

LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION COVER SHEET

*Approved
Bj Granberg
8-19-13*

District

Name: Lame Deer Elementary

LE: 0792

Address: Po Box 96

City: Lame Deer

State: MT

Zip: 59043

District Contact data for the School Improvement 1003(g) Grant

Contact

Name: Sherry Foote

Position Principal

Address: Po Box 96

City: Lame Deer

State: MT

Zip: 59043

Phone: 406-477-6305

FAX: 406-477-8234

Email: sherryfoote@lamedeer.k12.mt.us or jillhenzie@lamedeer.k12.mt.us

District Signature

Bryan Cott

District Superintendent (Printed Name):

406-477-6305

Telephone:

X

Signature of the Superintendent:

Date:

6/24/13

The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement 1003(g) Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.

LEA School Improvement Grants 1003(g) Continuation Application
Tier III Schools

Individual School Plan (Continuation Grant) for Tier III Schools

(Complete a separate form for each school by school code.)

School Name: Lame Deer Elementary School Code: 1035
 District: Lame Deer Public Schools
 Principal's Name: Sherry Foote Phone: (406) 477-6305 ext 1111
 Principal's Email: sherryfoote@lamedeer.k12.mt.us Fax: (406) 477-8234

ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and/or graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals in order to determine continued funding under 1003(g). These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	61%	51%	MAPS Testing/ DIBELS	Fall/ Spring/ Winter	Principal
Math	33%	23%	MAPS Testing/ DIBELS	Fall/ Spring/ Winter	Principal
Graduation Rate	N/A	N/A	N/A	N/A	N/A

BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the first year (and what is desired for years 2 and 3) that will be covered by SIG 1003(g) funds as well as any desired funding from Title I Part A. Include the detailed budget and narrative for the SIG funds for the 2012-2013 year only.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
SIG 1003(g) Funds	\$0	\$661,087	\$645,907	709,094
Title I Part A Funds or Schoolwide Funds	\$621,861	\$587,620	\$546,185	504,847 (Prelim)

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SERVICES TO BE RECEIVED

Indicate the Correlate area(s) in which the strategies will be implemented or services will be received.

X	Correlate 1: Curriculum The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.
X	Correlate 2: Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
X	Correlate 3: Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
X	Correlate 4: School Culture The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
X	Correlate 5: Student, Family and Community Support: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
X	Correlate 6: Professional Growth, Development, and Evaluation The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
X	Correlate 7: Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.
X	Correlate 8: Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.
X	Correlate 9: Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Briefly describe the services to be received or the activities that will be provided with the 1003(g) funds. (The detail of the activities or services should be evident in the School Improvement Plan contained in the CSIP.)

The Building Leadership Team, in communication with the elementary staff, has made the following recommendations for improving academic achievement of all students. Our school proposes that the funding provided by this grant be used in the following manner:

Curriculum/ Resources

Add Math Intervention Program (Math-U-See)	\$30,000
Starfall (K-3)	\$270
Brain Pop (Grades 4-6)	\$1,840

According to our schoolwide plan, it is time to review the math intervention programs and update them. The data from our most recent CRT scores show our math scores have decreased. The intervention program that we will be using is research based and aligned with Common Core State Standards. Another consideration is that the math program is a mastery based program and correlates with our RISC model.

Starfall will be purchased for our K-3 grade levels to give teachers another resource for small group instruction, whole group instruction, and individualized instruction. Students will be able to utilize online readers, phonics skill videos, math skill practice, and vocabulary work.

BrainPOP creates animated, curriculum-based content that supports educators and engages students - in school, at home, and on mobile devices. Our resources include movies, quizzes, games, mobile apps, experiments, activity pages, and much more covering hundreds of topics within Math, Science, Social Studies, English, Technology, Arts & Music, and Health. All content is aligned to and searchable by state standards including Common Core.

Classroom Evaluation/ Assessment

I-station reading benchmark assessments	\$1,980 (k-6)
I-station math benchmark assessments	\$1,250 (3-6)

I-station reports provide thorough, relevant data to confirm student progress, guide proactive learning interventions, and document those interventions more easily. I-station reports are customizable, too — depending on the information needed by teachers, schools, or school districts — and available for parents in both English and Spanish.

Instruction: Consultants

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Math-U-See	\$10,000
SOPPAS Evaluations	\$17,000
RISC Consultants	\$25,000
Common Core (ACE Consortium)	\$5,000
Technology in the classroom training	\$10,000

Starting the new math intervention program will require a significant amount of professional development to implement the program effectively.

According to the SIG MOU, SOPPAS Evaluations are required for all licensed staff to meet Schools of Promise mandates.

RISC consultants will support our teachers with implementing instructional best practices.

As a State Mandate, receiving Common Core Training will be required to keep us current with state regulations.

Technology in the classroom trainings will focus on Smart Boards and IPADS. We are continuing to work on increasing technology usage in our school and classrooms. The training will increase teacher knowledge about technology and how to engage student learning.

School Culture

Schooltoolstv.com (1 subscription per grade level plus 3 sped)	\$500
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Successful teaching is about relationships. Students who can't bond with you, won't learn and will become a distraction. Students need more education not more punishment. Our daily, 1 minute videos, weekly activity sheet and puzzles help you teach these skills and create a learning community based on mutual respect and high achievement.

Technology

1 Cart of Teacher IPADS	\$20,000
New Color Printers (7 printers for the classroom, 200 per printer)	\$1,400
Wireless Routers (5)	\$750
IPAD apps for student IPADS	\$2,000

Teacher IPADS would be beneficial because they could be used to track student behavior, small group instruction, and individual skill instruction, utilize with Smart board technology, easier access to grading and documents, and utilized in professional developments for book studies.

Color printers for each grade level to print data for parent teacher conferences and materials teachers will utilize in the classroom.

Wireless routers will be useful to increase the internet signal in our newly expanded building to get better access for students and teachers.

IPAD apps will provide the teachers more opportunities to differentiate their instruction through the use of new educational apps.

Professional Growth, Development, and Evaluation

Teacher College Courses	\$10,000
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Teachers will have the opportunity to take college courses for professional development to increase their knowledge base and to improve instructional best practices. Maintaining certification will require college

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credits.

Book Study

Purchase two IPAD books to use for professional development trainings

- Teaching Reading by Lucy Culkins (25 dollars / book (23copies)) \$575
- Differentiated Instructional Practices by Marzano (25 dollars/ book (23 copies)) \$575

National Title One Conference (San Diego 2/ 2014) 3 teachers + Principal

Food	52 dollars per person per day)	\$1,040
Hotel	(250 per person per night)	\$4,000
Luggage	(50 dollars per person)	\$200
Taxi	(50 dollar per person)	\$200
Registration	(525 per person)	\$2,100
Round trip tickets	(4 people)	\$3,200

The National Title One Conference will emphasize the critical nature of doing what is right and what is needed – *today* - to help every child succeed and achieve at high levels. The National Title I Conference is one of the most important professional development opportunities for all individuals working within the Title I program, as well as those who want to learn more about it. Attendees include:

Classroom leaders (teachers, instructional coaches, resource teachers, paraprofessionals)

Building leaders (principals, vice principals, Title I site coordinators)

District leaders (superintendents, curriculum directors, federal programs coordinators, special education specialists, school board members)

State leaders (state federal programs directors, state superintendents or assistant superintendents)

Other leaders (researchers, foundation program leaders, nonprofit administrators, parents, and teacher education faculty)

NWEA Conference (Portland, OR June 25-28th)

Food	(52 dollars per person per day)	\$1,050
Hotel	(250/per night/ Per Person)	\$5,000
Luggage	(50 dollars per person)	\$250
Taxi	(50 dollars per person)	\$250
Registration	(380 per person)	\$1,900
Round trip tickets	(5 people)	\$2,500

To implement our data vision at Lane Deer Elementary, our school would benefit on how to use MAP results to differentiate instruction, create flexible groupings (RTI), and develop strategies to meet the needs of every student.

RISC (Reinventing School Coalition) Travel (South Carolina, 4 people) November/ December (4 days/ 3 nights)

Food	(52 dollars per person per day)	\$832
Hotel	(150/per night/ Per Person)	\$1,800
Luggage	(50 dollars per person)	\$200
Taxi	(50 dollars per person)	\$200

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Round trip tickets (4 people)	\$3,000
RISC (Reinventing School Coalition) Travel (California, 4 people) March /April (4 days/ 3 nights)	
Food (52 dollars per person per day)	\$832
Hotel (250/per night/ Per Person)	\$5,000
Luggage (50 dollars per person)	\$200
Taxi (50 dollars per person)	\$200
Round trip tickets (4 people)	\$3,000

We will be traveling to the RISC models schools to physically observe how they are implementing resources, individualizing instruction, teaching to Common Core, student – teacher interactions, differentiating instruction, and general use of best practices. We will be observing the utilization of their data to improve instruction. This will support the direction that Lame Deer Schools is striving towards.

ISTE (International Society for Technology in Education) Conference (Atlanta, GA June 29th – July 2nd) 5 people

Food (52 dollars per person per day)	\$1,300
Hotel (250/per night/ Per Person)	\$5,000
Luggage (50 dollars per person)	\$250
Taxi (50 dollars per person)	\$250
Registration (344 dollars per person)	\$1,720
Round trip tickets (10 people)	\$3,750

ISTE is the premier membership association for educators and education leaders engaged in advancing excellence in learning and teaching through innovative and effective uses of technology.

Teachers

Learn to integrate technology standards across curricula and into assessment practices. Develop strategies to boost learning for all students and prepare them with digital age skills. Participate in active, authentic learning environments and share stories and resources. Use technology to meet Common Core standards.

Tech Coordinators & Staff Developers

Stay up to date on emerging technologies and the latest resources and tactics for implementing digital age learning environments. Learn to maximize the capacity and efficiency of your technology infrastructure

Administrators & Policy Makers

Discover how technology improves outcomes for all learners and prepares them with digital age skills. Learn about standards and assessment models for faculty and tech programs. Explore tactics and resources for data-driven decision making and implementing federal mandates

MBI Summer Institute (June 18-22 2014) 5 People attending

Food (32 dollars per person per day)	\$925
Hotel (120/per night/ Per Person)	\$3,000
Registration (240 dollars per person)	\$1,200
Mileage (.41/mile – 490 miles)	\$995

MBI Summer Institute offers: changing community and school culture, positive school wide behavior plans, classroom strategies, functional behavioral assessments, family and community relationships, and common core sessions.

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Schools Of Promise Leadership Conference in Billings (July 29-August 2, 2013) 2 Administrators

Food (\$32 per day)	\$320
Hotel (\$80 per night)	\$800
Mileage to Billings (\$.405 per mile)	\$170
Outside contract hours for Administrators	\$3000

*Was this
 paid from
 12-13
 grant?
 BYL*

Organizational Structure and Resources:

New Classroom Completion:

Furniture	\$105,760
Window Shades for each classroom	\$40,000
Cabinets for new classroom finish	\$191,550

Updating our classroom furniture for new classrooms (tables, chairs, desks) will benefit students by providing a clean, safe environment conducive to learning and small group instruction.

Window shades for each classroom will reduce sun glare problems on our technology; such as Smartboards, student computers, and IPADS. This will provide a welcoming environment that is orderly and professional and enhance student learning.

Cabinets for *storage?*

School Personnel

Assistant Principal:	\$108,650 salary/benefits
Data Facilitator/ Manager	\$65,360 salary/benefits

In order to accommodate data driven needs of our school district, we need to hire additional personnel to coordinate the progress monitoring of our programs and offer data support to our teachers to best serve our students.

An assistant principal position is needed in order to better implement our behavior program and to improve the climate of our school. This position would make it possible for our principal to be a more effective instructional leader and available to support the staff to best meet student's needs.

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