educators and parents.
 - f. Adopt and implement model approaches to improving parental involvement.
 - g. Establish a Districtwide parent advisory council to provide advice on matters related to parental involvement.
 - h. Develop appropriate roles for community based organizations and businesses in parent involvement activities.

Accessibility

11. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This would include information in a format to the extent practicable; in a language such parents can understand.

**PARENT COMPACT FOR TITLE I
BELLE FOURCHE MIDDLE SCHOOL
2010-20__**

Belle Fourche Middle School meets the qualification criteria as a *Schoolwide Title I Program*. In order to increase the academic gains of each student, the work done at Belle Fourche Middle School will require a team effort. This team is made up of teachers, parents, and students who have their own separate responsibilities.

School Responsibilities

The Belle Fourche Middle School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
Implement teaching strategies in reading, writing, math and other academic areas to help your child become an independent learner.
2. **Hold parent-teacher conferences and present and discuss this compact as it relates to the individual child's achievement.**
At the beginning of the year, all parents will receive a copy of the middle school parent compact with a review of how it relates to their child's achievement.
3. **Provide parents with frequent reports on their children's progress.**
Provide mid-term grade reports.
Keep up-to-date Parent Portal access.
Mail home quarterly report cards.
4. **Provide parents reasonable access to staff.**
Conduct biennial parent-teacher conferences.
Parent meetings will be scheduled as needed to address your child's needs.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
The middle school encourages parents to be involved in their child's educational process by visiting the classroom or asking questions regarding their child.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor my child's attendance.
- Utilize the Parent Portal to monitor my child's grades/progress.
- Making sure that homework is completed.
- Monitor my child's after school activities to make sure homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Working together as a team, we can accomplish academic goals for the students that exceed expectations!

Appendix I

Evaluation of 2009-10 School Improvement Plan Reading and Math Strategies

READING STRATEGY
EVALUATION
2009-2010

Directions: Use your SMART goals from the SI plan and complete the information below. Subgroups listed in your goals must be discussed, evaluated and included in your comments below.

Strategy	Timeline of Implementation	What form of assessment or instrument was used to determine or measure if the strategy was successful?	What were the results of the strategy?	Comments or suggestions regarding the strategy?
<p>Staff will utilize data Analysis results to determine areas of need to improve student achievement in the area of reading.</p> <p>DLT: 7th Grade small group Instruction AND 8th Grade SSR, individual</p> <p>Guided Study: 5th Grade small group Instruction and homework help AND 6th Grade small group instruction and Homework help</p> <p>Sue and Faye's writing workshop</p> <p>Early out and vertical curriculum mapping, focus on standard #5-inforamtional text</p> <p>Achievement Series</p>	<p>Ongoing</p> <p>daily</p> <p>daily</p> <p>daily</p> <p>daily</p> <p>once a month</p> <p>Early out, once a month</p> <p>2 x per year</p>	<p>DACS fall and spring, D-STEP, Achievement Series, and teacher generated summative assessments, Read Plus same same same same same same</p>	<p>Good, help group students, plan instruction, gets us communicating during Data Retreat</p> <p>Growth in reading</p> <p>Growth in reading</p> <p>Growth in reading</p> <p>Growth in reading</p> <p>No influence on reading</p> <p>Growth at all grade levels on standard #5, informational text</p> <p>Showed growth all grade levels</p>	<p>Would help if we didn't have to spend time with h.s. and elementary</p> <p>Went okay, but we plan to shift to SSR and ICU study hall next year. We love it, plan to continue</p> <p>We like it, plan to continue</p> <p>We like it, too</p> <p>We plan to use professional development time for reading strategies, it was geared towards elementary</p> <p>Focusing on this area improved a weakness found on D-STEP</p> <p>Don't use on all standards, multiple choice leads to low level questions, kids can guess correctly, huge investment in time to personalize tests, easier to use teacher assessments</p>

<p>READ PLUS online reading program</p> <p>Title I</p>	<p>3 x per week, 5th graders in title I</p> <p>daily</p>	<p>Same, and READ PLUS</p> <p>same</p>	<p>Awesome, 50% basic students became proficient on D-STEP</p> <p>All students involved showed growth in reading</p>	<p>Continue to use, band width problems hinder success</p> <p>We plan to continue, would be nice to have title teachers for grades 5-8, not just 5-6</p>
<p>Improve student achievement through parent/community involvement.</p>				

MATH STRATEGY
EVALUATION
2009-2010

Directions: Use your SMART goals from the SI plan and complete the information below. Subgroups listed in your goals must be discussed, evaluated and included in your comments below.

Strategy	Timeline of Implementation	What form of assessment or instrument was used to determine or measure if the strategy was successful?	What were the results of the strategy?	Comments or suggestions regarding the strategy?
Staff will utilize data analysis results to determine areas of need to improve student achievement in the area of math.	On-going	DACS fall and Spring D-STEP, Ach. Series, and teacher generated summative assessments	Showed growth at all grade levels	Don't make us work with h.s. or elementary buildings
Guided Study 5 th /6 th grades	Ongoing	Same	Showed growth at both grades	Worth continuing this strategy
Math Monday (5 th grade)	1 x weekly (Monday)	Same	All students involved became advanced on DSTEP	Awesome strategy, lots of student interaction, kids loved it
Math Workshop (5 th grade)	2 x weekly	Same	Awesome strategy, increase in student interaction, problem solving, Differentiated instruction	We need to incorporate this in grades 5-8, keep using it
DLT (7 th grade, small group instruction)	Daily	Same	7 th grade students showed growth	We need to utilize his strategy with the 8 th grade student who need extra math instructional time, with the 8 th grade math teacher
Micheline: vertical curriculum mapping assistance	Early out Wednesday, once a month	Same	Showed growth at all grade levels	Continue to use Micheline, her expertise was helpful
Achievement Series	Varies by teacher, each unit of instruction	Same	Showed growth at all levels, when used	Takes time to develop good questions; multiple choice does not lend itself to upper level questions
I-Succeed Math (online math program)	2 x weekly with struggling math students	Same	Poor	Technical problems, poor company support, poor tables/charts

IXL Math (online math program)	2 x weekly with struggling math students	Same	Poor	Gave students too much freedom, tough to monitor progress, seemed to be geared to elementary
Title I Math assistance (5 th & 6 th grades)	2 x weekly	Same	Excellent, for struggling students showed growth at all levels	We need math title I support, and we need the extra 6 th grade teacher. ...we need title I for grades 5-8
Improve student achievement through parent/community involvement.	On-going	DACS test, D-STEP, Ach. Series, and teacher generated summative assessments, student grades		
Open house/ tours/ meet the teachers (half day)	First day of school	same	Lessened anxiety for both parents and students	More informal was more effective, some parents prefer the evening tour in mass
Grade level parent meetings once a year	Annual, each grade	Online parent survey through Survey Monkey, discussion	Good sharing of information, turn outs were 25% on best night	Need to figure out How to get more parents to attend
Daily middle school bulletin	daily	Same	Informative for parents	No changes
Grade level parent news letters	monthly	same	Fewer parent questions, less confusion	Keep working on this, add photographs, interviews, all grades, parents love it
Parent/Teacher Conferences	twice a year, on three nights	same	98% to 99% parent turn out for each grade level	Should we go to two nights instead of three? (No)
5 th grade open house/science & math show	once each spring	parent survey, comments	Parents see student work, watch math games, Star Lab, meet teachers, have fun	Started as just science, now all subjects/teachers participate
Extra curricular Activities	ongoing, seasonal	comments attendance		