Individual School Plan for Priority or Focus Schools
Transformation Model

School Name:	Nelson Island Area School	**Priority or Focus:**	Priority
District:	Lower Kuskokwim School District	**ASPI Rating:**	*
Principal's Name:	Thomas Gobeske	**Phone: (907)**	427-7815
Principal's Email:	Thomas_gobeske@lksd.org	**Fax: (907)**	427-7612

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

☒ **SBA Data** – Attach the SBA Report Card Reports for 2011-2012, 2012-2013, and 2013-2014 from DIASA that shows SBA results for this school for all students as well as subgroups.

☒ **Attendance and Graduation Rates** - Include a copy of the School Report Card for 2014-2015 that shows the attendance and graduation rates by subgroup.

☒ **ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2013-2014	179	175	33.12%	2.29%

☒ Will this Title I school operate a school-wide (SW) program in 2016-2017 as required to receive SIG funds?

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

Demographics
- ☒ enrollment
- ☒ drop-out Rate
- ☒ ethnicity
- ☒ grade level
- ☒ discipline incidents
- ☐ other:

Curriculum
- ☒ alignment with AK standards & GLEs
- ☒ research-based
- ☒ implemented with fidelity
- ☒ schedule for review & revision of curriculum
- ☒ assessment data used to identify gaps
- ☒ review process to determine if meeting needs of all students

Instruction

☒ effective and varied instructional strategies

☒ instruction is aligned to the Alaska Standards

☒ instruction is differentiated

☒ system for timely & early interventions for low-performing students

☒ teachers communicate high expectations to students

☐ other:

Assessment

☒ aligned with the Alaska Standards

☒ data from classroom assessments guides instruction

☒ universal screening data for all students

☒ progress monitoring data

☒ other formative assessments

☒ teacher observations

☐ other:

Professional Development

☒ student achievement data determines professional development priorities

☒ professional development is job embedded

☒ teacher evaluation process is aligned to AK teacher standards

☒ teacher evaluation process consistently applied

☒ teachers receive ongoing & systematic feedback to improve instruction

☒ teacher mentoring program

☐ other

Supportive Learning Environment

☒ effective classroom management strategies

☒ school-wide behavior standards

☒ attendance policy

☒ cultural awareness and understanding

☒ extended learning opportunities

☒ effective school-parent communication

☒ parent & community engagement

☒ Social & emotional services & supports

☒ physical facilities safe & orderly

☒ other: CHAMPS, PBIS

Other

☒ master schedule & classroom schedules

☒ perception surveys of teachers, parents, or students

☒ implementation data for specific program or process

☒ administrator and teacher experience & qualifications

☒ policies & procedures facilitate learning

☒ teacher turnover & attendance rates

☒ School Improvement Plans, Title I plans, grant application plans, etc.

☐ other:

Leadership

☒ facilitate development & implementation of school goals

☒ analyze student assessment data

☒ leaders assist staff in understanding & using formative & summative assessment data

☒ leaders monitor delivery of instruction

☒ leaders monitor implementation of school improvement plan

☒ leaders ensure staff trained in the Alaska Standards

☒ leaders have support from district office or others

For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
SBA data	**Nelson Island School** ***SBA Analysis:*** In the 2013-2014 school year, the Annual Measurable Objective (AMO) for determining AYP increases to 37.30% proficient in Reading, 31% in Writing, and 36% in Math. • In 2012, approximately 23.40% of students were proficient on the SBA **Reading** across all categories. ▪ Reading proficiency is lower in 2011 than in 2012; yet rose by 7 percentages higher in 2013. ▪ In 2011, 16.40% were proficient, while in 2013, 37.30% were proficient. • In 2012, 15.50% of students were proficient on the SBA**Writing**, in 2014 it rose to 30.90% a 15.40% increase. ▪ Students with disabilities were 8.30% writing proficient in 2012, while in 2014 were 25.00 % proficient. ▪ Students with Limited English Proficient (LEP) were 10.20% proficient in 2012, while in 2014 27% proficient 17 percentages higher than in 2012. ▪ Alaska Native & American Indians were 15% writing proficient in 2012, and in 2014, 30.30 % proficient. • In 2012, 21.60% were proficient on the SBA **Math,** across all categories. ▪ Alaska Native & American Indians were 21% proficient in **math across all categories.** ▪ In 2014, Alaska Native & American Indians were 35.40% proficient in **Math**; an increase of 14.40 percentages higher than in year 2012. ***Math Analysis:*** • The state target in 2013 was 71.95%, Nelson Island School target was 21.63%. The proficiency percentage is 12.20%, the students who were proficient or above proficient were not met. • The total number of 11th grade students at NIS with valid growth test scores in 2014 was 6 in Operations and Algebraic Thinking, The Real and Complex Number Systems, Geometry, Statistics and Probability. The 11th grade students scored far below proficient on average.
Graduation Rate	***Graduation Rate:*** • The graduation rate of NIS in 2014 was 31.25% at the 4-year rate and 36.36% at the 5-year rate where the state graduation target was not met. • Females graduated at a rate of 66.67% and the dropout rate was 1.49%, while males graduated with a rate of 50% and the dropout rate was 1.49%. • Alaska Native & American Indian graduated at a rate of 31.25% with a dropout rate of 2.97%. • Economically Disadvantaged students graduated at a rate of 42.86% • Not Limited English Proficient graduation rate is 85.71% with a dropout rate of 1.49% • Female attendance rate 90.35%; male attendance rate 91.01%
Attendance Rate	**The attendance rate at Nelson Island School in 2014-2015 was 90.3%, which was considerably lower that the state target 95%.** Regular school attendance is a necessary part of the learning process and the means to graduation with a quality education. Pupils who are frequently absent are putting their

	educational futures in jeopardy. Oftentimes, the student resorts to chronic absenteeism, truancy, and possibly becoming a drop out. The drop out rate is 1.49% for males and females at NIS believed to originate from poor attendance. Regular school attendance is essential for student success. There are several factors and barriers that highly impact the attendance rate at NIS and the overall lack of success namely: • Putting hours into a job to earn income for self or family, • Low self-esteem because of poor academic performance, • Using tobacco, alcohol, or drugs • Having problems relating to authority • Associating with the wrong kinds of friends
ELP Assessment	Data from PowerSchool (Student Information System) on 9-30-14 indicates that 179 of NIS students are certified as LEP. Of the 179 LEP students, 175 of those students tested on the ELP Assessment for this school year. While all of the students are being monitored, 33.12% made progress and only 2.29% attained proficiency on the ELP Assessment.
Demographics	Data from PowerSchool indicates Nelson Island School's current enrollment to be 192 as of 10/5/15. Students which includes: • 21 - 9th grade • 15 -10th grade • 9 -11th grade • 12- 12th grade • 97% of the seniors are 4th and 3% are 5th year students • 7% were new to the school this year • 44% of 11th grade and 41% of 12th grade students enrolled this year were behind in the credits required for graduation Data from PowerSchool/Power Lunch Nutritional Services shows: • 100% of Nelson Island students are economically disadvantaged and qualify for free and reduced lunch Data from 5 clicks indicates: • 100% students are Alaska Natives or American Indians
Curriculum	**Outcomes Based on Data Analysis** **NIS Identified Self-Study Needs:** As a result of an in-depth analysis of the school's performance data, Nelson Island School's instructional leadership team identified the following school needs: • Increase the graduation rate • Increase the percent of students meeting and exceeding the scores on the MAP Assessment • Increase overall reading Lexile Measures • Decrease the percent of students absent 10+ days • Decrease the drop out rate • Increase the number of students taking advanced coursework • Increase the number of students taking dual enrollment • Increase the percent of Students With Disabilities (SWD) meeting and exceeding on high stakes assessments • Prepare students for STEM and Robotics • Prepare students for postsecondary schools, armed services, or skilled workplace • More class offerings during an extended day program • More extra-curricular activities to include fine arts, dance, and drama • Research-base programs for reading, math, and science labs
Instruction	Nelson Island School's school-wide performance needs are as follows: • Increase the number of teachers using the instructional frameworks and the Alaska

	Performance Standards • Increase the rigor in instruction to incorporate a higher Depth of Knowledge (DOK) levels and Bloom's Taxonomies • Increase the percentage of teachers using formative assessment data to inform and adjust instruction • Increase the implementation of differentiated instruction based on data • Increase the number of teachers holding critical area endorsements (i.e., Reading, Science, and Math) • Increase the positive interactions of students, and teacher advisees • Increase staff participation in the decision-making process (i.e.: surveys, leadership team, committees, PLC, etc.) • Ensure the school's culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to professional growth of all NIS educators • Produce a manageable, useful School Improvement Plan that targets needed interventions using the Alaska STEPP School Improvement Plan Development and Revision Process
Assessment	The Self-Study Tool identified the following needs: • Training to use data and data analysis from assessments more effectively • Administer 15-day assessments to progress monitor student performance using the data to extend, remediate, or re-teach • Administer assessments multiple times a year using the data to drive instruction
Supportive Learning Environment	The Self-Study Tool identified the following needs: • Evaluating an attendance policy • Improve parent support and involvement • Increased amount of professional development • Increased community involvement activities • Implement a parenting session for new parents • Implement an Alcohol, Drug, and Tobacco Health Team to conduct regular monthly informational sessions
Professional Development	The Self- Study Tool identified the following needs: • Increased Professional Development: Specific to student and teacher needs
Leadership	The Self-Study Tool Identified the following needs: • Increased communication amongst grade specific teachers (i.e.: K-5, 6-8, and 9-12) • Increased communication amongst collaborative teams • Increased individual feedback from administrators to teachers regarding instructional strategies • Increased instruction on teacher being able to read assessment data to drive instruction for individual classes
Moore Settlement Targeted Assistance Grant:	Nelson Island School has a Moore Settlement Targeted Assistance Learning Grant that offer classes and instruction in an extended day and Saturday format. This grant focuses on strengthening Nelson Island School's RTI program by providing Tiers 2 and 3 interventions through an extended day and extended year models. Interventions will include evidence - based programs such as Read 180. This program will also help those students with low language abilities and literacy achievement. The main emphasis of this grant is on acceleration of learning and also increasing summer retention of learning.
Other: YRBS	Data from the 2009 Alaska Youth Risk Behavior Survey compares Traditional high school students with Alternative high school students and Nelson Island High School students. The survey addresses the health risks unique to Alaska alternative school populations. Table 1 shows the comparisons:

	Alternative Schools	Traditional Schools	Nelson Island Students

Ever smoked	86.7%	47.5%	64.9%
Smoking now	58.0%	15.7%	63.8%
Ever drank	88.1%	66.6%	58.3%
Drinking now	57.0%	33.2%	47.2%
Ever used marijuana	80.2%	44.5%	61.1%
Using marijuana now	50.5%	22.7%	44.4%
Ever used cocaine	28.5%	7.4%	0.0%
Using cocaine now	8.2%	2.1%	0.0%
Ever used ecstasy	31.0%	7.1%	2.0%
Ever used prescription drugs without a prescription	48.9%	20.9%	14.0%
Ever had sexual intercourse	82.2%	43.5%	33.3%
Ever hit, slapped, or been physically beat by a boyfriend or girlfriend	21.3%	13.3%	12.0%
Seriously considered suicide	18.1%	13.9%	12.0%
Feel teachers genuinely care for them	72.4%	59.4%	63.0%
Currently working to earn income	DNC	DNC	35.0%

The data shown clearly indicates students attending Nelson Island School have extremely high at-risk behaviors concerning alcohol, tobacco, marijuana, and drug use. This data shows several categories for Nelson Island School being close to both the Alternative and Traditional schools yet higher in some categories. Another Nelson Island School finding is a number of them are sexually active, 1.3% less of the NIS respondents have been abused by a boyfriend or girlfriend which is slightly lower than the Traditional High School, 1.9% less of the NIS respondents mentioned seriously contemplating suicide compared to the Traditional High School.

Another interesting finding regarding Nelson Island School is the that NIS students have great regard for believing their teachers genuinely care for them was 3.6% greater than the Traditional High School.

Other:	

Describe why the Transformation model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis sund stakeholder meetings that the Transformation model is most likely to dramatically improve the student achievement and/or graduation rate in this school.

The Transformation model was chosen as the most appropriate intervention model for this school because it provides more flexibility and permissible activities than the other models. It provides for an ongoing mechanism for community and family engagement, which is an area of need as indicated on the Community Stakeholder Input Forms. These communities are poised for meaningful parent involvement at all levels of the education process.

The Transformation model also allows the district and this school to continue toward full implementation of major initiatives that have taken, in some cases, several years to develop and roll out; such as the Teacher Evaluation System that includes the use of student growth data, a highly refined RTI system, and the student behavior management program.

Furthermore, it will bring about substantial improvement in student learning by addressing the following identified needs:

Identified Needs:
- Increase student academic achievement
- Increase graduation rates
- Increase attendance rates
- Increase limited English proficient students making progress toward and attaining English proficiency
- Provide ongoing professional development for teachers in the implementation of instructional models and how to use data to differentiate instruction, including training on using MAP and AimsWeb assessment programs
- Increase community and family involvement
- Increase school climate and connectedness

Transformation Model
Leader and Teacher Effectiveness:
- Increase principal and teacher effectiveness
- Improve retention of effective principal and teachers
- Implement new evaluation system, developed with staff and uses student growth data

Instructional and Support Strategies:
- Implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support for staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support:
- Provide increase learning time for staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

It should be noted the Turnaround model was not selected because it would pose a hardship by replacing at least 50% of the instructional staff when recruiting and retaining teachers in our rural district is already an ongoing challenge.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals. These goals are in addition to the determination of whether the school meets their Annual Measureable Objectives (AMOs). (See questions H-24, H-25, & H-26 in the Guidance.) These goals should be based upon information available at the time of submission and may require adjustment after submission and AMP data becomes available Fall 2015.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	**Timeline**	
Reading/Language Arts	Increase by 10% the number of proficient students on the AMP by the end of the 2016-2017 school year	2014: SBA Reading 8.26% proficient	The MAP assessment will be given to all students three times yearly. LKSD will review school level reports after assessments to monitor Nelson Island's progress The school's scores will be analyzed using the normative standards and expected growth published by NWEA-MAP. MAP is a predictor of student performance on the AMP. Students who have MAP ranking of 40 are expected to be proficient on the AMP.	MAP- Fall- beginning of September Winter-December Spring- April	**Thomas Gobeske**
Math	Increase by 10% the number of proficient students on the AMP by the end of the 2016-2017 school year	2014: SBA Math 11.01% proficient	Same as above	MAP- Fall- beginning of September Winter-December Spring- April	**Thomas Gobeske**

| Graduation Rate | Increase by 10% the number of students graduating in 4 years by the end of the 2016-2017 school year | 2014: 4-Year Graduation Rate 31.25% | The school will submit monthly reports to the Administrative Team reporting lead graduation indicators and perform course passing rate and credit checks each quarter for 7th-12th grade students. | Quarterly | **Each student's advisor** |

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

*NOTE: Each required activity **must** be addressed to qualify for funding.*

Rural School Flexibility

A rural LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the transformation model if the intent and purpose of that element is still met.

☐ **In implementing this model, we are requesting rural flexibility in one element of this model. In the box below we have clearly stated which requirement we will flex, and how the proposed interventions will still meet the spirit of the element**.

The principal is new to the school and was selected as a result of a thorough and lengthy hiring process including multiple district-level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community. The principal possesses the skills and abilities to lead the school in this transformation effort.

(1) Developing and increasing teacher and school leader effectiveness.

(i)   Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.	Carlton Kuhns	May 2015	July 2015
Describe how the district will replace the principal as part of the school's transformation model. The current principal at Nelson Island Area School was hired since the designation as a priority school. For			

purposes of this standard, the principal has already been replaced.

In the case of a school that has replaced the principal within the last two years (since the start of the 2013-2014 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this transformation effort that have been implemented during that time.

The current principal was selected as a result of a thorough and lengthy hiring process including multiple district level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community.

What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model?

The Lower Kuskokwim School District conducts a thorough and lengthy hiring process including multiple district level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community. The district hires principals that exhibit highly developed relational and leadership skills.

Additionally, the district has developed and implemented a Principal Intern Program. This program is designed to provide new administrative candidates with at least 1 year of administrative training and cross-cultural experience. Through the use of Title II funds, the district places 4 new administrator candidates into the internship program each year with the intent of providing a pool of prepared administrators each year.

Upon the recommendation of the superintendent or designee, an involuntary reassignment of administrators may be initiated based on the Negotiated Agreement between The Lower Kuskokwim School District (LKSD) and The Lower Kuskokwim Administrative Association (LKAA) and what is best for the students of the district. Based on the negotiated agreement between LKSD and LKAA, the superintendent the principal (Administrator) shall receive a (20) day written notice prior to the effective date of the involuntary transfer. However, if the Superintendent deems the ongoing presence of the Administrator detrimental to the educational program, reasonable notice of less than (20) days may be given. The notice shall state the reason for the transfer. (Negotiated Agreement, July 1, 2014 through June 30, 2016; Page 18 Articles b and c).

What barriers exist to replacing the principal and how will these be overcome?

There are no significant barriers to removing a principal with an unsatisfactory performance evaluation.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	Josh Gill	August 2016	July 2020

Describe the planned evaluation system for teachers, including key dates of implementation.

The LKSD Teacher Evaluation Rubric is in full implementation as of fall 2015 after having been piloted in the previous year. The new evaluation system is explicitly aligned with Alaska Teaching Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards. The redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals. While the performance domains are in full implementation for FY16, the student learning measures domain will not be calculated into the evaluation ratings until FY17 and beyond.

LKSD is piloting a new evaluation system to include a Goal Setting Meeting for Tenured and Non-Tenured Teachers due on or before September 30. This new evaluation system will be in full implementation 2016-2017 school term. There will be two Performance Evaluations one due on December 15 for Non-Tenured Teachers and February 28 for Tenured Teachers. The second Performance Evaluation will be due by March 31 for Non-Tenured Teachers and as necessary by the supervisor for Tenured Teachers.

There are three domains for these Performance Evaluations. Domain A consists of the teacher's Instructional Skills. Domain B consists of a teacher's professional conduct and responsibilities. The third domain is the management of the classroom environment. Domain D will be in full implementation 2016/2017 where student learning will be measured and scored into the teachers' summative evaluation.

There are three types of observations. Here is a brief description of each and what it entails. The first observation type is a Walk-through. There will be a minimum of two lasting no longer than (1-5) minutes and is unannounced. Feedback is always provided. The second observation is considered Informal. There will be a minimum of one of these lasting no longer than (10-15) minutes again it is unannounced and feedback is always provided. The last and final observation type is a Formal Observation. There will be one Formal Observation lasting from 30 minutes to a full class period in duration. This observation is scheduled with the Site Administrator or Assistant Site Administrator for a Pre-observation conference and a Post-observation conference preceding the observation. Feedback is always provided.

Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.

In 2015-16 all instructional staff including teachers and principals, are piloting the student achievement growth measures. Beginning in the fall 2016, all instructional staff including teachers and principals will implement the LKSD Student Growth Index (SGI) instrument. The instrument is designed to measure student growth in core academic areas using 3 data points; standards-based measures, norm-based measures, and content specific measures.

The district will take into account data on student growth in the following ways. There will be a rating associated with the Student Growth Target referred to as (Student Growth Index) SGI. The ratings below will share the measure of growth by the student and the teacher's evaluation will be tied to it. Currently,

our district offers professional development on the evaluation system, which informs the teacher on how to monitor and assess student learning to drive instruction. This standard will be expanded to take the student growth into account to determine the performance of the teacher. Student assessment data is readily available to teachers for students scheduled in their classes.

At the beginning of the school year, the principal will hold an initial evaluation conference with the teacher using historical data to guide instruction whether continuing on, re-teaching, or enriching instruction. During subsequent teacher and principal conferences historical data will be used to determine if student growth is occurring. Student growth will be determined based on the national norms provided by NWEA-MAP. If an adequate amount of student growth is not observed, this information will be noted on the teacher's evaluation. The principal will provide the teacher support, professional development pertinent to the teacher's need, and interventions to meet the noted shortfall. If over time, the teacher has not adjusted their instructional strategies and practices to address the lack of student growth. This information will be indicated on the teacher's evaluation documents using the ratings shown.

See the table below.

Student Learning Measures Domain D (Tentative, based on EED model)	
Rating	% of Students Meeting Growth Targets (SGI Score)
Exemplary	85% +
Proficient	65%-84%
Basic	40%- 64%
Unsatisfactory	<40%
	Student assessment data using MAP will be reviewed quarterly and teachers and administrators will be required, during evaluation conferences to indicate how they will modify or did modify their instructional practices to account for the changes noted in the data.

How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?

Each teacher evaluation cycle contains at least 2 walk-through observations, 1 informal observation, and 1 formal observation. Non-tenured teachers have at a minimum 2 evaluation cycles per year; Tenured teachers have at a minimum 1 evaluation cycle per year. In addition to observations by the supervisor, a teacher's evaluation may include classroom observations made by other qualified administrators. Teacher evaluations may consider information from other sources such as supporting artifacts/evidence and input forms from students and parents.

There will be a minimum of four required observations mentioned in the prior summary. The Formal Observation will use the District-approved electronic observation tool known as Observe4Success. The teacher will receive timely feedback as soon as the observation is complete in the form of a hard copy or in electronic format. Using the historical data, the principal and the teacher can collaborate during the post-observation conference. The results of the conference will be compiled and shared with the teacher.

How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?

Each teacher will review his or her student learning measure instruments with the principal on a mid-year and end-of-year basis annually. In cases where substantial above average growth of students is not evident, the principal will consult with the teacher to suggest additional strategies that will increase the likelihood of measureable growth.

All teachers are given a professional development session on how to retrieve MAP data to monitor the growth of all students taught by them. If once this data is analyzed where sufficient growth is not realized, then the principal will share conversations with the teacher regarding his/her instructional practices ultimately offering other strategies to help improve student growth.

Describe the planned evaluation system for the principal, including key dates of implementation.

The LKSD Principal Evaluation Rubric is in full implementation as of fall 2015. The new evaluation system, based on the New Leaders evaluation model, is explicitly aligned with Alaska Administrator Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards. The redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals.

The LKSD Principal Evaluation System will be used to evaluate the principal. The criteria to be used in the evaluation will be based on the *New Leaders Principal Evaluation Handbook.* For first through third year principal evaluation the goal-setting meeting will occur on or before September 30. For third year or more principals their goal meeting session will also be on or before September 30. The Formative Review will take place on or before December 15. Principals having more than three or more years will have their Formative Review on or before January 31. The Performance Review for the (1-3) year Principals will occur on or before March 31 and for (3+) year Principals will occur on or before April 30. If any additional evaluations are needed that will be determined by the District Evaluator/ Supervisor. Summative Evaluations will occur on or before May 15 for both (1-3) and (3+) year Principals.

There will be a minimum of two Direct Observations that may last (1-2) days. The observation is prescheduled and feedback is provided. A second observation will be more indirect in nature in that it is unannounced by a Supervisor from the District Office or designee. This Indirect Observation will be concurrent with the first principal evaluation for both the Formative Review and the Performance Evaluation and will include Domains: A, B, C, D, and E. In sharing Artifacts as a part of the School Improvement Plan, the Principal will submit these as a part of demonstrating proficiency. The use of School Data, student and parent input forms, student performance and attendance data will be submitted to the District Supervisor or designee as a means of demonstrating proficiency. The Artifacts and Data categories are continual. Here is a brief description of each Domain below.

In Domain A it deals with personal leadership and growth. As an administrator and being a school role model, it is vital to grow continually. Domain B involves having a vertically aligned vision with the district office and school to include school culture as well as family engagement. As an administrator this individual should model building relationships with the community. Domain C involves learning and teaching and is where the principal implements courses that are college and career ready. In an effort to help a struggling school here is where the principal can offer hope to its students after graduation. This act

in itself can help to encourage students to remain in school until graduation. Domain D is talent management where the act of delegation plays a part. Also, in this domain principals need to retain effective teachers. The final category Domain E, the principal will be rated on is strategic planning and systems management. There are also three levels of rating created as a rubric ranging from: unsatisfactory, basic, proficient, and exemplary.

Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.

In 2015-16, all instructional staff including teachers and principals are piloting the student achievement growth measures. Beginning in the fall 2016, all instructional staff including principals will implement the LKSD Student Growth Measures Instrument. The instrument is designed to measure student growth in core academic areas using 3 data points; standards-based measures, norm-based measures, and content specific measures.

The principal's evaluator will include information regarding the four domains as in the LKSD Principal Evaluator materials for the Principal Evaluation System. The evaluator will observe whether the administrator/principal uses assessment and evaluation information to make decisions around implementing curriculum. An administrator or principal exceeds this category of performance if data is used to run an effective school. MAP data will be used quarterly throughout the year to determine the school's effectiveness in increasing the academic achievement of students. The principal will use current data to implement the systems that need to be in place for staffing, placement, scheduling and implementing a sound yet diverse curriculum.

How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?

The evaluator will make 2 site visits to the school and may consider information from other sources such as supporting artifacts/evidence and input forms from students, parents and staff.

Formal evaluations of the principal of the principal will occur a minimum of four times to include two scheduled Direct Observations of principal pervasive practice, two unannounced Indirect Observation of principal practice to include a site visit by District Personnel or its designee. The evaluation will include ratings from the Rubric from the different domains. In addition to these observations, the principal's consistent daily performance will be considered that are aligned to the national (Interstate School Leaders Licensure Consortium) ISLLC standards.

How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?

Each principal will review his or her student learning measure instruments with the evaluator on a mid-year and end-of-year basis annually. In cases where substantial above average growth of students is not evident, the evaluator will consult with the principal to suggest additional strategies that will increase the likelihood of measureable growth.

The principal will consistently monitor the growth of all students particularly high school seniors to see if they are meeting or mastering benchmark standards on the MAP assessment and graduation requirements. If the Supervisor or designee determines there is not adequate growth on graduation and student MAP

Assessments then several conversations will occur regarding the principal's performance or lack there of. Several strategies for improvement will be shared as well through modeling and regular Supervisor observations.

Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems.

The redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals. The LKSD Teacher Evaluation Rubric is in full implementation as of fall 2015 after having been piloted in the previous year. The new evaluation system is explicitly aligned with Alaska Teaching Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards.

The principal and staff at NIS will be included in the review of the current evaluation system. Their input will be gathered through surveys and dialogues during meetings.

What capacity does the district have to implement a new evaluation system for teachers and the principal?

Implementation is underway of the redesigned evaluation system and includes multi-year training with internal experts and external consultants in the areas of instructional strategies, data mining, inter-rater reliability, and Alaska Student Learning Standards. Evaluation system training is provided during each of the 6 principal in-services provided by the district every year.

What barriers exist to implementing this new evaluation system and how will these be overcome?

We do not anticipate any barriers in the implementation of this evaluation system other than teacher and principal turnover.

The barriers that may exist towards this new evaluation system would be the commitment, dedication, time, and resources to conduct a thorough review of the process. There will perhaps be some reluctance to the notion that associating teacher performance with student growth will be a part of the upcoming evaluation system.

These barriers will be overcome through gradual implementation of a thorough explanation on the (Student Growth Index) SGI and illustrate to the teachers and administrators how other successful school districts have already implemented the process. The first year of implementation will give the teachers and administrators time to understand how to extrapolate data to make it meaningful towards driving instruction. Next, they will review the data, discuss working practices, and discard strategies that are not meaningful in moving poor student achievement. Once the staff has been acclimated then the evaluation component will become a part of teacher performance.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	Josh Gill Carlton Kuhns	August 2016	July 2020
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as			

applicable) who have increased student achievement and/or high school graduation rates, including key dates of implementation.

As part of this grant, teachers and principals who have demonstrated a level of exemplary performance will be considered for additional opportunities to attend professional conferences, reimbursement for coursework, and approval for state and national educational committees.

Additionally, high performing teachers will be offered a 5-day contract extension to serve as building level instructional leaders.

As graduation rates increase, a reward system will be developed and implemented at the school level.

Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Each teacher evaluation cycles contains at least 2 walk-through observations, 1 informal observation, and 1 formal observation. Non-tenured teachers have at a minimum of 2 evaluation cycles per year; Tenured teachers have at a minimum 1 evaluation cycle per year. In addition to observations by the evaluator, a teacher's evaluation may include classroom observations made by other qualified administrators. Teacher evaluations my consider information from other sources such as supporting artifacts/evidence and input forms from students and parents.

If a staff member receives an evaluation rating of "unsatisfactory", then a professional plan of improvement is developed targeting the area(s) of weakness. If after ample professional development opportunities have been provided with little or no improvement, the staff member will be non-retained using procedures consistent with state statute, evaluation procedures, and the negotiated agreement.

The teacher evaluation process and the classified employee process will be used to remove staff that have, after ample opportunities have not improve their professional practices after many opportunities have been provided for them. The school administration will strictly adhere to the policy and procedures set down in the negotiated agreement between LKSD and LKNEA for Teachers and Classified Employees. The NIS principal will work closely with the LKSD Human Resources Personnel Director to involuntary transfer any staff that has not improved their professional practices. These decisions will be determined on a case-by-case basis.

What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?

The funding through this grant opportunity will allow the district to implement the reward system. No additional funds are needed from this grant for the removal of staff as the capacity and procedures are already in place.

What barriers exist to implementing this new reward and removal system and how will these be overcome?

We do not anticipate any barriers in the implementation of this evaluation system other than teacher and principal turnover.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	Carlton Kuhns, Josh Gill, Andrea Engbretsen, Janelle Vanasse	August 2016	July 2020

Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction), including key dates of implementation. (Add rows as needed to use a separate row for each specific activity or strategy.)

LKSD has a robust professional development capacity that provides continuous job-embedded training for all instructional staff. Thirteen in-service days are built into the teacher contract, seven of which are site-based to meet site AK STEPP and other site identified goals, and six of which are district delivered to meet the needs of district requirements. District in-service plans include an analysis of the student learning data at the district level and targets the interventions necessary for student success.

Two of the six district in-service days are delivered via VTC through an innovative job-embedded model referred to as K100. A diverse range of more than 100 VTC sessions, are available to teachers to meet job-specific instructional and curriculum needs. The K100 sessions may be taken during the calendared in-service days, or alternatively, teachers may take the sessions in advance, after their contract day, to bank the time against the in-service day on the calendar.

Our induction professional development for first and second year teachers has been in place for the past 6 years. New teachers to the district are provided with 5 additional contract days to participate in the induction program, which has a planned sequence of identified induction elements such as cultural training, curriculum-specific training, SIOP instructional model, and CHAMPS classroom management training. Second year teachers attend a series of 3 Saturday in-services as part of the induction program. These training days focus on job-embedded curriculum and pedagogy.

Additional professional development opportunities are provided on an as-needed basis to schools, such as CHAMPS training, Imagine Learning, Read180 as an example.

Dual Language Enrichment Staff Development	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
Bi-weekly VTC Training with LKSD Facilitators and Coaches	Principal Thomas Gobeske	August 2016	On-going

How will the professional development be designed with input from school staff?

Professional development in LKSD is designed to meet the needs of instructional staff through the analysis of student data, gap analysis of implementation of the Instructional Framework, and an active survey process to the teaching staff to determine needs.   At the end of each professional development activity, participants provide an evaluation of the effectiveness of the training.

The professional development here at NIS will have all staff (collaborative in nature) to complete a Needs Assessment regarding the types of Professional Development offered. The second goal is to focus Researched-Based Professional Development that focuses on Student Learning and Improvement Goals performed in a systematic manner using data to determine trends in student academic shortfalls as well as educator needs. Once the Needs Assessment is completed and analyzed, a Collaborative Plan is devised. This is an on-going responsibility of the School Improvement Committee, where all staff has a role on a specified committee.

What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?

The district collaborates with outside consultants to provide ongoing, high-quality professional, job-embedded professional development that is aligned with the instructional program. This professional development has spanned several years and has moved schools further along the effective practice continuum. Each school is provided training to meet their unique needs and is supported with experts at the district level and through outside consultants. The district has the capacity to provide content specific professional development as well as instructional model professional development (SIOP, Dual Language, CHAMPS).

What barriers exist to implementing these professional development strategies and how will these be overcome?

One barrier is principal turnover, which can disrupt a smoothly laid out professional development plan. To address this concern, the district assists sites by housing professional development plans and working with new principals to keep the professional development plans moving forward. Another barrier is the large geographical size of the district, which due to cost factors limits the ability to conduct face-to-face professional development as well as impacts time away from site. The district does provide a large portion of professional development through the VTC.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	Josh Gill	August 2016	July 2020

Describe the ways in which staff will receive financial incentives for achievement gains at this school.

As part of this grant, teachers and principals who have demonstrated a level of exemplary performance will be considered for additional opportunities to attend professional conferences, reimbursement for coursework, and approval for state and national educational committees.

Additionally, high performing teachers will be offered a 5-day contract extension to serve as building level instructional leaders.

As graduation rates increase a reward system will be developed and implemented at the school level.

Describe the ways in which staff will be provided opportunities for promotion and career growth.

The district has developed and implemented the following programs to provide opportunities for promotion and career growth:

- Principal Intern Program: The Principal Intern Program is designed to improve the recruitment, quality, and retention of principals. Eligible applicants must have a type B principal's certificate or be enrolled in a principal certification program to be eligible for the principal internship component. This program supports four assistant/intern principal positions.
- Principal Career Ladder Program: The Principal Career Ladder Program provides tuition support for approved certified teachers to pursue their type B principal's certificate.
- Career Ladder/TEACH Program: The Career Ladder/TEACH Program provides an avenue for the district to employ an increased number of certified Yugtun teachers and creates a clear career path for all associate teachers to work toward teacher certification status.
- Certified Teachers Adding Additional Endorsement Areas: The district assists certified teachers who are pursuing additional endorsement areas in high needs areas, such as Special Education and Math, by providing tuition support.
- Certified Teachers Adding Highly-Qualified Areas: The district supports certified teachers adding highly-qualified status areas by covering testing fees and associated travel costs.
- Membership on Curriculum Committees: The district recruits certified teachers, associate teachers, and other staff for membership on various curriculum committees.

Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.

Contract and current employment practices allow for significant flexibility as needed.

How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school?

Teacher hiring is a significant challenge and in recent years has resulted in numerous teaching positions remaining unfilled when the school year begins. The district is actively reviewing and revising the recruiting and hiring process.

- LKSD hiring teams attend Alaska Teacher Placement and national job fairs throughout the year to recruit and hire staff with the necessary skills and abilities that align with the needs of our students.
- The Director of Personnel and staff search the Alaska Teacher Placement website and other job search sites for qualified candidates.
- The district will develop relationships with teacher preparation programs to enable new teacher candidates to conduct their student internships in LKSD schools.
- The district has designed and implemented career development programs that promote promising teachers and principals from within the district.

What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?

The district is in the process of implementing a new effort to place student teachers in LKSD schools from teacher preparation programs in other states. This strategy will not only assist in recruitment and hiring, but should increase retention as well. The district continually explores new ideas to recruit and retain capable staff.

What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

Teacher hiring is becoming an increasingly challenging area. Due to this, the district is developing and will continue to develop new strategies for the recruitment and retention of capable staff. As mentioned above, partnering with teacher preparation programs in other states provides a new avenue for recruitment and offers promising results.

(1) Developing and increasing teacher and school leader effectiveness.

    (ii)   Permissible Activities

In the chart below, please check each optional permissible activity for increasing teacher and school leader effectiveness that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
☐	(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
☐	(B) Instituting a system for measuring changes in instructional practices resulting from professional development.
☒	(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. Consistent with the Teacher's Negotiated Agreement, current procedures allow for principals to interview and make selection decisions for teacher placement including transfer requests within the district. Key Timeline: This is currently in place and will continue.

(2) Comprehensive Instructional Reform Strategies

    (i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	Janelle Vanasse Andrea Engbretsen	August 2016	July 2020

Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly adopted instructional program, how the district used data to identify the research-based program that was selected.

The LKSD Instructional Framework details the district's instructional program and explains its processes and procedures for implementation. Initially, student data from various sources were analyzed and needs identified. Then the Department of Academic Programs personnel working with outside entities such as Alaska EED and expert consultants, researched best practices that best fit the needs of district students. These identified programs or other types of practices then became part of the LKSD Instructional Framework. An ongoing data cycle drives the annual updates to this instructional framework, which contains such programs as the SIOP (sheltered instruction) model, Dual Language Instructional model, and Response to Instruction/Intervention.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.

When curriculum is reviewed on the six-year cycle, it is aligned with the Alaska State Standards. It is during this review cycle that it is also examined for vertical alignment so students will be ready for the next grade.

Describe how the district will ensure that the instructional program is aligned with the Alaska Standards, including key dates of implementation.

The district curricula as well as pacing guides and alignment structures are housed on Rubicon, a web-based curriculum management tool. Each content area curriculum is aligned to the Alaska State Standards through a review cycle every six years, or more often as changes are made at the state level. As part of the curriculum review process, best practices in each content area are researched and incorporated into the curriculum. Research is selected by accessing the Department of Education's website for each content area. Research at national websites, such as the National Council of Teachers of Mathematics and the National Association of English Teachers, is also reviewed.

The instructional program is aligned to the Alaska State Standards.

What capacity does the district have to identify and implement an aligned research-based instructional program?

As evidenced with the LKSD Instructional Framework, the district does have the capacity to identify and implement an aligned research-based instructional program. The Instructional Framework was collaboratively developed and includes input from outside experts. Our curriculum is explicitly aligned with Alaska State Standards, which is further supplemented with Tier II and Tier III research-based intervention programs.

What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?

A large percentage of students whose achievement scores place them at tier III interventions; thereby making it difficult to deliver core curriculum at grade level. This can be overcome if significant resources are available to tier III students to accelerate academic growth to enable success in tier I programs.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Janelle Vanasse Andrea Engbretsen	August 2016	July 2020

Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students, including key dates of implementation and specific assessments that have or will be used.

The district has embraced the data driven decision-making process and provides extensive professional development and coaching on collecting and using data to inform and differentiate instruction. It is embedded in the LKSD Instructional Framework:

The district has a well-defined assessment structure that includes both summative and formative measures. Priorities include:

- Valid and careful administration of the universal screening and benchmarking measures on schedule three times a year.
- Staff review of the above data three times a year.
- Instructional coaches have been trained and support classroom teachers in implementing Rapid Inquiry-Driven Change Cycle.
- The "SPUR" cycle of *Set Focus, Plan Change, Undertake Change and Recharge & Sustain* is used in short 12-18 week cycles by teachers to focus on student improvement.
- Use of the data at each school site to plan core instruction and intervention as needed for students who are achieving ahead of or behind expectation.
- Effective and ongoing formative assessment of student progress each day in the classroom; strategic and progress monitoring of student response to instruction as needed.
- Targeted summative and formative assessment of student achievement to be used for grading and reporting to parents.

Specific assessments include State Assessments, WIDA Testing for LEP Students, MAP Testing, AIMSWeb, Yugtun CBM, and classroom formative and summative assessments.

What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?

For the past several years, the district has worked on institutionalizing the use of student data to inform and differentiate instruction. It has taken time to determine needs, purchase and develop assessments, and provide extensive ongoing professional development to district office staff, principals, and teachers in the administration of assessments, operation of assessment websites, collection and analysis of data, and the use of data to inform and differentiate instruction. This collaborative process has involved district personnel at all levels as well as expert consultants. While the mechanisms for this system are in place, the professional development needs are ongoing due to teacher and principal turnover.

Leadership meetings with principals are focused on analyzing student achievement data and identifying school goals using Professional Learning Community structure called High Performance Teams. This is a highly collaborative process that involves a broad range of instructional staff, and to some extent the local advisory school boards. Principals lead their High Performance Teams at site to continuously review performance data and make instructional placement decisions.

What barriers exist to using student data to inform and differentiate instruction?

Time for principals and teachers to learn how to access data and develop plans for differentiation is a significant barrier. This is addressed through professional development related to data access and analysis and additional collaborative time for planning differentiated instruction.

Continuous training is needed due to teacher and principal turnover.

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for comprehensive instructional reform that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
☐	(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
☒	(B) Implementing a school-wide response to instruction/intervention (RTI) model. Nelson Island Area School is implementing a school-wide RTI model and continues to assess and refine its implementation to improvement student achievement. The RTI tier II and tier III intervention programs being used are: Read180; Language!; Imagine Learning.
☐	(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
☐	(D) Using and integrating technology-based supports and interventions as part of the instructional process.
☒	(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. The LSKD Step Grant that begins October 2015 provides resources to increase graduation rates through the development, training, and use of an early warning system for at-risk students.

(3) Increasing Learning time and creating community-oriented schools
(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development.	Assistant Site Administrator Dr. Linda Washington	August 2016	August 2020
Actions: The Lower Kuskokwim School District has approved NIS's certified staff calendar to operate on an 7.5- hour day (8:30AM-4:00PM). Teachers and students will be provided opportunities for increased learning time before and after school, during the day, and during the summer months. The following schedules and strategies will be utilized.	**Years 1, 2, 3, and 4** NIS will provide a Freshman Camp the four years the grant is received. If the money funded through the grant is not sufficient to host a 5-day camp then other avenues will be pursued to provide rising 9th graders needed support. **Sustainability** When funds are not available, NIS will provide rising 9th graders a 2-day camp funded through other school sources.		

Summer Programs • Freshman Camp: NIS will implement a 5-day Freshman Camp for rising 9th grade students prior to the beginning of school. The summer camp will help entering freshmen from the village better understand the expectations of attending high school and what it will take to be able to graduate. • Activities will promote appropriate social interaction, development of communication skills, team building, and participate in diagnostic tests such as MAP Reading, Writing, and Math. Students will tour the building, visit 9th grade classrooms, preview courses and graduation requirements, and establish positive relationships with peers, principals, guidance counselor, instructional aid, and teachers. • MAP Prep Review: A two- week intensive remediation program will be provided to students that did not pas one or more areas of the MAP test. • Students will be provided instruction via small group instruction, one-on-one tutoring, individualized instruction, and computer-aided programs. • The MAP retest will be given at the end of the two-week program. **Intervention and Extended Learning** • Credit Recovery: Zero periods are designed to allow students who fail a core course to arrive to school at (7:00 AM) or after school (4:00 PM) as well as during the week for extended day period. • Study Skills and Test Preparation will be offered to 10th and 11th grade students and designated 12th grade students that did not pass the writing test and will be required to take the Writers Workshop during the first semester to achieve maximum performance on the MAP Test. Eleventh grade students who scored far below proficient in Math will be required to take a remediation course. Study Skills will be offered the entire year.	**Years 1, 2, 3, and 4** NIS will provide identified students with MAP review to prepare them through other system and school funds. **Sustainability** NIS will continue to provide these programs as long as staff is available. **Year 1,2,3, and 4** Literacy and Math Support will be offered and implemented four years of the grant.

Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.

See the aforementioned section for an explanation of increased learning time and see the chart below for a proposed schedule.

Proposed 2016-2020 Enrichment Day (Wednesday Only) School Schedule		
	Beginning	Ending
Teacher	7:00 AM	4:00 PM
Students	7:15 AM	3:30 PM
Zero Period	7:25 AM	8:15AM
First Period	8:20 AM	9:10 AM
Second Period	9:15 AM	10:05 AM
Third Period	10:10 AM	11:00 AM
Fourth Period	11:05 AM	12:30 PM
Lunch	11:00 AM	11:30 (1st Lunch)
	11:30 AM	12:00 (2nd Lunch)
	12:00 PM	12:30 (3rd Lunch)
Fifth Period	12:35 PM	1:25 PM
Sixth Period	1:30 PM	2:20 PM
Seventh Period	2:25 PM	3:15 PM

One day a week will be established as NIS Enrichment Day. On this day, core classes will be cut to 50 minutes and the enrichment period will be held between 3rd and 4th period. Each week the students will participate in Extended Academics and Extended Curricula Activities.

Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.

This time will give the students more time to focus on a given need and practice it. While it will give the teachers time to have collaborative planning. This time will give students a double block of Math instruction daily. Students who qualified for Extended Reading will have a double block of reading.

Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The eight- period day will benefit both students and teachers. It will give students an opportunity to select an elective. Yet, it will give the teachers an opportunity to collaboratively plan. This schedule will also accommodate the advisor/advisee block of instruction.

What capacity does the district have to establish schedules and strategies that provide increased learning time?

The district provides schools with the calendar template from which individual schools develop their school calendar. Significant flexibility is available to each site. Additionally, the district has procedures for contract extensions for extended year and day programs.

What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

One barrier is the teacher negotiated agreement language restricts the district from mandating that a teacher accept a contract extension, which may limit the amount of extended day or year programs.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.	Dr. Linda Washington	8/2016	8/2020

Describe how the district will provide ongoing mechanisms for family and community engagement.

- NIS is a high poverty school and understands the need to effectively involve and collaborate with parents and community to help the school achieve its goals. The Transformation Model will provide the stimulus to strengthen the programs already in place. NIS would like to employ an Instructional Aide and Guidance Counselor.
- The Instructional Aide will identify and monitor the growth of students in danger of falling behind. The Instructional Aide will meet with all grade levels of students and assist them in getting back on track counseling, mentoring and providing resources to meet their needs.

What capacity does the district have to provide ongoing mechanisms for family and community engagement?

NIS currently employs a Community Advocate that acts as a liaison between the school and the community. This individual meets with parents either in the community or at school to assist them with finding resources to meet their needs in order to provide a healthy environment at home and school.

What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?

There are no known barriers since this is already occurring.

(3) Increasing learning time and creating community-oriented schools

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing learning time and creating community-oriented schools that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
☒	(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. NIS is a Priority school and understands the need effectively involve and collaborate with parents and community to help the school achieve its goals. The Transformation Model will provide the stimulus to strengthen the programs already in place. In order to ensure a safe and orderly school environment the Positive Behavioral Intervention Strategies (PBIS) Discipline Committee will be redesigned to include relevant faculty, staff, village police officers, and community members. The purpose of this committee will be to review three years of discipline data and created a proactive plan to address specific areas of need that were noted from the Alaska Behavioral Survey. The findings from NIS noted students are high risks in areas such as alcohol, drugs, tobacco, sex, and violence. These concerns will be the initial concern of this committee. This committee will create weekly data to review with the school leadership team as well as disseminate among all staff regarding discipline statistics and specific areas needing improvement.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date
Safe and Orderly School Environment See above description for Implementation Steps.	Principal Thomas Gobeske	August 2016	August 2020
The task above is to be a continual practice the school desires to model from year to year.			

X	
☒	(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. NIS will extend instruction to offer early morning, afterschool, and Enrichment Day every Wednesday of each week. During the Enrichment Day will be time allocated for students to meet with their homeroom teachers/advisors to build relationships and be encouraged to continue goal setting strategies towards meeting graduation requirements. There will be time to monitor academic progress and provide encouragement as well as support. This task will use the Enrichment Day Schedule noted above.
☒	(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. This information has been shared in the section on Safe and Orderly School Environment.
☒	(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. NIS currently offers a full kindergarten program and does not desire to compete with the village

	pre-kindergarten program already established by Rural CAP.

(4) Providing Operational Flexibility and support
(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.	Carlton Kuhns	August 2016	July 2020

What different operational flexibility will the school have in relation to staffing?   Sites have the capability to hire additional certified staff, as well as paraprofessionals, as a result of the district's site based budgeting process.
What different operational flexibility will the school have in relation to school calendars and instructional time?   The district provides schools with the calendar template from which individual schools develop their school calendar. Significant flexibility is available to each site. Sites also have the ability to incorporate a collaboration day/early dismissal one day per week.
What different operational flexibility will the school have in relation to budgets?   The district utilizes a site based budgeting process, which give each building significant flexibility in determining budget priorities including staffing, professional development, facilities, student activities as examples.
What capacity does the district have to grant operational flexibility to the school?   As identified in the previous three responses significant operational flexibility is provided to schools.
What barriers exist to granting operational flexibility to the school and how will those be overcome?   No known barriers exist.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Carlton Kuhns Josh Gill	August 2016	July 2020

Describe how the district will provide ongoing, intensive technical assistance and related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.

The LKSD Administrative Team will provide oversight and support for the implementation of the Transformation Model for Nelson Island Area School.
- Review monthly site reports
- Coordinate expert consultants
- Monitor SIG grant requirements
- Oversee budgets and budget revisions
- Ensure adequate grant resources are available (technology, personnel, financial, technical support)
- Monitor site implementation of the grant
- Provide technical assistance for reports
- Monitor timely preparation and submission of reports

The team will be comprised on the following people:
- Daniel Walker, Superintendent
- Carlton Kuhns, Assistant Superintendent of Instructional Programs
- Janelle Vanasse, Director of Secondary Education
- Andrea Engbretsen, Director of Elementary Education
- Josh Gill, Director of Personnel and Student Services
- Ashley Crace, Director of Special Education

A team member will be designated as point person for this grant site:
- Nelson Island Area School – Carlton Kuhns

The school has an assigned itinerant instructional coach to support data analysis, curriculum implementation, differential instruction, classroom management techniques, positive learning environment, best practices, technology integration:
- Nelson Island Area School – Dora Strunk

The school has an assigned State System of Support (SSOS) Coach:
- Nelson Island Area School – Dan Walker

What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?

The LKSD has experience, capacity and adequate resources to support the priority schools included in this application in order to implement, fully and effectively, the required components of the transformation model starting on the first day of the first year of full implementation.

Administrative Team
- Coordinates district efforts to meet the academic needs of students
- Assigns site evaluator to conduct on-site formative reviews and performance evaluations that includes the implementation of the Title I School-wide Plan

Instructional Department
- Conducts principal professional development
- Provides technical support to principals
- Monitors grant implementation and reporting
- CTE Program aligning of counselor (if a site selects counselor)
- Coordinates high-quality professional development opportunities
- Provides an itinerant instructional coach to support data analysis, curriculum implementation, differential instruction, classroom management techniques, positive learning environment, best practices, technology integration

Personnel Department
- Recruits principals that exhibit highly developed relational and leadership skills and have the ability to successfully lead a school improvement effort
- Collaborates with the administrative team and principals to determine staffing needs
- Recruits highly-qualified teachers and staff to meet the unique needs of the school
- Supports the development of personnel based on individual, school and district needs
- Provides professional development on staff employment, evaluation, and other personnel procedures
- Maintains personnel records to ensure compliance with state and federal requirements
- Submits required personnel and effectiveness reports

Technology
- Supports technology integrated instruction
- Provides training and assistance for web-based interventions and assessments
- Maintains technological infrastructure

What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?

The most significant barrier is the coordination of technical assistance services provided by the district and the state through the SSOS coaches. Along with the challenges of the geographical size of the district, coordination of the technical assistance resources requires increased intentionality in communication and collaboration.

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for providing operational flexibility and support that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
☐	(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
☐	(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Pre-Implementation/Planning Year Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use "other" to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

☒	Family and Community Engagement: **Community Mentoring and Tutoring** NIS is a priority school and understands the need to involve and collaborate with parents and community to help the school achieve its goals. The Transformation Model will provide the stimulus to strengthen the programs already existing. For example, NIS currently has Community Mentoring with the Elders in the village. NIS wants to expand this program to enrich the overall enhancement of the student by tutoring them also. The NIS Community Advocate acts the liaison between the families in the community to ensure proper communication lines are open and students receive appropriate assistance. The Community Mentoring program will be enhanced to add tutoring which will start during the implementation year August/2016 and will be a continual program as volunteers are available.
☐	Rigorous Review of External Providers: There will not be external providers.
☒	Staffing: NIS wants to add a guidance counselor and instructional aide to the staff. **Full-Time Guidance Counselor/Drop-Out Prevention Specialist** A full-time guidance counselor will be added to the NIS staff that will provide the social emotional support students and staff need. This counselor will also train mentors/teachers as advisors and oversee the entire student body within the middle school to a high school setting. The effectiveness of the program will be monitored through the use of student surveys, parental surveys/interviews, student sign-in sheets for guidance usage, and specific follow-up for selected students based upon at-risk criteria. The counselor will use SMART goals to monitor the effectiveness of student goal setting, planning, and implementation. The NIS Teachers-As-Advisors will systematically help students in grades 2(6-12) be assigned to a small group to be a facilitator focused on: 1) Career Management: Awareness, Exploration, and Planning; 2) Academic Achievement: Educational Attainment and Lifelong Learning; and 3) Life Skills: Personal and Social Development. The framework listed above is what the guidance counselor will follow. **Year one,** all incoming 9th graders will be assigned a homeroom advisor/teacher. The sophomores, juniors, and seniors will remain with their teacher as a cohort. Job-embedded professional learning will be provided to support the teachers. Every student will be a part of the Teacher/Advisor program. **Timeline: Years 1, 2, 3, 4,** and Sustainability

	A student's personal development influences their ability to stay in school and be successful. The social development plan is structured in three broad domains: a) Motivation (Academic Discipline); b) Social engagement (Relationships with School Personnel); and c) Self-Regulation (Ability to manage feelings. The Student Readiness Inventory captures the student's perceptions of themselves, their families; commitment to education, school-related factors, and other important biographical data. The results of this information will help the school identify and intervene with at-risk students, match students' needs to resources, and identify areas where additional resources are needed.
☒	Instructional Programs: **"Parents Raising Safe Kids"** The program is an 8-week session to help families provide nurturing environments to their children. With this program the facilitator will have to become trained and certified. This is an evidence – based program that is effective in helping culturally and ethnically diverse families receive science-based information and resources on parenting, child development, *violence prevention, *bullying, and *the impact of violence. The NIS staff wants to focus on violence prevention, bullying, and the impact of violence. When parents take these sessions the parent- child relationships are strengthened. When the home is strengthened research shows academic achievement is improved.
☒	Professional Development and Support: "Parents Raising Safe Kids" Certification Workshop Years 1, 2, 3, and 4
☐	Preparation for Accountability Measures:
☒	Other: Extended Professional Learning Opportunities Travel for training in Parents Raising Safe Kids RTI Conference Alaska for (5)Teachers Professional Learning Community for State Freshman Training Camp Supplies Technology to Provide Student Interventions Counselor Benefits Instructional Aide Benefits 5 Network Printer/ Scanner (4) Summer School Program Teachers (9th, 10th, 11th, and 12th) grades

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation/planning through June 30 2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020).

Indicate the funding sources and amounts provided to support the school each year	2015-2016 Funds	2016-2017 Funds	2017-2018 Funds	2018-2019 Funds	2019-2020 Funds
State Funds	971,672	971,000	971,000	971,000	971,000
Local Funds					
SIG 1003(g) Funds	52,301	277,464	280,631	283,892	287,252
School Improvement 1003(a) Funds	20,000	20,000	20,000	20,000	20,000
Title I, Part A: Improving Basic Programs	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided
Title I, Part C: Migrant Education	3,404	3,400	3,400	3,400	3,400
Title II, Part A: Teacher and Principal Training and Recruiting Fund	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided
Title II, Part D: Enhancing Education Through Technology					
Title III, Part A: English Language Acquisition	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided
IDEA Part B	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided	Direct Services Provided
Carl Perkins					
Other: Indian Education	58,997	58,900	58,900	58,900	58,900
Other: Moore Targeted Assistance	63,004	0	0	0	0
Other: Parent Involvement 1%	1,155	1,100	1,100	1,100	1,100

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention
Indian Education	The LKSD parent advisory committee, CNE-PAC, has approved Indian Education funds to be used in support of Title I school-wide programs. The Title I school-wide plan housed on AK Stepp provides the mechanism to align program elements, resources, tasks and other information.
Moore Targeted Assistance	Nelson Island Area School is in its final year of receiving Moore Targeted Assistance funds, which have facilitated the implementation of a school-wide RTI program. The alignment of these programs will further strengthen and embed the school-wide RTI program at the school.
Parent Involvement 1%	The Parent Involvement 1% plan activities align with and will provide additional support for the community and family engagement components included in this proposal. Last year's Parent Involvement Plan provided student incentives for being responsible, respectful, and helpful and supported, along with other funding sources, parent/family activity nights.

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:

It is anticipated the School Board will maintain a commitment to site-based funding and site-based management principles. Additionally in consideration of the predicted success of the counselor program, it is also anticipated that the School Board will consider prioritizing a similar program.

Hiring Practices:

The district will continue its current hiring practices and develop new strategies for the recruitment and retention of capable staff.

Supporting Professional Development:

The district will continue it huge commitment to professional development though multiple funding sources including pursuing grants to support additional efforts to improve student achievement. School level selected professional development is currently supported and embedded in the district's professional development delivery plan.

Changes made in Policies and Practices:

The district has determined that no practices or policies will interfere with the full and effective implementation of the transformation model. If at any time the principal believes a district policy or practice is interfering, then procedures are in place to address and if necessary change these barriers.

Other:

School: Nelson Island Area School

District: Lower Kuskokwim School District

Grade span: PK - 12

School Enrollment: 203

ASPI Score: 53.66

Star Rating: *

Title I School? YES

Title I Program: Schoolwide

Accreditation: YES

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

Nelson Island Area School has been designated as a 1-star school. The ASPI report, located at the end of this Report Card, contains information about why the school received this rating. Since our school has a 1-star rating, we must conduct a needs assessment and implement an improvement plan. Parents and community members are invited and encouraged to be a part of the school improvement process. If you are interested in participating in this process, please contact Darryl Daugaard at (907)427-7815.

Nelson Island Are School has been designated as a Priority school. This designation is based on its star rating and potential to benefit from additional support. The school implemented interventions beginning in the 2013-2014 school year and must continue these interventions for a minimum of three years. The state and district will provide oversight and support.

The district has selected the following actions, strategies, and interventions to be implemented at our school. A new language arts curriculum, which includes both reading and writing, is being implemented. The research-based Sheltered Instruction Observation Protocol Instructional Model is being used in classrooms regardless of the language program type. A new teacher evaluation system is based, in part, on the implementation of sheltered instruction in the classroom. Response to Instruction/Intervention, a multi-tier system to maximize student achievement, is being implemented to support struggling students. Teachers will be supported in these initiatives through mentoring, coaching, professional learning communities, and other forms of professional development to ensure the success of our students and schools.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

     from the school or district at: _____

     or on the district website at: _____

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
Bachelors	*Masters*	*Ed Specialist*	*Doctorate*
8	7		

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Percentage of Classes Taught by Highly Qualified Teachers	90.60%

The percentage of teachers in the school teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Other School Information

Grades KG-8 Retention Rate:	0.00%	Number of High School Graduates:	9
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	5.7%	Number of Grade 7-12 Dropouts:	2
Enrollment Change:	-2.4%	Enrollment Change Due to Transfers:	29.0%
Students Survey Return Rate:	75.8%	Parents Survey Return Rate:	42.9%
Students Commenting:	20	Parents Commenting:	25
Average Volunteer Hours Per Week:	9	Community Members Commenting:	11
Persistently Dangerous School:		School/Business Partnerships:	0