

TARGETED TIER III PROGRESS REPORT

1. Project Details:

Date:	Thursday May 12, 2011
Project name	1003g Grant revisions
Project Location / Site locations	Flandreau Indian School
Report compiled	FIS School Leadership team

Contact Details:

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Section one: Summary

What are the main objectives of the School Improvement Strategies(s) (as listed in Action plan)

Note: *These goals are the goals stated in the original grant proposal evaluated June 10, 2010 by Lynann Barbero. The goal(s) may have been modified after evaluation of this year two progress report.*

Goal 1 (page 13) : Increase retention rate to 90% by providing improved services which are culturally supportive to students in the academic and home living setting over a period of three years.

Objective(s):

- Increase number of qualified staff
- Hire four intermittent home living assistants
- Provide a qualified cultural instructor
- Implement a home room period at the end of each academic day to implement a mentoring concept
- Hire a special Education Tech to provide a link between academic and dormitory

Goal 2 (page 13) : Decrease behavior incidents by 75% by increasing staff and culturally accommodating programs to address behavior of students at risk over a three year period.

Objective(s):

- Provide student based learning and differentiated instruction for all students
- Create procedures and routines to assist students with behavioral support services and programs
- Utilize data analysis and functional behavior assessments to determine behavior patterns and necessary interventions
- Select and utilize programs that are relevant and engaging
- Hire three behavior assistants (one in academic and two in home living) to provide intervention plans to assist with behavior plans as well as after care plans

Goals 3 (page 14): Improve academic success to a 70% proficiency rate in math and 90% in reading by increasing instructional services and providing a positive classroom environment which endorses and integrates Native American Culture.

Objective(s)

- Provide professional development for all staff for differentiation instruction and RTI
- Increase the number of social workers and special education staff to increase student services
- Redesign class schedule to strategically place students in intervention programs.
- Hire a qualified cultural instructor to teach Lakota language and cultural classes

Section two: Activities and Progress

What was your annual measurable goal for Reading / Math? To what extent have these objectives been achieved to date.

Annual Reading Goal Years 1-3:

- Increase student achievement to a 50% proficiency rate by the end of the first year
- Increase student achievement to a 70% proficiency rate by the end of the second year
- Increase student achievement to a 90% proficiency rate by the end of the third year

Annual Math Goal Years 1-3:

- Increase student achievement to a 30% proficiency rate by the end of the first year
- Increase student achievement to a 50% proficiency rate by the end of the second year
- Increase student achievement to a 70% proficiency rate by the end of the third year

Abstract:

The math and reading department at FIS began assessing as to how to properly use these original goals to achieve the goals contained in the original year one draft of the 1003g grant proposal. After review, the leadership team realized these goals above outline the expectation concerning the particular outcome, but not necessarily the objectives in which to attain these goals. The team identified these goals lacked any rigor, thus the team rewrote the objectives that reflect how the school will demonstrate how to achieve this goal.

To reflect this change in rigor, the team revised the original Plan of Operation on page 25 of the 1003g Grant proposal. These revisions were made in conjunction with the recent change in the BIE's stance on the language of 'proficiency' in relation to the original ideal of *Annual Yearly Progress (AYP)* as outlined in the *No Child Left Behind Act* of 2002. (The revised version of this page has been included in the revision II of the 1003g submitted with this progress report)

It was the stance of not only the BIE, but our local Education Line officer Dr. Kathy Bowker who stressed that although AYP was a measurable standard to consider; the true nature of failing Tier III schools had more to do with policies or lack thereof in forming measurable and achievable personal student growth models in which to ultimately achieve AYP.

This is where the math and reading departments began devising a model to measure personal student growth and how it relates to the ultimate goal of achieving AYP. The main focal point of all discussion during the 2010-2011 academic year was to create protocol based on the BIE mandated *Northwest Evaluation Association (NWEA)*.

Thus each department worked in conjunction to develop a plan of action to properly reflect where Flandreau Indian School is going in regard to data driven instruction and progress monitoring. The following revisions were made to properly reflect the new direction:

Objective: Increase student achievement to a XX% projected growth rate at the end of a three year period. This growth will be measured by the NWEA Academic Growth Projection Model.

Reporting:

The leadership team unanimously agreed to this change of direction and each department will provide a narrative as to progress of the revised program below:

FIS Math Department:

The current revisions in the math program were done through numerous departmental meetings during the 2010-2011 academic year. The Mathematics department made these decisions as a collective group. The mathematics coach led the departmental meetings with the help of the assigned instructional team leader of the department. After compiling the data the department decided on a baseline measurement in which to begin Flandreau Indian School's *Data Progress Monitoring* plan.

To provide a cohort of credible data, only students who had been tested during all three NWEA testing windows were allowed to be counted in the personal student growth model. This protocol will provide a baseline of data that relates student retention to student achievement. Although the other data can provide other insights as to other considerations of student growth, it is being omitted as a focal point until more data can provide non-anecdotal correlations.

In 2010-2011 the Mathematics Department took each grade and assessed their scores based on the Academic Growth Projections from not only the beginning of the instructional year, but the end of the year projections as well. After the final analysis, these were our year one results:

- 9th grade: Number in cohort (with 3 scores): 31 out of 94. Number who achieved their targeted tiered goal or above: 11 / 31 or **35.484%**. The measurable goal was achieved.
- 10th grade: Number in cohort (with 3 scores): 46 out of 108. Number who achieved their targeted tiered goal or above: 19 / 46 or **41.304%**. The measurable goal was achieved.
- 11th grade: Number in cohort (with 3 scores): 40 out of 81. Number who achieved their targeted tiered goal or above: 15 / 40 or **37.500%**. The measurable goal was achieved.
- 12th grade: Number in cohort (with 3 scores): 40 out of 69. Number who achieved their targeted tiered goal or above: 14 / 40 or **35.000%**. The measurable goal was achieved.
- Collectively, the student body achieved the above outlined measurable objective goal: Number who achieved their targeted tiered goal or above: 59 / 157 or **37.590%**.

Conclusion: The overall measurable mathematics goal was achieved school-wide.

FIS Reading:

(FIS's tool for measuring proficiency is the Dakota Step (DSTEP), given once a year to Juniors. NWEA is a better instrument for our annual measurable goals because it is administered to all students, three times a year (Fall, Winter, and Spring.)

At the end of the testing period, for the year 2010-2011, NWEA's results for students who have taken all three NWEA tests (Fall, Winter, and Spring) stand as this:

- Freshmen: 29 out of 41 students, or **70.73%**, showed growth from Fall to Spring
- Sophomores: 23 out of 39 students, or **58.97%**, showed growth from Fall to Spring
- Juniors: 26 out 44 students, or **59.09%**, showed growth from Fall to Spring
- Seniors: 18 out of 39 students, or **46.15%**, showed growth from Fall to Spring

All classes, except the seniors, met or exceeded the projected goal. FIS students who took all three tests show a **58.735%** growth in Reading, from Fall to Spring.

Conclusion: Thus, FIS has achieved its reading growth objective for the first year.

What was your annual goal Mathematics? Were measurable objectives developed for this goal? To what extent have these objectives in the plan been delivered so far? Explain how much work is complete 25% 50% or 75%

The annual goals in the mathematics department are described in *Section Two* of this progress report. Briefly, the goals yearly were 30%, 50%, 70% respectively.

The measurable goals were modified in accordance with the Education Line Officer's Dr. Kathy Bowker recommendation of student growth related to achievable personal student growth models in which to ultimately achieve AYP.

These objectives have been rewritten, evaluated and implemented to reflect the next step in data driven instruction for the school year 2011-2012. Future development of the intervention plan will be based on a model of triangulation of data which will include data from the NWEA assessment, MathXL computer based instruction, and pre and post assessments mandated to all mathematics staff. Student surveys will also be used to determine specific levels of intervention

To view the level of success relative to the school improvement plan, please see Section Two of this progress report to view the initial effectiveness of the implementation. As of this date, our current goal of 30% has been met and exceeded by **7.590%**.

The current level of implementation is above 75%. The fall of 2011 will begin the first full year of implementation of the instructional team's assessments, plans, and full implementation.

Section three: Institutional & External Project Partner Issues

What *partnership* issues if any have emerged during the period of this report? How have the systems in place ensured that these relationships have been effective?

The South Dakota State University (SDSU) Success Academy is a partnership between Flandreau Indian School and SDSU. The program is designed to encourage attendance at post-secondary universities. SDSU has enrolled twelve our students and awarded them with scholarships. Some of the obstacles we encountered this reporting period were:

- Loss of in-class instruction (All Grades)
- Staff shortage in supervision of students during activities at SDSU
- Budget Shortage in funding for transportation to from SDSU

FIS has a technology partnership with the University of South Dakota (USD). USD pays for an instructor comes on campus once a week for animated technology classroom instruction. FIS students in this class have successfully created animated technology projects.

Obstacles with Indian Health Services 638 health contract with the Flandreau Santee Sioux Tribe are:

- Lack of funding for major medical issues including glasses needed for the academic day
- Limited mental health services for our students, because the Mental Health Department also serves the entire Flandreau Santee Sioux Tribal community.

A nurse at the clinic is dedicated to the needs of FIS students. This nurse works closely FIS nurse in scheduling appointments as well as scheduling services with contract health care.

East Central Mental Health Services (ECMHS) in Brookings, SD partners with FIS. ECMHS comes to FIS twice a week to provide mental health services to students referred by staff.

Minnesota West is a post-secondary institution that provides career related services. At this time, FIS has no current issues with this institution.

The Moody County Sheriff's Department and the Flandreau City Police Department assist and maintain a safe environment at Flandreau Indian School. These departments work hand-in-hand with our Emergency Response Team when there is an emergency on campus. They also work closely with the FIS security staff. Response times are immediate. At this time, FIS has no current issues with this institution.

Flandreau Public School allows the FIS track team to use their field and track area for practices. Some of our track athletes have been competitive in meets with other public schools.

Section four: Outputs and Deliverables

When was the project operational? According to the implementation of the action plan and the review what has been the improvement or lack of improvement during the first year of SIG implementation at your school?

The FIS School Improvement Plan became operational at the start of the 2010-11 school year. The focus was on implementing a process for identifying students based on the Three Tiered approach to Intervention.

Goal three: Students were assessed using the Dakota Assessment of Content Standards (DACS) to begin the school year. This was used for placement into Tiered level Strategic Intervention classes in Reading and Math. The weeks of September 27 through October 8, the NWEA Assessment was administered to all FIS students. The NWEA assessment data, along with other relevant data, was then used to place students in Strategic level Intervention classes. NWEA was administered three times during the current school year. All FIS Instructional staff attended two NWEA in-service training workshops during the school year. An end-of-year review of the Fall and Spring NWEA data indicates that FIS met its overall goals in Reading and Math—as stated in Goal 3, pg. 12 of the original application (See breakdown of this goal in section two of this progress report).

Goal two: The aim was to decrease student behavior incidents by 75%. This goal was also broken down into yearly achievable goals of 25% per year with the overall goal of 75% being achieved in year three of the grant. The grant (pg. 9) reported that in 2008-09 school year there were a total of 1,606 incidents in the academic and dorms. Of these incidents, 478 were in the Academic program. In 2009-10 there were 814 reported incidents in the academic program. In the current school year, 2010-11, there were 922 reported incidents in the academic program at FIS. The Leadership Team at FIS attributed the increase in discipline referrals in the teachers' confidence that the new principal would enforce consequences. It was also the conclusion of the Leadership Team that a large majority of the referrals were classroom management issues. Thus, teachers will receive in-service training on Managing Disruptive Classroom Behaviors in September. The inability of FIS to hire two Social Workers and three Educational Technicians had a significant impact on the school's ability to resolve the numerous social issues our students bring to our classrooms from home. Putting these positions in place, in the upcoming year, will have a positive impact on the school environment, and on student behavior.

During the current year, FIS implemented the Positive Best Behavior Program (PBS). A team of teachers were trained on the implementation of PBS. That team has worked all year to implement and improve the Program. FIS also implemented the Safe Transitions and Reduced Tardies (START) Program, which is designed to eliminate the excessive tardies in the academic program. Getting students out of the halls and into classrooms in a timely manner will decrease the likely hood of inappropriate behaviors in our school halls. This program has worked well with the PBS program that rewards students for positive behaviors including getting to classes on time and being ready to learn.

In September of 2011, as mentioned in a previous paragraph, all FIS teachers will attend a 1 ½ day in-service training called, From Chaos to Classroom Control: Managing Disruptive Classroom Behaviors, by Educational Resource Service, Dr. Fred Johnson. This training should result in every teacher having a classroom management plan with identified expectations and consequences for negative behaviors, and a plan for rewarding students for positive behaviors (PBS).

Goal one: The purpose was to increase retention to 90 %. This goal has been modified to cover the three year of the grant. FIS baseline for retention is currently 50%. FIS will increase retention by 10% the first year, 15% the second year, and 15% the third year of the grant.—for an overall retention rate of 90% by the end of the third year.

FIS is currently working on putting in place a process to track student enrollment data, and apply this process to the guidelines identified in Goal 1, Strategy 1, which determines registration cut off dates to calculate registration data. Our current data indicates that the total number of students who registered for 2010-11 school year was 364 students. At year end, FIS had 222 registered students. This would give us a retention rate of 61% for the year. With a baseline of 50%, this would be an 11% increase in our retention. Hence, we achieved our projected goal of a 10% increase.

FIS was not successful in hiring or implementing parts of the grants. First, The hiring of personnel identified in the grant was stifled by the lengthy and cumbersome BIE hiring process, and by a lack of qualified applicants for certain positions. In some cases, positions were selected, but by the time the background check had been completed, the selected applicant decided to seek employment elsewhere. Second, the timing of the funding distribution also created issues with the school's ability to recruit and hire qualified staff. Finally, the grant did not identify a focus for these positions. This has been rectified, we have identified the programs and responsibilities attached to these positions as followed:

- The four intermittent Ed. Technicians positions were combined into two positions (32 hrs each) to improve the likelihood of receiving applicants.
- The Social Worker positions have been given a specific purpose.
- The full time Ed. Technicians are tied to the T-Dorm and/or the Academic program.

We will attach copies of the personnel positions that were hired, and of the positions that were not hired as well as the current status of these positions. See attached.

Section five: Outcomes and Lessons Learned

After periodic objective reviews of implementation and data, have decisions been made by the leadership team to amend or change the program? Have changes to your school SIG programs been developed according to the requirements of the Transformation Model?

FIS Instructional Teams and the Leadership Team completed a thorough appraisal of the Tier III Needs Assessment and of the school data. For example, the teams took an in-depth look at the NWEA data for student achievement in Reading and Math. The teams also reviewed and discussed demographic data, such as the issues of FIS transient population and the school's average daily attendance. Perception data, in terms of the numerous behavioral issues in the academic and dormitory setting, were also examined and discussed. Also, for the past academic year the School Leadership Team has reassessed and monitored the current 1003g SIG.

Other Issues: A new Assistant Principal was hired on July 5, 2010. The new principal was not involved in the writing of the current 2010-11, SIG. The school also hired Math and Reading coaches.

Program Changes for the 2011-12 grant:

1. Hire a full time Curriculum Coordinator/Data Coordinator: After an extensive review of the Tier III Needs Assessment and a review of student assessment data, it is evident that there needs to be a concentrated effort to ensure that all content classes have a curriculum that is aligned to state standards, and pacing guides to ensure that lessons are delivered in an effective and timely manner. Section II – Curriculum, Assessment, and Instructional Planning, of the Tier III Needs Assessment has 20 indicators. The assessment indicates that 17 out of 20 indicators were either somewhat achieved, or not achieved. Section III – Classroom Instruction of the Needs Assessment indicates that 30 out of 40 indicators were either somewhat, or not achieved.

At the end of the 2009-2010 school year, the English Department purchased new English curriculum for 2010-2011. In 2010-2011, the Math Department purchased new books for all Math classes. New computer programming books were also purchased. We will review the need to purchase Health, Science and Social Studies books as funding allows. Prior to the purchase of the English and Math books, most content area books and resources were outdated.

The infusion of new curriculum material has created a need for a full time focus on curriculum development in all content areas. At the beginning of the school year, only five out of thirty instructional staff were involved in curriculum mapping. To remedy this, FIS academic schedule was modified to allow teachers time to meet in Instructional Teams, and work on curriculum development. Three times per month, on Wednesdays, from 3:10 to 5:00 staff meetings are followed by Instructional Teams' meetings. Once per month, on a Wednesday, teachers and instructional aides have a 4-hour block of time—from 1:00 to 5:00—for curriculum development. Currently, all teachers participate in curriculum mapping.

The Curriculum Coordinator would guide this process to ensure that all Teams and individual teachers function at the highest possible capacity, and generate expected weekly outcomes. Also, the Coordinator will monitor the infusion of new curriculum to guarantee a smooth and seamless process in all content areas.

The other component of this position would be the coordination of all school data. Currently, our data is spread throughout the school's different departments and is often hard to locate. When the data is found; it is likely to be difficult to interpret or understand. FIS will develop a school wide data policy, and all data would be housed in one central location. The Coordinator would be responsible for collecting and inputting all academic school data into that centralized area, in a structured format for easy interpretation.

2. The 2010-11 grant budget had four (4) Home Living Assistants, which were intermittent positions, with a maximum of 16 work-hours per week. These positions were designed to assist the Home living/Dorm program by providing help during the weekly/monthly professional development time. These positions would have provided activities for students during this time; thereby, eliminating the need for overtime pay for full time staff. Because of the limited number of hours per week, we had only one applicant for these positions. Currently, this applicant has moved to another position in our system, and we are back to paying overtime—with no one to fill the original position. This is why we have decided to combine these four positions into two positions, and make them 32-hour per week employees. These new positions will add to the budget as they will now be eligible for benefits.
3. There were four Educational Technicians, and two Social Workers in the 2010-11 grant with no real specific focus. We eliminated one of the Educational Technical positions and put a focus on the other positions.

A. T-Dorm: Social Worker #1 will coordinate the T-dorm. The Social Worker will be responsible for setting up the program and supervising all of the program activities. There will be two Educational Technicians assigned to work with this program. Both positions will work under the supervision of the Social Worker.

(See attached T-Dorm Program Description)

B. Alternative Placement: Social Worker #2 will be responsible for coordinating all social/behavioral needs of students during the academic school day. This position will work under the supervision of the High School Principal to ensure that the social/behavioral needs of students are met during the school day. They will work closely with the T-Dorm to guarantee all lines of communication, between the residential and academic settings, are open and functioning to their highest potential. There will be one Educational Technician assigned to work with the Social Worker. This Ed. Tech will monitor the In-School Suspension (ISS) room. The T-Dorm personnel will work closely with the Principal, Academic Counselors, Home living Director, and other departments.

4. The line item for Staff Incentives will be modified to set specific incentives' criteria. The incentive component will reward teachers by funding professional development/improvement opportunities listed on the staff Individual Learning Plan. Funding will be limited to the amount of money awarded. The Leadership Team will write a plan to determine the criteria and the awards amounts.
5. We have added Reading and Math Interventions Curricula to the Intervention component of our program. We are currently using the SRA (Corrective Reading) Program, which is a paper pencil model of intervention, for our high risk students. We will implement the Auto Skills, Academy of Reading and Math programs. Both the Academy of Reading and Academy of Math are computer-based intervention programs. The Auto Skills Reading and Math programs are research based Intervention Programs, and will fit very well into our Three-Tiered Model of Intervention.
6. The Lakota Language Teacher was taken out of the program and budget. This position was advertised for a full academic year, without one qualified applicant for the position. Flandreau Indian School recognizes the importance of integrating the Native American culture into the curriculum and will continue to accomplish this through the Native American Project Grant. This grant is designed to focus on integrating culture into the curriculum and working with students in Native Cultural Projects.
7. A line item has been added for supplies. This will include purchasing of classroom books, computer software and instructional material. Many of the classrooms are using outdated text books and materials. In addition, classrooms are in need of high-interest, leveled books and materials to meet our differentiated instructional needs. The process of updating the curriculum started during this school year by using other sources of funding, and will continue until all classes have updated books and curriculum materials.

Section Six: How did you adjust the budget according to the final funding plans? How are adjustments made to the original amount requested for the project and amount awarded?

The budgetary considerations in regard to the current and future funding allocations can be found in detail in the Revised 1003g grant submitted with this progress report. Please refer to pages 10-12 of the **FLANDREAU INDIAN SCHOOL 1003g GRANT REVISION YEAR TWO** included with this progress report. Adjustments are well outlined in the above said budget narrative. Please refer to the same document to review the adjustments that were made.

Section seven: Next Steps: What next steps will your school be taking in implementation of SIG grant according to the requirements of the Transformation Model?

The following was done

- Revision of the 1003g grant in accordance with the Scoring Rubric Appendix C requiring revisions from the original 2010-2011 proposal.
- Introduction of the Transition Dorm concept
- Hiring a Curriculum / Data Coordinator
- Budget and program revisions in accordance with the current 2010-2011 needs assessment
- Programs supported by data will include teacher evaluations, curriculum alignment, and classroom instruction
- Re-alignment of the Instructional and Leadership team

Please add any general comments you would like to make on progress so far, which have not been addressed below.

No further comments

Appendix 1

Management, Key Milestones & Spending

Please report projected dates and expenditure as recorded in the implementation plan with actual dates and expenditure.

Objectives(s)	Projected Date	Actual Date	Projected Spend		Actual Spend		Reasons for Deviation
			Current	Resources	Current	Resources	
PLEASE SEE ATTACHED							

If required, modified dates and expenditure:

Objectives(s)	Projecte d Date	Actual Date	Projected Spend		Reasons for Deviation
			Current	Resources	
PLEASE SEE ATTACHED					

I&II NEEDS ASSESSMENT
&
INTERVENTION MODEL SELECTION (TIER I)
SCHOOL IMPROVEMENT STRATEGY(S) (TIER III)

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis (Tier III). Schools are required to use the Needs Assessment Tool in Appendix A.

Comprehensive Needs Assessment
2010-2011 Title I School Improvement Grant
Section 1003(g)

Requirement 1: Data Analysis and Intervention selection

The lack of student retention at the Flandreau Indian School has a direct effect on the outcome of our annual yearly progress. The level of academic success is reflected in the data and is severely compromised due to an inconsistency in our clients/ students whom we instruct. We have a policy that allows students to enter our school at the beginning of each quarter. As a result students come to the Flandreau Indian School after the school year has started which causes an interruption in the flow of their high school instruction. Because they come from many different states the students are coming to the Flandreau Indian School having been exposed to different set of high school standards. This policy has been examined, adjusted, and scrutinized over and over again. Because our funding depends on the number of students that we serve at the school we are forced to retain this policy so that we can continue to replace students who have dropped from our enrollment during the same school year.

The Flandreau Indian School is an off-reservation boarding school that services Indian students grades nine through twelve, twenty-four hours a day, seven days a week. Many of the students that come to Flandreau Indian School are facing many barriers that hinder their success such as unhealthy home environments, the effects of drug and alcohol abuse, unhealthy behaviors, effects of poverty, and survival skills that have allowed them to survive in their situations but are inappropriate and destructive. The students are not trusting with adults and are quick to fall into peer pressures and unhealthy relationships. Behavioral incidents have a direct correlation with our being able to retain students because we do not have adequate staff to implement the preventative programs necessary, nor do we have the adequate staff to provide the follow through and after care necessary to appropriately service our students with these behaviors and needs. Various policies are in place and have been examined, reviewed, and revised to address the various levels of behaviors / incidents. Unfortunately, the policies and procedures are difficult to implement and carry out because of infidelity to the policies and adequate staff to follow through with them.

Our retention rate for school year (SY) 08/09 was less than 50% and our assessment data from that same school year reflects a 9% rate of proficiency in math and a 19% proficiency rate in reading. Our graduation rate from SY08.09 was 22%. Behavior incidents from SY 08/09 looks like this: 61 disruptions, 449 drug and alcohol, 13 intimidation incidents, 169 incidents of bodily harm, 268 noncompliance incidents, and 649 incidents that were recorded as uncodable but contributed to the lack to lack of being able to retain these students but more importantly, not being able to provide the ability to fully meet our students needs. These figures obviously support the need to increase retention of our students, and 2)the need to decrease behavior incidents. This two fold focus will ultimately lead to our primary focus of increasing academic performance.

The needs assessment was conducted with all staff by the school consultant, Diana Johnston. She explained the process and had participation of all academic and dormitory staff. The results were then analyzed and transferred to the self-assessment tool check list after being analyzed by administration, school improvement team (SIT) and the instructional team.

Shared Leadership

The results of the assessment indicated that the shared leadership component is being addressed with an agreement that teams have been formed and put in place. The teams however, needs to look more closely and analyze collected data in order to be able to make more informed decisions concerning the school as well as having more of a voice in the curriculum, instruction, assessment and professional development. It was also indicated that the teams need to have a regular block of planning time and during this planning time that they have representation by the high school principal and well documented agendas, work products, and official team minutes.

As a result of this first component of the survey the instructional team, the administrative team and the SIT team met to discuss appropriate solutions to address these needs. A schedule adjustment has been made to the school schedule so the various organizational teams will be meeting with their committees weekly which will be all inclusive of staff. The instructional team will be given one block during their school day to meet, plan, work on their agendas, and carry out a variety of tasks. Native Star will record the documentations of the planning and outcome of these various sessions.

A major need addressed in component 1 was the lack of a principal being involved in this organizational structure. This was because the Flandreau Indian School did not have a permanent principal and was in the process of hiring the position. This position has now been filled and this should resolve the major deficit in the shared leadership component.

Data and Research

The second part of the assessment showed that we are making an attempt to collect and provide data but are seriously lacking in analyzing and making use of the data to assist us in the instruction of our students. Professional development and training has been scheduled so that our staff will be able to better interpret the results of the data collected. The regularly scheduled meetings with the various teams will be using data to drive the agendas as they focus on outcomes and results of the various instructional goals. Strategic classes have been set on our current fall schedule so that placement of students into these classes will be data driven. A math coach and reading coach have been hired so the data will be consistent analyzed and used while collaborating and coaching techniques are determined

The NASIS and the Native Star will be the tools used to guide improvement teams through a continuous cycle of assessment, planning, implementation, and progress tracking. As a result, focus will be clear, responsibilities assigned, and efforts should be synchronized.

Curriculum

The Flandreau Indian School will be relooking at the use of a school wide and curriculum based assessments and how are they used to improve school instruction. The assessment piece indicated no affirmative answers. The assessment should provide in measurable terms what teachers should teach and students should learn. When students engage in assessments, they should learn from those assessments. Skillful assessments Occurs when teachers interact individually with student so that they are able to detect what each child knows. This will be addressed through instruction through instructional teams and the coaches as well as the school consultant.

Instruction, according to the survey, needs to be looked at carefully. The instructional teams was instructed at a training session by DPA to fill in the current assessment as 'no' if the survey was not able to be answered 100%. Thus all the questions on this survey with the exception of three questions were 'no'. This obviously indicates a high need in improvement in classroom culture, and best practices in instruction in the classroom. The team feels that some part of the staff initiates some or all of these indicators in good classroom instruction but all areas need improvement in order to get an acceptable rate.

These needs will be addressed in a variety of ways during the coming school year. All staff will be held more accountable for their classroom climate, their classroom instruction, and the results of their performance. Professional Development will be on going and has been scheduled. Supervisors will be responsible for ongoing observations, and regular *walk throughs*. Performance appraisals and critical elements are being rewritten to address to address these issues.

Because this component indicates a level of high need according to the survey, the coaches, instructional teams, and the administrators need to provide adequate professional development to address this. The organizational structure of the teams should provide a means of monitoring the implementation of accepted best practices which will encompass progress towards these deficit areas.

Professional Development

The professional development portion of the survey indicated a 70% rate of positive achievement. Based on the previous components and individual indicators of these components continued professional development needs to occur. More importantly, however, the team feels that the staff needs to incorporate the instruction that is being presented at these professional developmental sessions. Too often it is difficult and time consuming to incorporate new tools, strategies and methods to improve instruction, An all out effort must be made through correct supervision, planning and team meetings to make sure the information that is presented through professional development effort is used and applied by staff.

Connection Indicators

The connection indicators focuses on parental involvement. Because we are a boarding school we have to look at parent involvement as the responsibility of the home living staff. The survey clearly reflects a need for improvement in this area. Two-thirds of the answers indicated a 'no' response. The academic staff has little of no communication with parents and often times little or no communication with the dormitory staff. This leaves gaps in homework, limited parent education programs, and little knowledge of what occurs outside of the school day; all of which has a direct reflection of the success rate of the students attending our school.

As a result of this grant, the Flandreau Indian School proposes to hire more dormitory staff so that these issues, as well as the issues of retention and behavior of the students will be able to be addressed. The survey indicates monumental needs. The needs of the isolated academic issues are being addressed by the ongoing professional development, reorganization of teams, committees and schedules, and hiring of staff through other financial planning and grants. The additional staff that would be added through the 1003g grant would enable us to provide the 'connection' between the dormitory staff, academic staff, and the students so that we could increase our retention, decrease our behavioral incidents, and increase our overall student achievement. By providing additional staff to: 1) address homework 2) provide services to student with disabilities in the home living setting, 3) be involved with behavior issues, and 4) coordinate and provide multidimensional services to students in need, the Flandreau Indian School will be able to provide a safe and healthy learning environment for the students and staff. A safe and healthy environment will increase out retention, decrease our behavioral incidents and improve academic success.

Based on the results of needs assessment and availability of funding , the Flandreau Indian School is focusing on three goals to be addressed in this grant:

1. Increase retention rate of 90% by providing improved services which are culturally supportive to students in the academic and home living setting over a period of three years.
2. Decrease behavior incidents by 75% by increasing staff and culturally accommodating programs to address behavior of students at risk over a period of three years
3. Improve academic success to a 70% proficiency rate in math and a 90% proficiency rate in reading by increasing instructional services and providing a positive classroom environment which endorses and integrates Native American Culture

Strategies to support Goal 1 (Increase retention rate to 90% by providing improved services which are culturally supportive to students in the academic and home living setting over a period of three years.)

- Increase the number of qualified staff (two social workers) which will in turn reduce the student staff ratio in the home living setting and provide planning and implementation of individualized and coordinated service plans for individual students
- Provide a link between the dormitory and academic setting by hiring a special education technician who will work in the dormitory to inform and train staff on the implementation of modifications/ accommodations as well as the implications and effects of a student's disability as it relates to the dormitory
- Add four intermittent home living assistants who will reduce the number of student staff ratio by providing services to students during the absence of regular staff as well as providing coverage for students at times when the regular staff is meeting as a result of organizational planning
- Provide a qualified cultural instructor who will advise, incorporate, and integral cultural components into all aspects of our social, educational, and therapeutic programming.
- Implement a home room period at the end of the academic day that focus on belonging, team building, celebrations, and mentoring .

Strategies to support Goal 2 (Decrease behavior incidents by 75% by increasing staff and culturally accommodating programs to address behaviors of students at risk over a period of three years.)

- Provide student based learning and differentiated instruction to all students so that a development approach to instruction is incorporated. Best practices in the classroom recognize that students grow in common patterns but at different rates that usually cannot be accelerated by adult pressure. Eliminating this pressure will decrease behavior incidents.
- Create procedures and routines to assist students with behavior support services and programs that will result with the positive resolutions and follow through.
- Utilize data analysis and functional behavior assessments to determine behavior patterns and necessary interventions.
- Select and utilize programs and materials that are leveled, age appropriate, and interesting to the students so that they are engaged in their learning and less engaged in inappropriate behaviors.
- Hire three behavior assistants (one in the academic, and two in the dormitory) to provide intervention and coordinated intervention plans to assist with behavior plans as after care plans.

Strategies to support Goal 3 (Improve academic success to a 70% proficiency rate in math and a90% proficiency rate in reading by increasing instructional services and providing classroom environment which endorses and integrates Native American culture.)

- Provide professional development so that all staff learns differentiate instruction in the classroom and learn to use the RTI structure to provide appropriate instruction to students.
- Increase the number of special education staff and social workers to provide instruction, tutoring, counseling, behavioral management, problem solving skills, and support during the school day and the home living area in the evening, and on the weekend.
- Redesign the class schedule so it is possible to strategically place students in intervention programs which will increase their reading and math ability
- Hire a qualified cultural instructor who will be able to teach the Lakota language as well as other cultural classes.

III. Plan of Operation
 April 28, 2011
 Plan of Operation Worksheet for Title I School Improvement
 Tier III

Name of School: Flandreau Indian School

Increase achievement and graduation rate through improved instruction, lower class size, differentiation, use of RTI structures and support for students in the Home Living are in the evenings and weekends. Create program options to meet the needs of the students rather than fitting the students to single option of course offerings. Provide advanced academic opportunities and experience for those students who will qualify.

Decrease inappropriate and unacceptable behaviors resulting in increased instructional time by adding more behavior supports during the school day and Home Living, by implementing programs that meet the learning styles and social needs of the students.

Increase student attendance, motivation, and engagement in learning by providing a range of retention structures and activities, creating small learning communities, using advisory, home room and class affinity events and organizations.

Long Range Goal Statements: (1-3 years)

Increase student achievement to a 70% proficiency rate in mathematics at the end of a three year period.

Increase student achievement to a 90% proficiency rate in reading at the end of a three year period.

Annual Measurable Goal for Math:

Objective 1: Increase student achievement to a 30% proficiency rate by the end of the first year.

Objective 2: Increase student achievement to a 50% proficiency rate by the end of the second year.

Objective 3: Increase student achievement to a 70% proficiency rate by the end of the third year.

Annual Measurable Goal for Reading:

Objective 1: Increase student achievement to a 50% proficiency rate by the end of the first year.

Objective 2: Increase student achievement to a 70% proficiency rate by the end of the second year.

Objective 3: Increase student achievement to a 90% proficiency rate by the end of the third year.

Budget Narrative

The following budget will fund Flandreau Indian School to implement the strategies that have been mentioned in the 1003G grant to allow FIS to meet the goals of the grant. Adding highly qualified staff, changing the school schedule, implementing differentiated teaching styles, mandating professional development, implanting an RTI model, developing an instructional leadership team, organizing a framework for a planning and meeting, and focusing on retention and behavior will surely increase student achievement to a 90% and 70% respectively in the reading and math area.

The budget includes, Special Education Technician, (3) Education Technician/behavior, (2) Social Workers, Lakota Language Teacher, and (4) Intermittent Home Living Assistants. Due to the fact that FIS is a BIE operated school we follow specific guidelines for the hiring process, specific pay scales and employee benefits package. This is all reflected in the budget spreadsheet. Each year a 3.5% increase is calculated into the salaries as well as an increase for employee benefit contributions.

Extended contracts are calculated into the budget. The contracts will be extended for two weeks. During this time professional development will be offered, data will be analyzed and decisions will be made according to the data. Teams will meet to work on their specific assigned areas. The current FIS budget cannot support extended contracts.

Stipends and incentives have been allocated for the employees. Due to fact that FIS also offers a residential program, students are here twenty four hours a day, seven days a week. It is challenging to schedule meetings and expect everyone to attend when they work different schedules. The stipends will cover staff that are not scheduled to be on duty at the time of the meeting.

FIS will use additional funding sources to ensure that the other programs on campus are aligned to the improvement plan. Additional curriculum supplies will be purchased out of ISEP, Title I, and the Title I ARRA dollars. Through collaboration with the administrators, the leadership team and the sub committees the programs will be seamless. This will allow for the students to receive the services they need to be successful.

FLANDREAU INDIAN SCHOOL PROJECTED 1003G BUDGET CURRENT SCHOOL YEAR 2010-2011

Positions	HRLY	PP	ND	PP 18-12=21	HEALTH 496pp	FICA 148pp	RETIREMENT 268pp	TSP 24 pp	FIGLI 5pp	TOTAL
Sped Ed Tech	\$22.73	\$1,818.40		\$38,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$57,928.00
Ed Tech (behavioral)	\$22.73	\$1,818.40		\$38,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$57,928.00
Ed Tech (behavioral) Evening	\$22.73	\$1,818.40	\$3,000.00	\$41,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$63,928.00
Ed Tech (behavioral) Evening	\$22.73	\$1,818.40	\$3,000.00	\$41,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$63,928.00
Social Worker	\$29.92	\$2,393.60		\$50,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$70,008.00
Social Worker Evening	\$29.92	\$2,393.60	\$3,000.00	\$53,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$76,008.00
Lakota lang Teacher	\$29.92	\$2,393.60		\$50,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$70,008.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72	\$9,000.00	\$331,586.00	\$72,765.00	\$34,188.00	\$39,410.00	\$3,528.00	\$735.00	\$491,212.00
TOTAL										

Stipends										
13 people @ \$3,000 / yr @ 2hrs/ wk				\$39,000.00		\$3,120.00				
Incentives for Staff										
30 people @\$500.00/yr				\$15,000.00		\$1,200.00				
TOTAL				\$385,586.00	\$72,765.00	\$38,508.00	\$39,410.00	\$3,528.00	\$735.00	\$491,212.00

GRAND TOTAL \$540,532.00

FLANDREAU INDIAN SCHOOL 1003g GRANT REVISION YEAR TWO

May 12, 2011

Prepared by: Joseph Robertson on behalf of the FIS School Leadership Team

I&II NEEDS ASSESSMENT & INTERVENTION MODEL SELECTION (TIER I) SCHOOL IMPROVEMENT STRATEGY(S) (TIER III)

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis (Tier III). Schools are required to use the Needs Assessment Tool in Appendix A.

Comprehensive Needs Assessment 2010-2011 Title I School Improvement Grant Section 1003(g)

Requirement 1: Data Analysis and Intervention selection (Revision II May 11, 2011)

The Flandreau Indian School has been need of strategies in which to base academic and administrative decisions that comply with the current School Restructuring Plan. The comprehensive needs assessment combined with the Scoring Rubric Appendix C of the 1003g Grant revisions submitted to Flandreau Indian School by Lynann Barbero on June 10, 2010 indicated:

“The data was presented but not clearly analyzed or described, and there was no evidence that current school policies or practices had been reviewed to determine which ones, if any, need to be revised in order to support the school’s plan for improvement. Data analysis needs to get at ‘root causes’ for the current level of performance, and then select those intervention strategies most closely aligned or designed to address those root causes. The self-assessment was included as an attachment, but there was no analysis or detailed description provided.”

This lack of rigor in data analysis has been identified to be of the utmost priority during the 2010-2011 school year. The previous year Leadership Team planning had not fully addressed how the grant would implement a specific plan to get at the above said ‘root causes’.

The leadership team in conjunction with the newly appointed school instructional teams began taking this issue to task. After numerous team and staff meetings, a plan was set in place to determine root causes, propose a solution, and then implement the intervention plan starting in January 2011.

The leadership team was also advised by the local Education Line Officer Dr. Kathy Bowker as well the Associate Deputy Director Roxanne Brown to begin a new conceptual idea of student growth in contrast to the constant ideals contained in the *No Child Left Behind Act* that achieving the *Annual Yearly Progress (AYP)* was an effective way to look at student achievement. Although *AYP* is the standard the BIE had adopted in the response to the change in the U.S. Education system since the inception of the act, this sole ideal provided little merit at getting at ‘root causes’.

Flandreau Indian School’s response to this change in paradigm was to implement a three tiered approach to data collection, analysis, and long term implementation. This plan was to include not only data that related to student

achievement, but also accountability of administration and staff. After reviewing the current 2010-2011 needs assessment, the team found the disconnect in the school climate was directly related to particular departments' lack of communication and follow through as it related to personnel issues and staff accountability.

The team's response to this was to begin addressing these issues in a manner of documentation and direct follow-up as they related to the two issues at hand: Staff and department accountability, and staff follow through with the directive Response to Intervention models.

A brief synopsis is provided below to present a clear picture of how this model is developing:

Staff and Department Accountability

The needs assessment provided insight into the particulars that related directly to teacher and staff accountability. The needs assessment was candid in presenting the current weaknesses in the school's approach to handling this issue. Upon further review, the assessment provided insight into the following:

1. The Administration including the Education Line Officer and Assistant Deputy Director needed to take a bigger role into spending time in the academic building to assess school climate, classroom evaluation, and student well-being.
2. There was no policy or procedure to address teacher accountability. The assessment pointed candidly to the need to address the staff's anecdotal ideas that without proper documentation the idea was there was very little wrong with the work climate and how it related to instruction. This was clearly a falsity conceptualized within the status quo.

The plan developed was one of data driven accountability model(s). The planning and implementation stage has begun. The first phase identified the root causes above, the leadership team then began planning on a system that would evaluate and document the nature of the administration's role in school improvement; the role of the teachers' performance and how it relates to this grant's school improvement directives. This data generated is to be the cornerstone of professional practice, evaluation, and accountability.

Currently, the plan of operation will provide a set number of observations that will monitor school climate, student behavior, and staff walk-throughs. Though this goal can be handled through documentation; it was the decision of the administration to adopt proper technology and use evaluation software that would streamline and store any and all documentation to a single database. The fall 2011 will reflect this change in approach to technology driven evaluation and practice.

Staff Accountability in Relation to Intervention Selection and Instruction

The needs assessment provided insight into the current level of instruction and planning that has been absent in the last five years and beyond. It was identified that in the school improvement process that began in the 2009-2010, staff assigned the task of curriculum selection were unqualified in making decisions and subsequently made decisions based solely on the recommendation of personnel who either had no connection to the school locally, or followed the advice of administration officials who also could not provide proper credentials to substantiate a point of view that curriculum selection was actually appropriate or necessary.

The school consultants were also ineffective in providing a solid, research based approach to the curriculum selection that would have provided Flandreau Indian School with a better chance to choose a relevant intervention schemes and curriculum implementation.

The math and reading coaches evaluated each of their respective programs and determined the following:

1. Each of the respective programs had little or no RTI direction
2. The curriculum in place had little rigor, fervor or direction
3. There was no data backing any curriculum decision making processes
4. There was no credible data; therefore, the direction the school chose to resolve this issue was the use of the *Northwest Evaluation Association (NWEA)*

The instructional team used the coaches' analyses to determine a school-wide Response to Intervention plan. The plan itself was to use base line data of the *Northwest Evaluation Association* to begin a data analysis using the tools the program provided. Each tool was critical in determining the proper intervention model and how this model would be used to determine student aptitude.

Currently, the math and reading departments are working independently in developing their own RTI models, but their approach is the same. In addition, the work the math and reading coaches have done to implement this plan will eventually be, in practice, a school-wide venture that will encompass all departments when fully implemented.

To meet the school improvement goals of this grant's plan of operation the coaches did the following:

1. Collect base-line data on all students who tested all three *NWEA* testing windows
2. Use that data to determine student retention, aptitude, personal student growth
3. Initiate a personal growth plan for each individual student to determine if a student is in need of specific intervention. The breadth of this determination will determine placement in strategic classes or individual or group intervention strategies handled directly in the classroom.
4. The data generated can be correlated not only to student achievement, but the identifiers that get at the root causes of why student are incapable of success in specific academic disciplines. The data can suggest and correlate how a students' (particularly freshman) aptitude from their previous school's instruction determines the level of intervention needed. In consideration of maintaining the goal of increased student retention, the coaches made the determination that this particular data would be critical in documenting that the root cause of student's aptitude is directly related to the school they previously attended.

The data driven concept the instructional teams have chosen to undertake will create not only accountability in instruction, but a baseline of data to properly evaluate teacher performance, student retention, and student achievement. The key in the concept is finding the proper role data plays in evaluation and practice that is *measurable*.

Finally, the team discussed and agreed to begin the search for a curriculum coordinator who will put this policy into practice. The individual selected will not only review walk-throughs and curriculum selection, but organize data to provide professional development to present to staff.

Baseline Data Figures Narrative

Flandreau Indian School assessments revealed the 2008-2009 graduation rate to be 22% and the retention rate less than 50%. The assessment data also reported a 9% rate of proficiency in math and a 19% proficiency in reading.

Behavior incidents from in 2008-2009 were reported to be:

- 61 disruptions
- 449 drug and alcohol
- 13 intimidation incidents
- 169 incidents of bodily harm
- 268 noncompliance incidents
- 649 incidents did not have a code

The total number of incidents was reported as 1,609.

Past and Present Needs Assessment Abstract:

The needs assessment was conducted with all staff by Diana Johnston from Engaged Learning during the spring of 2010. Though results were analyzed, there was no contingency plan to properly address these issues. Though this process had begun prior to the hiring of the respective coaches, the subsequent follow up by the consultant provided little practical implementation and practice relative to the academic programs.

This current school year that saw very little change in the best practices relative to the consultant's directives and recommendations of curriculum evaluation and implementation. The consultant was however successful directing each academic program in writing curriculum maps which were completed by most departments by April 2011.

Although the consultant perhaps provided much needed professional support as outlined in the school restructuring plan, the leadership team determined that an on-site curriculum coordinator would make a larger impact locally. Since the Scoring Rubric (Appendix C) was critical of the Flandreau Indian School's inability to get at root causes; it was the prerogative of the leadership team to identify this root cause and move in a new direction to address this. The curriculum coordinator was the best choice to remediate these said '*root causes*'.

Shared Leadership

The results of the assessment indicated the need for the formation of a competent leadership team to provide the direction needed to address the school improvement plan. The team would also assist in the planning of the instructional team meetings, plan and assess Native Star indicators, and provide professional development.

A schedule adjustment has been made to the school schedule so the various organizational teams will be meeting with their committees weekly which will be all inclusive. The instructional team will be given one block during their school day to meet, plan, work on their agendas, and carry out a variety of tasks.

The formation of Instructional team was integral in providing the first level of accountability to help staff become more involved in the school improvement process. The teams were formed to hold weekly meetings, submit minutes weekly, and use this documentation to plan future meeting and professional development specific to each department's documented needs.

The shared leadership component was of high priority and has provided an excellent documentation to identify the root causes in staff conduct, professionalism, and accountability.

Data and Research

Data driven instruction began as focal point of the discussion that has occurred in year one of this grant's implementation. The ideals in data driven instruction and evaluation provide the nature of baseline root causes contained within each department's levels of successes, as well as failures. This includes administrative policy and practice as well. The needs assessment failed to address the need for the administration to play a bigger role in the school turn around planning, assessment, and implementation.

Requirement 1: Data Analysis and Intervention selection outlines the need(s) that will be addressed once full implementation of the data driven school improvement models take effect in the fall of 2011. Requirement 1 fully outlines the strategies that will provide the necessary research and data collection practices in numerous stages of development.

Curriculum

An evaluation of the curriculum by school leadership team indicated the current level of curriculum implementation was not only inconsistent, but outdated and ineffective. Team meetings identified root causes of this to be of a professional nature. The solution to this problem is twofold:

1. The staff would be provided extra professional development to address target areas of inconsistency. The methodology would include curriculum mapping, training in differentiated instruction, and data workshops.
2. The procurement of the most up to date curriculum aligned to South Dakota State standards; this also will be concurrent with the upcoming adoption of the Common Core Standards in 2015.

Curriculum alignment uses a tiered approach to provide an extra level of accountability to underperforming staff. Once proper curriculum is provided to staff, there can be no more excuses that allow blame to be placed directly on anyone but the instructor themselves. This level of transparency will provide another avenue to move from anecdotally driven excuses, to data driven evaluative practice in accountability.

After further review, the procurement of these materials has been amended to the current year's budget to reflect the *Scoring Rubric Appendix C Requirement 3: Budget* which states:

"Narrative does not describe how the school will continue to support the intervention in Tier I or the school improvement activities in Tier III once the funding has expired."

This consideration provided team the need to partition a portion of the budget to address the impending funding short fall. The procurement of curriculum is of the highest priority when considering long term returns of investments. The team determined the priority of this investment is directly proportional to the sustainability of future programs once funding has expired.

Professional Development

The needs assessment provided insight in to the current level of professional practice that directly relates to professional development. The assessment provided information of current development that was general, but never truly focused on development specifically implemented to provide true intervention in the professional development to staff.

Flandreau Indian School had provided professional development that was general in nature and in no way reflected the overall needs of each department in the school. The leadership team addressed this issue and began making specific directives to meet the needs of specific departments. The leadership team will take input from each department as to their needs for each academic year's development and match the needs to funding available.

The need for overall staff development is nothing new in education, but the direction Flandreau Indian School needs to move in is *specific* targeted professional development. The same concept in principle that provides underperforming students proper intervention is the same model the team would adopt to address the shortcomings in professional direction and current research based instructional planning.

Connection Indicators

The connection indicators focus on parental involvement. The nature of boarding schools makes direct parent involvement a difficult task. The main directive in the Flandreau Indian School's Student Handbook states the main parenting responsibility (*en loco parentis*) lies with the home living staff.

Previously, the academic staff has had little or no communication with parents and often times little or no communication with the dormitory staff. This lack of communication has led to gaps in homework completion, limited parental contact, and little knowledge of what occurs outside of the school day.

The appointment of the current home living director has provided a new liaison in which to implement program fidelity between the home living and academic departments. The home school liaison has also been directed to complete more parental outreach to provide recruitment, local community support, and increased parental involvement.

Flandreau Indian School is moving in the direction to provide adequate services in the consideration of the funding sources provided through the 1003g grant. The said funding will provide the infrastructure to provide the following:

- Tutoring Services
- Transition Dormitory services
- Coordination of social service programs for students returning from mental health, family emergencies, and any other situation that would require a proper transition back to the school environment

Based on the results of needs assessment and availability of funding, the Flandreau Indian School is focusing on three goals to be addressed in this grant:

1. Increase retention rate of 90% over three years.
2. Decrease behavior incidents by 75% over a period of three years
3. Improve academic success to a 70% personal growth rate in math and a 90% personal growth rate in reading.

Goal 1: Increase retention rate to 90% over three years:

- **Strategy One:** Retention rate definition: The retention rate is based on the school year 2009-2010's rate of less than 50%.
 - ✓ Year one retention rate will increase by 10% to an overall rate of 60%
 - ✓ Year two retention rate will increase by 15% to an overall rate of 75%
 - ✓ Year three retention rate will increase by 15% to an overall rate of 90%

Student count in regard to retention will be based on student enrollment each semester under the following guidelines:

- ❖ Student enrollment will be counted no later than the first three weeks of the beginning of the first semester
- ❖ Student enrollment will be counted no later than the first two weeks of the beginning of the second semester

Note: Students enrolled outside the count window will not be counted as part of the retention data.

- **Strategy Two:** Increase the number of qualified staff with the introduction of the T- Dorm concept.
- **Strategy Three:** Provide educational opportunities between the dormitory and academic programs by hiring an educational technician for academic tutoring.

- **Strategy Four:** Add intermittent home living assistants to provide services to students during the academic professional development blocks and instructional planning times.
- **Strategy Five:** Enhance the quality of the cultural program by introducing standards based cultural components into the core curriculum.
- **Strategy Six:** Implement a homeroom period that focuses on belonging, team building, celebrations, and mentoring.

Goal 2: Decrease behavior incidents by 75% over a period of three years.

- **Strategy One:** Behavior rate definition: The behavior rate will be based on the previous school year's number of incidents reported by NASIS.
 - ✓ Year one behavior rate will decrease by 25%
 - ✓ Year two behavior rate will decrease by 25%
 - ✓ Year three behavior rate will decrease by 25% to the final overall rate of 75%
- **Strategy Two:** Provide student based learning and differentiated instruction.
- **Strategy Three:** Create procedures and routines to assist students with behavior support services and programs that will result with positive resolutions and follow through.
- **Strategy Four:** Utilize data and functional behavior assessments to determine behavior patterns and behavioral interventions.
- **Strategy Five:** Implement a classroom management plan to improve quality of instructional time.
- **Strategy Six:** Introduction of the T- Dorm concept as an additional behavioral management strategy.

Goal 3: Improve academic success to a 70% personal growth rate in math and a 90% personal growth rate in reading using the NWEA Academic Growth Projection Model.

- **Strategy One:** Provide professional development in differentiated instruction and Response to Intervention.
- **Strategy Two:** Increase the number professional staff to provide instruction and support during the school day and the home living area in the evenings.
- **Strategy Three:** Enhance the quality of the cultural program by introducing standards based cultural components into the core curriculum.
- **Strategy Four:** Implement intervention programs based on NWEA data and the RTI model.

REVISIONS OF THE PLAN OF OPERATION 2009-2010 1003G GRANT PROPOSAL

III. Plan of Operation

May 12, 2011

Plan of Operation Worksheet for Title I School Improvement
Tier III

Name of School: Flandreau Indian School (Revision II May 12, 2011)

The nature of achievement relies on multiple data sets that provide numerous approaches in determining appropriate student action plans, intervention, and retention.

The service implementation plan in accordance with the school restructuring plan will provide the following support to the academic program in year two of the grant cycle:

- Response to Intervention Planning and Implementation
- Pre and Post Assessment Data Analysis
- Computer-based Intervention Programming
- NWEA Driven Student Placement into Intervention Classes
- Provide Advanced Academic Opportunities for Qualifying Students

Triangulation of data sets and how it relates to student achievement will drive the future of all instructional strategies, intervention models, student placement and achievement and will model all future curriculum decisions that will in principle be implemented school-wide.

Long Range Goal Statements: (1-3 years)

Increase student achievement to a 70% projected growth rate in mathematics at the end of a three year period. This growth will be measured by the NWEA Academic Growth Projection Model.

Increase student achievement to a 90% student growth rate in reading at the end of a three year period. This growth will be measured by the NWEA Academic Growth Projection Model.

Annual Measurable Goal for Math:

Objective 1: Increase student achievement to a 30% projected growth rate at the end of the first year. This growth will be measured by the NWEA Academic Growth Projection Model.

Objective 2: Increase student achievement to a 50% projected growth rate at the end of the second year. This growth will be measured by the NWEA Academic Growth Projection Model.

Objective 3: Increase student achievement to a 70% projected growth rate at the end of the third year. This growth will be measured by the NWEA Academic Growth Projection Model.

Annual Measurable Goal for Reading:

Objective 1: Increase student achievement to a 50% projected growth rate at the end of end of the first year. This growth will be measured by the NWEA Academic Growth Projection Model.

Objective 2: Increase student achievement to a 70% projected growth rate at the end of end of the second year. This growth will be measured by the NWEA Academic Growth Projection Model.

Objective 3: Increase student achievement to a 90% projected growth rate at the end of the third year. This growth will be measured by the NWEA Academic Growth Projection Model.

Budget Narrative (Revision II May 12, 2011)

Abstract and Revision:

The framework for this revision was the collective evaluation of the Flandreau Indian School's needs assessment coupled with the budgetary reporting of the school business liaison. Further review of the proposal submitted by the 2009-2010 FIS leadership team revealed a number of peculiarities that had to be addressed relative to the mandatory reporting in the preparation of the 2011-2012 budget.

The current school leadership team began a comprehensive analysis of the budget climate. After careful evaluation, the team realized the nature of the original grant proposal actually was a reflection of the particulars contained solely in personnel. While the previous leadership had made a determination that stressed the investing a majority of funds into non-academic departments, namely home living, this ended up to be a logistical folly. Although the previous leadership acted in good faith in assessing the needs of the school, the decision did not provide a method of contingency to deal with the estimated **90.875%** of the SIG funds allocated to personnel only.

After numerous attempts to fill the proposed positions, Flandreau Indian School failed in acquiring the necessary personnel to properly fulfill its grant directives, resulting in non-expenditures in excess of \$480,000.00 by May 1, 2011. After the leadership team returned from SIG Training in Albuquerque, New Mexico May 2-5, 2011, the team learned of the restrictions that had been put on these non-expenditures. The funds were to be allocated by September 30, 2011. Directives detailed the reexamination of budgetary spending such that the funding could be planned and spent in accordance with the mission goals of the grant, specifically school improvement.

Flandreau Indian School was cleared to carry over the remaining budget surplus to 2011-2012 school year provided it was spent in accordance with the above said conditions. The school was informed that this large of a carryover was a one-time occurrence, and FIS would need to be fiscally responsible in allocating all future funding that would provide the greatest chance of school turnaround relative to the money invested in that mission goal.

The previous leadership team has underestimated the likelihood of procuring that many qualified personnel in the rural settings of Flandreau, South Dakota without the aid of active recruitment and a solid plan of action. The current leadership team was informed by Stan Holder, Chief Administrator of the Division of Performance and Accountability Office, that each budget line related to year one of the school improvement grant that was not spent needed to be revised and justified.

This narrative will outline and comply not only with the directive handed down by DPA, but has also been revised to reflect the Scoring Rubric Appendix C that required specific revisions that address:

- Alignment of language to reflect the rhetoric consistent with the current transformation model
- A narrative that addresses the projected funding shortfall and the future budgetary priorities of funding that may or may not be able to sustain the current level of implementation

The following will address each of the issues at hand:

- ❖ Financial justification of budgetary revisions
- ❖ Justification of carry over expenditures (1003a)
- ❖ Narrative as to future financial climate following the final year of the grant cycle

Financial justification of budgetary revisions:

Each fiscal year funding that has been planned or revised are contained below starting with the current budget year. Justifications will accompany any issues the leadership team was advised to address. All actual and proposed budgets have been included for review and are cited in the narratives below according to year.

Current School Year 2010-2011:

The current school year has been outlined above in relation to non-expenditures and the corrective action taken in justifying the one-time budget revisions authorized by DPA in Albuquerque May 2-5, 2011. FIS has prepared a document accompanying this budget year documenting the attempts made at securing employment of the above said personnel contained in the original grant proposal. The document has been included with this report.

*Please refer to the outline titled: **FLANDREAU INDIAN SCHOOL 1003G CARRY OVER BUDGET
ADDENDUM JUSTICATION 2010-2011**

The Flandreau Indian School acted in good faith to fulfill the directives of the grant objectives. Since the school was unable to fulfill its goals, the leadership team revised and allocated the remainder of the carry over budget to numerous line items in order to spend the funds. The remaining budgetary expenditures contained in the 1003g Title and the 1003g ARRA has been highlighted in yellow on the 2011-2012 budget sheet included in this report. The remaining funds of the combined 1003g Title and ARRA, \$150,000.00, will be spent by September 30, 2011.

The 1003a NCLB allocation was authorized to be carried over to the next school year provided FIS justify its change in expenditures to spend the allocation by September 30, 2011. Since the carry over budget of \$390,532.00 will remain active only until September, the leadership team made the decision to use this funding to help offset funding shortfalls in Title I and ISEP, by funding current positions contributing to the school improvement directives contained in this grant. Please review the SIG 1003(g) budget reports marked ACTUAL END OF THE YEAR REPORT 2010-2011 with headings 1003g ARRA and 1003g Title.

Justification of Carryover Budget 1003a NCLB allocation from School Year 2010-2011:

The leadership team deliberated as to how to allocate this funding in a way that would maximize the potential for school turnaround. Since FIS cannot afford to underfund its program a second time; the decision was made to allocate this funding to current staffed positions already contained within the school budget. In addition, subsequent budget proposals have included an allocation for procurement of curriculum materials. This carryover budget also reflects a percentage of professional development planned for the 2011-2012 school year.

Since the each position in this budget helped to contribute to achieving the accomplished goals in Section 3 pages 2-4 of the TARGETED TIER III PROGRESS REPORT submitted with this report, the team is confident the allocation of these funds are representative of adhering to the objectives of the grant's school improvement goals. Please review the SIG 1003(g) Templates marked CARRY OVER BUDGET FY 2010-2011 as to the specifics of the budgetary allocations.

Future Budget Proposals Dated SY's 2012-2013, 2013-2014:

The discussions the leadership team made in regard to the future direction of SIG allocation and funding focuses on retaining current personnel directly contributing to school improvement goals. These will include retaining personnel that contribute to proposed Transition-Dormitory concept, curriculum coordinator, as well as securing contractual funding to offer advanced academic opportunities for advanced students, as well providing opportunities such as Saturday school for credit recovery.

Though a majority of future funding is allocated to personnel, the team is focused in the implementation of all the necessary goals in achieving a complete school turnaround. Please review the budgetary templates marked PROJECTED BUDGET 1003G FY 2012-2013 and 2013-2014.

Narrative as to Future Financial Climate Following the Final Year of the Grant Cycle:

The leadership team acknowledges the legitimate claim contained in the Scoring Appendix C Requirement 3: Budget which stated:

“It is becoming apparent through various school applications reviews, that there will NOT be sufficient funds to support the plans schools are submitting. As a targeted Tier III school, it is recommended that the revisions include identification of Priorities for funding...what is your number one priority, second, third, etc.”...“the narrative does not describe how the school will continue to support the intervention in Tier I or the school improvement activities in Tier III once the funding has expired...”

The leadership has had many meetings to address this recommendation. The discussions can only be described as posturing with the utmost care in addressing issues in the *Culture of Candor*. It is the belief of some personnel that despite funding shortfalls, this school will somehow find a way to continue to fund FIS under an unrealistic budget with the use of anecdotal budget projections and unrealistic ISEP allocated funding sources simply based on student count.

The truth be told, Flandreau Indian School like many other schools facing budget shortfalls can ill afford to ignore the impending financial shortfalls that can be attributed not just to low student count, but a national recession, and major funding cuts on the federal level that will get worse before it gets better.

In the spirit of the *Culture of Candor*, it is only appropriate to acknowledge the fact there currently isn't a way to sustain the particulars of this school improvement beyond the grant cycle. Appropriately, the school administration is looking into ways of supplementing the current budget shortfall. Given the worst case scenario, the implementation of documenting administratively staff performance will need to be taken seriously should a budget rift present itself. Appropriate evaluative measures will need to be secured in order retain the best possible staff in case of a rift. The school improvement team will continue to work on this serious issue to find possible solutions.

Currently, funding will need to be supplemented with additional grant proposals and possible tiered increases in student count through ISEP. However, a more practical approach will be to redefine the future mission goals. FIS will need to financially adjust to living within their budgetary limits to continue to operate as a Bureau school. The facts are on the table and future discussion will focus on sustainability in a hostile financial climate all schools find themselves in. It is our hope we find a sensible solution and continue to serve our students with fiscal discipline, coinciding with sustainable future school improvement goals and beyond.

Flandreau Indian School
Transition Dorm Program
2011-2012

Overview:

The Flandreau Indian School/s Transition Dorm (T-Dorm) Program is designed to address chronic misbehavior problems in the Academic and the Residential life setting. The program gives a student an opportunity to change his or her behavior and attitude instead of being sent home. The program is structured to engage students in specific and relevant goal setting. The program will include intensive counseling services to help the student understand that his or her behavior is a result of the decisions he or she has made.

The Transition-Dorm (T-Dorm) is an on campus cottage unit separate from the regular dormitories. The cottage will be equipped with study and counseling accommodations. The academic staff supervises T-Dorm students during the school day. A staff member specifically assigned to the T-Dorm supervises all after school time and weekend activities. Students will wear clothing that identifies them as T-Dorm students.

The administration can assign a student to the T-Dorm for a minimum of 5 days to a maximum of 15 days. The administration has the option to send the student home if the student has not corrected his or her behavior at the end of a 15-day assignment.

The day to day activities of the T-Dorm will be the responsibility of the Social Worker and two Educational Technicians. The overall supervision of this program will be under the supervision of the Home Living Director and the Academic Principal.

Needs Assessment for School Improvement Grants
Bureau of Indian Education
Tier III Schools

Support from the Associate Deputy Director & Education Line Office		YES or NO (Circle)
1. ADD/ELO procedures support school-based decision making.		<input checked="" type="radio"/> Y <input type="radio"/> N
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.		<input checked="" type="radio"/> Y <input type="radio"/> N
3. The ADD/ELO has provided the school with a "letter of understanding" about the school's intervention implementation and the ADD/ELO's support of it.		<input type="radio"/> Y <input checked="" type="radio"/> N

Current Level of Implementation of Effective Practices

I. School Leadership and Decision Making

A. Effective Practice: Establish a team structure with specific duties and time for instructional planning

Indicators	No / Somewhat / Yes (Circle)
1. A team structure is officially incorporated into the school improvement plan and school governance policy.	<input type="radio"/> N <input type="radio"/> S <input checked="" type="radio"/> Y
2. All teams have written statements of purpose and by-laws for their operation.	<input checked="" type="radio"/> N <input type="radio"/> S <input type="radio"/> Y
3. All teams operate with work plans for the year and specific work products to produce.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
4. All teams prepare agendas for their meetings.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
5. All teams maintain official minutes of their meetings.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
6. The principal maintains a file of the agendas, work products, and minutes of all teams.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
7. A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
8. The Leadership Team serves as a conduit of communication to the faculty and staff.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
9. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y
10. The school's Leadership Team regularly looks at school performance data and aggregated classroom	<input type="radio"/> N <input checked="" type="radio"/> S <input type="radio"/> Y

<p>observation data and uses that data to make decisions about school improvement and professional development needs.</p>		
<p>11. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.</p>		<p>N S Y</p>
<p>12. Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.</p>		<p>N S Y</p>
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <ul style="list-style-type: none"> • Disconnect in content areas amongst team members (A-1) (A-11) • Staff needs time to implement; Guidance from leadership (A- 2) • Data is there, but not a lot of people know about what to do with it (A-10) • We have a product but no work plan to implement (A-3) • Staff needs to meet deadlines (A-4) • We have no idea if all teams currently publish their minutes (A-5) • It is unclear if the principal maintains a folder or not (A-6) • There is a disconnect between departments as to how teachers are placed in the Instructional teams (A-11) • Misinterpretation of content Areas (A-1) 		
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <ul style="list-style-type: none"> • Staff needs to make every deadline (A-6)(A-4) • Staff needs time and guidance from leadership (A-2) • Develop a specific work plan(A-3) • Data Retreats that actually use the data we have (A-10) • Time and a source document and designate each team member to write each part of the plan (A-2) • Maintain at all times a folder in the S drive for staff to access (A-6) 		

B. Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction		No / Somewhat / Yes (Circle)
Indicators		
1.	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
2.	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
3.	The principal participates actively with the school's teams.	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
4.	The principal keeps a focus on instructional improvement and student learning outcomes.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
5.	The principal monitors curriculum and classroom instruction regularly.	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
6.	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
7.	The principal challenges, supports and monitors the correction of unsound teaching practices.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
8.	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
9.	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
Describe your obstacles to full implementation of the indicators for this effective practice.		
<ul style="list-style-type: none"> • More communication as this is a work in progress (B-1) • Not enough time (B-6) • Inconsistencies in how say sweeps send students to ISS some days others not (B-2) • Time constraints have not allowed principal to attend our meetings (B-3) • Time due to overwhelming number of behavior & too many meeting in the admin building during school hours (B-4) • Time is an issue due to other factors: Assistant Principal is overburdened because Belkham the principal does nothing to assist the day to day issues (B-5) • Time again is the issue. We acknowledge that if he could, he would but he again is burdened with issues the chief school administrators needs to be assisting in(B-6) • Yes some awards have been given (B-8) • Parent portal in the works / Parent committee communication 		

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

- Assistant principal needs a dean of students. The burden the administration puts on him is unrealistic. The amount of time spent in meetings in admin during the school day is counter-productive (B-1)
- The biggest concern is having a dean of students that can assist in enforcing policy like behavior. Also, it is with consensus that we feel that the administration need to plan meeting before or after school hours so that the assistant principal isn't sitting in meetings all day. This is counter-productive to the directives contained in the school restructuring plan(B-2)
- The principal has been present at nearly all school functions, school meetings, etc. (B-3)
- A dean of students or a behavior specialist will help the assistant principle do his job (B-6)

C. Effective Practice: Align classroom observations with evaluation criteria and professional development		No / Somewhat / Yes (Circle)
Indicators		
1.	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	N S Y
2.	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	N S Y
3.	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	N S Y
4.	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	N S Y
5.	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	N S Y
6.	Teachers are required to make individual professional development plans based on classroom observations.	N S Y
7.	Professional development of individual teachers includes an emphasis on indicators of effective teaching.	N S Y
8.	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	N S Y
9.	The principal plans opportunities for teachers to share their strengths with other teachers.	N S Y

Describe your obstacles to full implementation of the indicators for this effective practice.

- Time & logistically who? (C-1)
- This work is in progress (C-2)
- Free Time to Choose (C-3)
- The Math department is already planning to implement in the 2011-2012
- Is there a self-assessment in place (C-5)
- Math teacher's spent professional development at the SDCTM workshop (C-7)
- There is no assessment of strengths in the staff development (C-8)

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

- There is very little to go by, a plan needs to be devised and tested before we move on this one

D. Effective Practice: Help parents to help their children meet standards		No / Somewhat / Yes (Circle)
Indicators		
1.	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.	N S Y
2.	Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.	N S Y
3.	The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.	N S Y
4.	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."	N S Y
5.	The school's Compact is annually distributed to teachers, school personnel, parents, and students.	N S Y
6.	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.	N S Y
7.	Professional development programs for teachers include assistance in working effectively with parents.	N S Y

Describe your obstacles to full implementation of the indicators for this effective practice.

- Newsletters, grades, and surveys to parents, and exit interviews are non-existent at the moment(D-1)
- The homework policy and the delivery of the study center is a major issue (D-4)

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

- The Parent portal needs to be fully implemented. Progress reports need to be sent out to parents. (D-1)
- A home living policy coupled with the homework policy from academic needs to be in place so the problems with homework consistencies can be addressed (D-2)
- Follow through on policy and update (D-3)
- Is this a Home-living issue? (D-4)
- Is the compact used to help with parent accountability? (D-5)

II. Curriculum, Assessment, and Instructional Planning	
A. Effective Practice: Engage teachers in aligning instruction with standards and benchmarks	
Indicators	No / Somewhat / Yes (Circle)
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
2. Units of instruction include standards-based objectives and criteria for mastery.	<input checked="" type="radio"/> N <input type="radio"/> S <input type="radio"/> Y <input type="radio"/>
3. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>

Describe your obstacles to full implementation of the indicators for this effective practice.
We have just started using NWEA and this is the first year we have had access to multiple points of data. We are in the process of developing standards-aligned units of instruction, but have finalized these units. Also not sure some teachers still know how to teach to the standards. Staff turnover is also an obstacle.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

- More time to get on curriculum units
- Need more mentoring for new/first year teachers

B. Effective Practice: Engage teachers in assessing and monitoring student mastery		No / Somewhat / Yes (Circle)
Indicators		
1.	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives	N S Y
2.	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	N S Y
3.	Unit pre-test and post-test results are reviewed by the Instructional Team.	N S Y
4.	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	N S Y
5.	Teachers re-teach based on post-test results.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice. <ul style="list-style-type: none"> • Teachers may not fully understand pre/post-test assessment concept • Time and lack of pre/post-test add to the obstacle of review by Instructional Team 		
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ul style="list-style-type: none"> • Time • Include pre/post-tests in lesson plans and curriculum units • Examples of pre/post-test to share with Instructional Teams 		

C. Effective Practice: Engage teachers in differentiating and aligning learning activities		No / Somewhat / Yes (Circle)
Indicators		
1.	Units of instruction include specific learning activities aligned to objectives.	N <input type="radio"/> S <input type="radio"/> Y <input type="radio"/>
2.	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	N <input type="radio"/> S <input type="radio"/> Y <input type="radio"/>
3.	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	N <input type="radio"/> S <input type="radio"/> Y <input type="radio"/>
Describe your obstacles to full implementation of the indicators for this effective practice.		
<ul style="list-style-type: none"> • Physical organizational materials • Don't know what we have and where we have it • Time 		
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.		
<ul style="list-style-type: none"> • Curriculum Director to centralize resources 		

D. Effective Practice: Assess student learning frequently with standards-based assessments		No / Somewhat / Yes (Circle)
Indicators		
1.	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	N S Y
2.	Teachers receive timely reports of results from standardized and objectives-based tests.	N S Y
3.	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	N S Y
4.	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	N S Y
5.	The Leadership Team monitors school-level student learning data.	N S Y
6.	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	N S Y
7.	Instructional Teams use student learning data to plan instruction.	N S Y
8.	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	N S Y
9.	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.		
<ul style="list-style-type: none"> • Time • Need to get test scores and placement info onto NASIS • All teachers need to use data to drive instruction • Need to spend more time looking at enhancing learning opportunities for students who have mastery of objectives 		
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.		
<ul style="list-style-type: none"> • Time 		

III. Classroom Instruction	
A. Effective Practice: Expect and monitor sound instruction in a variety of modes – Preparation	No / Somewhat / Yes (Circle)
Indicators	
1. All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	N <input checked="" type="radio"/> S <input type="radio"/> Y
2. All teachers develop weekly lesson plans based on aligned units of instruction.	N <input checked="" type="radio"/> S <input type="radio"/> Y
3. All teachers maintain a record of each student's mastery of specific learning objectives.	N <input checked="" type="radio"/> S <input type="radio"/> Y
4. All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	N <input checked="" type="radio"/> S <input type="radio"/> Y
5. All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	<input checked="" type="radio"/> S
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <ul style="list-style-type: none"> • Curriculum maps are in the process of being completed as a guiding document • Not every area by NWEA • No follow up on whether all teachers are testing • Not fully staffed to monitor implementation set indicators • Students behavior 	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <ul style="list-style-type: none"> • Staffing • "Bottom Line" for all students 	

B. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Directed Instruction	
Indicators	No / Somewhat / Yes (Circle)
Introducing the Lesson	
1. All teachers review the previous lesson.	N S Y
2. All teachers clearly state the lesson's topic, theme, and objectives.	N S Y
3. All teachers stimulate interest in the topics.	N S Y
4. All teachers use modeling, demonstration, and graphics.	N S Y
Presenting the Lesson	
5. All teachers explain directly and thoroughly.	N S Y
6. All teachers maintain eye contact.	N S Y
7. All teachers speak with expression and use a variety of vocal tones.	N S Y
8. All teachers use prompting/cueing.	N S Y
Lesson Summary and Confirmation of Learning	
9. All teachers re-teach when necessary.	N S Y
10. All teachers review with drilling/class recitation.	N S Y
11. All teachers review with questioning.	N S Y
12. All teachers summarize key concepts.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.	
<ul style="list-style-type: none"> • Curriculum maps are in the process of being completed as a guiding document • Not every are by NWEA • No follow up on whether all teachers are testing • Not fully staffed to monitor implementation set indicators • Students behavior 	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. (did not list anything)	

C. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Student Interaction	
Indicators	No / Somewhat / Yes (Circle)
1. All teachers re-teach following questioning.	N S Y
2. All teachers use open-ended questioning and encourage elaboration.	N S Y
3. All teachers encourage students to paraphrase, summarize, and relate.	N S Y
4. All teachers encourage students to check their own comprehension.	N S Y
5. All teachers verbally praise students.	N S Y
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <ul style="list-style-type: none"> • Monitoring of each classroom • Additional training in the New Methods of Teaching 	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <p>*Professional development on new areas of teaching</p> <p>* Continuing education incentives</p>	

D. Effective Practice: Expect and monitor sound instruction in a variety of modes – Student-Directed Groups and Independent Work		No / Somewhat / Yes (Circle)
Indicators		
1.	All teachers travel to all areas in which students are working.	N <input checked="" type="radio"/> S <input type="radio"/> Y <input type="radio"/>
2.	All teachers interact instructionally with students (explaining, checking, giving feedback).	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
3.	All teachers interact managerially with students (reinforcing rules, procedures).	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
4.	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	N <input type="radio"/> S <input checked="" type="radio"/> Y <input type="radio"/>
Describe your obstacles to full implementation of the indicators for this effective practice. <ul style="list-style-type: none"> • No intradepartmental communication to students' needs • Lack of staff 		
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ul style="list-style-type: none"> • more staff 		

E. Effective Practice: Expect and monitor sound instruction in a variety of modes – Computer Based Instruction	
Indicators	No / Somewhat / Yes (Circle)
1. Students are engaged and on task.	N S Y
2. All teachers travel about the room to assist students.	N S Y
3. All teachers have documentation of the computer program's alignment with standards-based objectives.	N S Y
4. All teachers assess student mastery in ways other than those provided by the computer program.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice. Nothing listed	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. Nothing listed	

F. Effective Practice: Expect and monitor sound homework practices and communication with parents		No / Somewhat / Yes (Circle)
Indicators		
1. All teachers maintain a file of communication with parents.		N S Y
2. All teachers regularly assign homework (4 or more days a week).		N S Y
3. All teachers check, mark, and return homework.		N S Y
4. All teachers systematically report to parents the student's mastery of specific standards-based objectives.		N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.		
<ul style="list-style-type: none"> • Difficult to get a hold of parents • FIS is a boarding school, so most parents are not proactive concerning their students' progress 		
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.		
<ul style="list-style-type: none"> • need to update parent contact information 		

G. Effective Practice: Expect and monitor sound classroom management		No / Somewhat / Yes (Circle)
Indicators		
1.	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	N S Y
2.	Students raise hands or otherwise signal before speaking.	N S Y
3.	All teachers use a variety of instructional modes.	N S Y
4.	All teachers maintain well-organized student learning materials in the classroom.	N S Y
5.	All teachers display classroom rules and procedures in the classroom.	N S Y
6.	All teachers correct students who do not follow classroom rules and procedures.	N S Y
7.	All teachers reinforce classroom rules and procedures by positively teaching them.	N S Y
8.	All teachers engage all students (e.g., encourage silent students to participate).	N S Y

Describe your obstacles to full implementation of the indicators for this effective practice.

*** We are glad students participate in any way possible, it is difficult to keep students engaged**

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

*** No resources needed, we are happy if students are engaged in any way**

FLANDREAU INDIAN SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2010-2011-2012

Reclaiming Youth - JC Chambers	De-Escalation	Home Living
Reclaiming Youth - JC Chambers	Team Building	Home Living - Monthly
Reclaiming Youth - Mark Freado	Situational Leadership	Administrators
Center for NA Research and NA Studies	Culture/History of	24 Staff
Dr. Joseph Brewer - SDSU	Culture in the Curriculum	All Staff
Engage Learning	Curriculum mapping	Academic - Monthly
September Kirby - SDSU	Wellness	Admin/Clerks/Secretaries
Terry Stulken	Cyber Bullying	All Staff
Educational Resources	Classroom Management	(2) Teachers
CPI	Crisis Prevention	(1) Teacher
Arnold Thomas	Suicide Prevention	All Staff
Child and Adult Nutrition	Safe Serv	Food Service
Office of Victims of Crime	Data Collection/ Program Overview	Home Living
NWEA	Testing/tracking student progress	Academic
Summer Institute	BIE	(12) Staff
Child and Adult Nutrition	Promoting Healthy Lifestyle	(1) Food Service
Child and Adult Nutrition	US Healthier School Challenge	(1) Food Service
Jim Miller	Culture Awareness and reconciliation	All Staff
NWEA Training	Data Analysis, May 18, 2011	Instructional Leadership
Classroom Management/Behavioral	August 31, Sept. 1, 2011	All Instructional staff
Positive Best Behavior	Sept. 1, 2011	Academic and Dorm
NWEA	Sept. 6, 2011	All Instructional Staff
RTI	September 7, 2011	Instructional Staff
NWEA	Jan. 3, 2012	All Instructional Staff
NWEA	Jan. 4, 2012	All Instructional Staff
Bullying	TBA	All Instructional Staff

**FLANDREAU INDIAN SCHOOL 1003G CARRY OVER BUDGET ADDENDUM
JUSTIFICATION 2010-2011**

This document provides a timeline for review that provides the documented attempts at filling the positions that were proposed in the original 1003g grant application in the spring of 2010 for the school year 2010-2011. This document is addressed on page 11 of the revised 1003g grant proposal submitted along with the Tier III progress report.

Prepared: MAY 12, 2011

Personnel Report for Original School Improvement Plan

- 11-FIS-03 Vacancy Announcement was posted 9/10/10, cert 10/14/10, Home Living Assistant (Intermittent) – LH.. L was the only applicant. Security packet submitted 10/29/10 with clearance 11/28/10. The decision was to start her after Christmas break. She was hired o 1/4/11.
- 11-FIS-04 Vacancy was posted 9/10/10. Home Living Assistant (Intermittent) – ST was selected. She was the only one in the folder. She was fired from her position as Deputy Sheriff. Rescinded offer due to she would not pass background check.
- 11-FIS-05 Vacancy was posted 9/10/10. Home Living Assistant (Intermittent) – DD was selected. DD was the only applicant in the folder. Letter was sent out 10/15/10. Background check was started on 10/26/10 but never completed. He declined his position 11/17/10.
- 11-FIS-06 Vacancy was posted 9/10/10. Home Living Assistant (Intermittent) – JB was selected. He was the only applicant in the folder. Letter was sent 10/15/10. FIS received security pack on 10/24/10. J applied for other positions on campus that were fulltime rather than intermittent. He was hired for an Education Technician in the Boy's Dormitory. He is currently an English teacher.
- 11-FIS-07 Vacancy was posted 9/10/10. Education Technician – The cert included: JA; KB; AE; MH; TH; PM; KP; RR; and VSJ. AE was selected and sent letter 11-3-10. April declined on 11/15/10. She did not want evening hours. Letter was sent to JA 2/10/11. She did not return background forms after she accepted position on 2/14/10. (Heard she was fired from her current position – will cancel). Another cert was done with JA added. She was selected and a letter was sent out 2/10/11. She accepted the position on 2/14/11. There has been no response from her since she accepted the position.

- 11-FIS-08 Vacancy Announcement posted 9/10/10. Education Technician – The cert included: KOR; AE; MH; TH; and KP. KOR was selected and a letter was sent out 10/15/10. She completed background check 11/12/10. Background sent back 1/25/11 incomplete. KOR decline 1/26/11. AE selected (due to day shift) letter sent 1/28/11. She accepted the position and background completed 2/4/11. Received clearance 3/9/11. She did not want to start until next school year. Approved by Betty per Dean Dauphinais to start 08/31/11..
- 11-FIS-09 Vacancy Announcement posted 9/10/10. Education Technician (Special Education) – cert included: MB; KB; AE; MH; TH; and KP. MB was selected and letter was sent on 10/15/10. Accepted position and completed background check on 10/26/10. MB declined 11/16/10. KB was selected from the cert. The letter was sent 11/24/10 and he was hired 1/3/11. *KB sent a letter 11/24/10. He was held in recreation for 30 days. He started 1/3/11.*
- 11-FIS-10 Vacancy Announcement was posted 9/10/10. Education Technician – cert included: SD; AE; MH; TH; and KP. SD was selected and a letter was sent 10/15/10. He accepted and background clearance 10/20/10. Started 11/29/10, he did not show up 2/3/11. He was terminated 2/25/11. FIS did not re-advertise.
- 11-FIS-11 Vacancy Announcement was posted 9/10/10. Social Worker (level 05) – there were no qualified applicants with a Masters degree therefore amended to a level 04 requiring a Bachelor’s Degree. The position is on hold with five qualified applicants.
- 11-FIS-12 Vacancy Announcement was posted 9/10/10. Social Worker – cert included: DT; KF; and JW. DT was selected and a letter was sent. He received security clearance 2/25/11. FIS is waiting for him to get South Dakota certificate. A letter was sent requesting certification no later than 5/6/11. There was no response.

FIS 1003g GRANT 2011-2012

Legend:

BUDGET

GRANT APPLICATION

SUPPLEMENTAL DOCUMENTS

SIG 1003(g) Budget Template

Agency:	CROW CREEK/LOWER BRULE
Prepared By:	Shawn Dahmen
School/Organization:	FLANDREAU INDIAN SCHOOL

FLANDREAU INDIAN SCHOOL CARRY OVER BUDGET 1003G FY 2010-2011

<u>PERSONNEL-BUDGET</u>	<u>SALARIES/EBC'S</u>	<u>COMMENTS</u>
Math Coach	\$59,968.94	Already on staff therefore will start 8/31/11
Reading Coach	\$58,571.86	Already on staff therefore will start 8/31/11
Math Interventionist	\$60,159.46	Already on staff therefore will start 8/31/11
Reading Interventionist	\$64,922.26	Already on staff therefore will start 8/31/11
Dorm Tutor-Girls Dorm	\$44,349.86	Already on staff therefore will start 8/31/11
Dorm Tutor-Boys Dorm	\$43,564.66	Already on staff therefore will start 8/31/11
Home School Coordinator	\$47,325.00	Already on staff therefore will start 8/31/11
<u>PROFESSIONAL DEVELOPMENT</u>		
Education Assistance Service	\$5,000.00	Classroom Behavior Management
<u>SUPPLIES</u>		
Materials for Math/Reading Curriculum	\$6,669.96	
TOTAL	\$390,532.00	
ALLOCATED CARRY OVER	\$390,532.00	
PROJECTED BUDGET DIFFERENCE	\$0.00	

FLANDREAU INDIAN SCHOOL END OF THE YEAR REPORT 2010-2011

FUNDING SOURCE - 1003a NCLB ALLOCATION CARRY OVER 100% PENDING AUTHORIZATION

9yD10ARRA9610

Salary	FERS	TSP	FEGI	Health	FICA	CSRS/MDCARE	\$ 390,532.00

NOTE: THIS FUNDING SOURCE HAS BEEN AUTHORIZED TO CARRY OVER TO THE 2011-2012 SCHOOL YEAR WITH JUSTIFICATION. THE JUSTIFICATION CAN BE FOUND ON PAGE 10 OF THE REVISED 1003G GRANT SUBMITTED WITH THIS REPORT.

FLANDREAU INDIAN SCHOOL PROJECTED 1003G BUDGET FY 2011-2012

Personnel	Level	HOURLY RATE	189 days	ND 10% HOURLY WAGE	FERS(12%)	TSP (5%)	FEGLI (5%)	Health \$488.85*19pp \$247.22*19pp	FICA (6.2%) Family Single	Medi (1.45%)	Total
Education Technician	02/09	\$ 19.87	\$ 30,043.44	\$ 1,502.17	\$ 3,605.21	\$ 1,502.17	\$ 1,502.17	\$ 6,992.76	\$ 1,862.89	\$ 435.630	\$ 47,446.25
Education Technician	02/17	\$ 22.73	\$ 34,367.76	\$ 1,718.39	\$ 4,124.13	\$ 1,718.39	\$ 1,718.39	\$ 6,992.76	\$ 2,130.80	\$ 498.333	\$ 53,268.95
Education Technician	02/05	\$ 18.44	\$ 27,881.28		\$ 3,345.75	\$ 1,394.06	\$ 1,394.06	\$ 6,992.76	\$ 1,728.64	\$ 404.279	\$ 43,140.84
Homeliving Assistant	01/04	\$ 13.02	\$ 19,686.24	\$ 1,476.47	\$ 2,362.35	\$ 984.31	\$ 984.31	\$ 6,992.76	\$ 1,220.55	\$ 285.450	\$ 33,992.44
Homeliving Assistant	01/04	\$ 13.02	\$ 19,686.24	\$ 1,476.47	\$ 2,362.35	\$ 984.31	\$ 984.31	\$ 6,992.76	\$ 1,220.55	\$ 285.450	\$ 33,992.44
Social Worker	05/03	\$ 28.33	\$ 42,834.96		\$ 5,140.20	\$ 2,141.75	\$ 2,141.75	\$ 6,992.76	\$ 2,655.77	\$ 621.107	\$ 62,528.29
Social Worker	05/03	\$ 28.33	\$ 42,834.96	\$ 2,141.75	\$ 5,140.20	\$ 2,141.75	\$ 2,141.75	\$ 6,992.76	\$ 2,655.77	\$ 621.107	\$ 64,670.03
Curriculum Coordinator	05/03	\$ 28.33	\$ 42,834.96		\$ 5,140.20	\$ 2,141.75	\$ 2,141.75	\$ 6,992.76	\$ 2,655.77	\$ 621.107	\$ 62,528.29
Stipends 13 @ \$3000.00			\$ 39,000.00						\$ 2,418.00	\$ 565.500	\$ 41,983.500
TOTALS			\$ 299,169.84	\$ 8,315.24	\$ 31,220.38	\$ 13,008.49	\$ 13,008.49	\$ 55,942.08	\$ 18,548.53	\$ 4,337.963	\$ 443,551.02

Notes:

Education Technicians have 4 hrs per shift ND
 Social Worker has 4 hrs per shift ND
 Average Health between single and family x 19 pp = \$368.04

Contractual Services

Advanced Opportunities for students (AP classes)

\$ 12,000.00

Staff Incentives for Professional Development

Incentives will be paying for professional development such as college credit to sustain their teaching certificate.

\$ 15,000.00

Travel

Two meetings throughout the year with BIE on the SIG grant . FIS will send a team of five people.

\$ 15,000.00

NIVEA 5

\$ 5,000.00

Supplies

Books

\$ 49,980.98

Total \$ 540,532.00

FLANDREAU INDIAN SCHOOL PROJECTED 1003G BUDGET FY 2012-2013

Personnel	Level	HOURLY RATE	189 Days	ND 10% HOURLY WAGE	FERS(12%)	TSP (5%)	FEGLI (5%)	Health \$488.85*19pp \$247.22*19pp	FICA (6.2%) Family Single	Medi (1.45%)	Total
Education Technician	02/11	\$20.58	\$31,116.96	\$1,555.85	\$3,734.04	\$1,555.85	\$1,555.85	\$6,992.76	\$1,929.25	\$451.20	\$48,891.75
Education Technician	02/19	\$23.45	\$35,456.40	\$1,772.82	\$4,254.77	\$1,772.82	\$1,772.82	\$6,992.76	\$2,198.30	\$514.12	\$54,734.80
Education Technician	02/07	\$19.15	\$28,954.80		\$3,474.58	\$1,447.74	\$1,447.74	\$6,992.76	\$1,795.20	\$419.84	\$44,532.66
Boys Dorm Tutor	02/12	\$20.94	\$31,661.28	\$2,374.60	\$3,799.35	\$1,583.06	\$1,583.06	\$6,992.76	\$1,963.00	\$459.09	\$50,416.21
Girls Dorm Tutor	02/12	\$20.94	\$31,661.28	\$2,374.60	\$3,799.35	\$1,583.06	\$1,583.06	\$6,992.76	\$1,963.00	\$459.09	\$50,416.21
Social Worker	05/05	\$29.16	\$44,089.92		\$5,290.79	\$2,204.50	\$2,204.50	\$6,992.76	\$2,733.58	\$639.30	\$64,155.34
Social Worker	05/05	\$29.16	\$44,089.92	\$2,204.50	\$5,290.79	\$2,204.50	\$2,204.50	\$6,992.76	\$2,733.58	\$639.30	\$66,559.84
Curriculum Coordinator	05/05	\$29.16	\$44,089.92		\$5,290.79	\$2,204.50	\$2,204.50	\$6,992.76	\$2,733.58	\$639.30	\$64,155.34
Stipends 13 @ \$3000.00			\$39,000.00						\$2,418.00	\$565.50	\$41,983.50
Totals		\$192.54	\$330,120.48	\$10,282.36	\$34,934.46	\$14,556.02	\$14,556.02	\$55,942.08	\$20,467.47	\$4,786.75	\$485,645.64

Notes:

Education Technicians have 4 hrs per shift ND
 Social Worker has 4 hrs per shift ND
 Average Health between single and family x 19 pp = \$368.04

Contractual Services

Advance Academic Opportunities for students (AP classes) \$ 12,500.00

Staff Incentives for Professional Development

Incentives will be paying for professional development such as college credit to sustain their teaching certificate. \$ 15,000.00

Travel

Two meetings throughout the year with BIE on the SIG grant . FIS will send a team of five people. \$ 15,500.00

Supplies

Books \$ 11,886.36

Total \$ 540,532.00

FLANDREAU INDIAN SCHOOL PROJECTED 1003G BUDGET FY 2013-2014

Personnel	Level	HOURLY WAGE	189 days	ND 10% HOURLY WAGE	FERS(12%)	TSP (5%)	FEGLI (5%)	Health \$488.85*19pp \$247.22*19pp	FICA (6.2%) Family Single	Medi (1.45%)	Total
Education Technician	02/13	\$ 21.30	\$32,205.60	\$1,610.28	\$3,864.67	\$1,610.28	\$1,610.28	\$6,992.76	\$1,996.75	\$466.98	\$50,357.60
Education Technician	02/21	\$ 24.16	\$36,529.92	\$1,826.50	\$4,383.59	\$1,826.50	\$1,826.50	\$6,992.76	\$2,264.86	\$529.68	\$56,180.30
Education Technician	02/09	\$ 19.87	\$30,043.44		\$3,605.21	\$1,502.17	\$1,502.17	\$6,992.76	\$1,862.69	\$435.63	\$45,944.08
Boys Dorm Tutor	02/14	\$ 21.66	\$32,749.92	\$2,456.24	\$3,929.99	\$1,637.50	\$1,637.50	\$6,992.76	\$2,030.50	\$474.87	\$51,909.28
Girls Dorm Tutor	02/14	\$ 21.66	\$32,749.92	\$2,456.24	\$3,929.99	\$1,637.50	\$1,637.50	\$6,992.76	\$2,030.50	\$474.87	\$51,909.28
Social Worker	05/07	\$ 29.98	\$45,329.76		\$5,439.57	\$2,266.49	\$2,266.49	\$6,992.76	\$2,810.45	\$657.28	\$65,762.79
Social Worker	05/07	\$ 29.98	\$45,329.76	\$2,266.49	\$5,439.57	\$2,266.49	\$2,266.49	\$6,992.76	\$2,810.45	\$657.28	\$68,029.28
Curriculum Coordinator	05/07	\$ 29.98	\$45,329.76		\$5,439.57	\$2,266.49	\$2,266.49	\$6,992.76	\$2,810.45	\$657.28	\$65,762.79
Stipends 13 @ \$3000.00			\$39,000.00						\$2,418.00	\$565.50	\$41,983.50
TOTALS			\$339,268.08	\$10,615.75	\$36,032.17	\$15,013.40	\$15,013.40	\$55,942.08	\$21,034.62	\$4,919.39	\$497,838.90

Notes:

Education Technicians have 4 hrs per shift ND
 Social Worker has 4 hrs per shift ND
 Average Health between single and family x 19 pp = \$368.04

Contractual Services

Advance Academic Op		\$12,000.00
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Staff Incentives for Professional Development

Incentives will be paying for professional development such as college credit to sustain their teaching certificate.		\$15,000.00
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Travel

Two meetings throughout the year with BIE on the SIG grant . FIS will send a team of five people.		\$15,693.10
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Supplies

Classroom supplies		\$0.00
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Total	\$540,532.00
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SIG 1003(g) Budget Template 2011-2012 Application

Agency:	CROW CREEK/LOWER BRULE				
Prepared By:	Shawn Dahmen				
School/Organization:	FLANDREAU INDIAN SCHOOL				
Expenditure Classification	Pre-Implementation 2010-2011	2011-2012	2012-2013	2013-2014	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					\$ -
Teachers – Special Education					\$ -
Instructional Assistants – K-12					\$ -
Instructional Assistants – K-12					\$ -
Substitutes					\$ -
Extended Contracts					\$ -
Stipends/Incentives					\$ -
Other (Identify)					\$ -
Other (Identify)					\$ -
EMPLOYEE BENEFITS					
Health & Other Insurances					\$ -
FICA Taxes					\$ -
Retirement					\$ -
TSP Match					\$ -
Other (Identify) Benefits:					\$ -

SUPPLIES & MATERIALS										
Textbooks/Curriculum Materials		\$	49,980	\$	11,879	\$ 61,859				
Instructional Software						\$ -				
General Supplies & Materials						\$ -				
Other (Identify)						\$ -				
Other (Identify)						\$ -				
PROFESSIONAL DEVELOPMENT / TRAVEL										
Employee Travel		\$	20,000	\$	15,500	\$ 51,189				
Employee Professional Development						\$ -				
Other P. D./Travel						\$ -				
EQUIPMENT										
Direct Instruction Equipment						\$ -				
Other Equipment						\$ -				
PURCHASED SERVICES										
Contracts						\$ -				
Other Charges						\$ -				
Vehicle Rents /Leases						\$ -				
TOTAL DIRECT INSTRUCTION	\$	-	\$	69,980	\$	27,379	\$	15,689	\$	113,048

INSTRUCTIONAL SUPPORT									
PERSONNEL SERVICES									
Principal									\$ -
Instructional Supervisor									\$ -
Subject Matter Specialist									\$ -
Instructional Coach									\$ -
Social Worker	\$ 50,266	\$ 42,835	\$ 44,090	\$ 45,330	\$ 182,521				\$
Social Worker-evening	\$ 53,266	\$ 44,977	\$ 46,295	\$ 47,596	\$ 192,134				\$
Parent-Community Liaison									\$ -
Counselor									\$ -
Other (Identity) Sped Ed Tech	\$ 38,186				\$ 38,186				\$ 38,186
Other (Identity) Ed Tech (behavioral)	\$ 38,186	\$ 27,881	\$ 28,955	\$ 30,043	\$ 125,065				\$
Other (Identity) Ed Tech (behavioral)evening	\$ 41,186	\$ 31,545	\$ 32,673	\$ 33,816	\$ 139,220				\$
Other (Identity) Ed Tech (behavioral)evening	\$ 41,186	\$ 36,086	\$ 37,229	\$ 38,357	\$ 152,858				\$
Other (Identity) Lakota Lang. Teacher	\$ 50,266				\$ 50,266				\$
Other (Identity) Home Living Asst.	\$ 4,761	\$ 21,162			\$ 25,923				\$
Other (Identity) Home Living Asst.	\$ 4,761	\$ 21,162			\$ 25,923				\$
Other (Identity) Home Living Asst.	\$ 4,761				\$ 4,761				\$
Curriculum Coordinator		\$ 42,835	\$ 44,090	\$ 45,330	\$ 132,255				\$
Other (Identity) Tutor (Boys)			\$ 34,036	\$ 35,206					\$
Other (Identity) Tutor (Girls)			\$ 34,036	\$ 35,206					\$
Other (Identity) Home Living Asst.	\$ 4,761				\$ 4,761				\$
Stipends/Incentives	\$ 54,000	\$ 54,000	\$ 54,000	\$ 54,000	\$ 216,000				\$
EMPLOYEE BENEFITS									
Health & Other Insurances	\$ 72,765	\$ 55,944	\$ 55,944	\$ 55,944	\$ 240,597				\$
FICA Taxes	\$ 38,508	\$ 18,551	\$ 20,468	\$ 21,035	\$ 98,562				\$
Retirement	\$ 39,410	\$ 44,227	\$ 49,493	\$ 51,047	\$ 184,177				\$
TSP Match	\$ 3,528	\$ 13,008	\$ 14,558	\$ 15,013	\$ 46,107				\$
Other Benefits	\$ 735	\$ 4,339	\$ 4,786	\$ 4,920	\$ 14,780				\$

FLANDREAU INDIAN SCHOOL ACTUAL END OF THE YEAR REPORT 2010-2011

FUNDING SOURCE - SIG ARRA FUNDS (1003G - ARRA) \$123,000.00

9yD10ARRA9610

Travel	211b	211c	211d	211p	211r	211i
Dean- Arizona	\$4.35	\$966.30	\$616.20	\$91.80		
Betty Arizona	\$4.35	\$966.30	\$279.50	\$97.92		
	\$15.00		\$279.50			
Dean-Alb	\$15.00	\$1,196.80	\$252.00	\$91.80		
	\$4.35	\$50.00	\$386.02			
Joseph - Alb	\$4.35	\$1,196.80	\$252.00			
	\$15.00	\$50.00	\$405.92			
Betty - Alb	\$15.00	\$1,196.80	\$252.00			
	\$4.35	\$50.00	\$376.07			
Cho Cho - Alb	\$4.35	\$1,196.80	\$252.00	\$58.14		
	\$15.00	\$55.00	\$366.12			
David - Alb	\$4.35	\$1,196.80	\$376.07	\$110.16		
	\$15.00	\$50.00	\$252.00			
Total Spent	\$120.45	\$8,171.60	\$4,961.60	\$449.82		\$13,703.47
Summer Institute						
4 people	\$ 4.35	\$ 1,200.00	\$ 250.00	\$ 91.80		
	\$ 15.00	\$ 50.00	\$ 500.00			
	\$ 4.35	\$ 1,200.00	\$ 250.00	\$ 91.80		
	\$ 15.00	\$ 50.00	\$ 500.00			
	\$ 4.35	\$ 1,200.00	\$ 250.00	\$ 91.80		
	\$ 15.00	\$ 50.00	\$ 500.00			
	\$ 4.35	\$ 1,200.00	\$ 250.00	\$ 91.80		
	\$ 15.00	\$ 50.00	\$ 500.00			
	\$ 77.40	\$ 5,000.00	\$ 3,000.00	\$ 367.20		

Planned for Summer Institute
\$8,444.60

Training		
Education Resource Services		\$ 4,941.35

Supplies and Materials		
Curriculum procurement for multiple departments		\$ 55,151.09

ALL FUNDS WILL BE OBLIGATED BY SEPTEMBER 30, 2011
YELLOW HIGHLIGHT REPRESENTS PROJECTED EXPENDITURE

FLANDREAU INDIAN SCHOOL ACTUAL END OF THE YEAR REPORT 2010-2011

FUNDING SOURCE - SIG ARRA FUNDS (1003G - ARRA) \$123,000.00

9yD10ARRA9610

	Salary	FERS	TSP	FEGI	Health	FICA	CSRS/MDCARE	\$123,000.00
2 stipends @ \$3,000.00	\$ 6,000.00					\$ 372.00	\$ 87.00	\$ 6,459.00
12 stipends @ 1500.00	\$ 18,000.00					\$ 1,116.00	\$ 261.00	\$ 19,377.00
1 stipend @	\$ 1,284.00					\$ 79.61	\$ 18.62	\$ 1,382.23
1 stipend @	\$ 1,391.00					\$ 86.24	\$ 20.17	\$ 1,497.41
FICA at 6.2% for 11								
CSRS/MDCAR at 1.45% for 11								
Total Stipends for 2nd Semester	\$ 26,675.00					\$ 1,653.85	\$ 386.79	\$ 28,715.64

Note: No Positions were fully filled through the contract year, the partial salaries below reflect the actual budget spent.

Positions	SALARY	FERS	TSP	FEGI	Health	FICA	CSRS/MDCARE
Education Technician	-	-	-	-	-	-	-
KB	-	-	-	-	-	-	-
Home Living Assistant	-	-	-	-	-	-	-
LH	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-

Totals	
Salary LH & KB & SD	\$ 8,347.42
Benefits	\$ 3,696.43
Total	\$ 12,043.85

FLANDREAU INDIAN SCHOOL PROJECTED 1003G BUDGET CURRENT SCHOOL YEAR 2010-2011

Positions	HRLY	PP	ND	PP 18-12=21	HEALTH 496pp	FICA 148pp	RETIREMENT 268pp	TSP 24 pp	FIGLI 5pp	TOTAL
Sped Ed Tech	\$22.73	\$1,818.40		\$38,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$57,928.00
Ed Tech (behavioral)	\$22.73	\$1,818.40		\$38,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$57,928.00
Ed Tech (behavioral) Evening	\$22.73	\$1,818.40	\$3,000.00	\$41,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$63,928.00
Ed Tech (behavioral) Evening	\$22.73	\$1,818.40	\$3,000.00	\$41,186.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$63,928.00
Social Worker	\$29.92	\$2,393.60		\$50,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$70,008.00
Social Worker Evening	\$29.92	\$2,393.60	\$3,000.00	\$53,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$76,008.00
Lakota lang Teacher	\$29.92	\$2,393.60		\$50,266.00	\$10,395.00	\$3,108.00	\$5,630.00	\$504.00	\$105.00	\$70,008.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
Home Living Assistant Inter(16)	\$14.17	\$226.72		\$4,761.00	-	\$3,108.00				\$7,869.00
TOTAL			\$9,000.00	\$331,586.00	\$72,765.00	\$34,188.00	\$39,410.00	\$3,528.00	\$735.00	\$491,212.00

Stipends										
13 people @ \$3,000 / yr @ 2hrs/ wk				\$39,000.00		\$3,120.00				
Incentives for Staff										
30 people @ \$500.00/yr				\$15,000.00		\$1,200.00				
TOTAL				\$385,586.00	\$72,765.00	\$38,508.00	\$39,410.00	\$3,528.00	\$735.00	\$491,212.00

GRAND TOTAL \$540,532.00