



Individual School Plan For Tier I or Tier II Schools
Transformation Model

School Name:	<u>Gambell (John Apangalook Memorial)</u>	Tier:	<u>1</u>
District:	<u>Bering Strait</u>	Intervention :	<u>Transformation</u>
Principal's Name:	<u>Dawn Johnson</u>	Phone: (907)	<u>985-5515</u>
Principal's Email:	<u>djohnson@gam.bssd.org</u>	Fax: (907)	<u>985-5435</u>

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 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 2008-2009 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
2007-2008	142	135	19	5
2008-2009	143	132	30	11

- Did this school have an **Instructional Audit** by a site visitation team? What year? NO
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.

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.

<p>Demographics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to AK GLEs <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input checked="" type="checkbox"/> other: BSSD Standards 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with AK standards & GLEs <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data <input checked="" type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input checked="" type="checkbox"/> other: Aligned to BSSD Standards
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<p>Professional Development</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input checked="" type="checkbox"/> other: Eval Tool aligned to BSSD Model & 6 Domains 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in AK GLEs <input checked="" type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, 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	SBA scores for the previous two years (07/07 and 08/09) are definitely mixed. In general, writing scores are showing an upward trend, math scores are relatively flat and Reading scores are mixed. To date, there is not a clearly discernible pattern of upward trending. What is clear is that students in this school are achieving at higher rates of proficiency on the SBAs in the earlier grades. As students get older, proficiency scores are lower. Based on our alignment of our student performance standards to the State GLEs we know that students on pace on our standards are likely to score proficient on State examinations. The majority of students at this school are not on appropriate instructional pace. Much more work is needed in terms of instructional planning and pacing. Additionally, staff development is needed to make certain all teachers, including those teaching at the upper levels, are using appropriate instructional strategies.
Graduation Rate	Graduation Rate: this school has a 3-year trend of substantial increases in graduation rate. While we have not finished final calculations of graduation rate for this year, the trend is certainly continuing. When we began administering the HSGQE, it took multiple administrations of the test until more than a handful of students from this school were able to pass all three sections. The improvement in graduation does show that it is becoming the norm for students in this school to be able to pass the exam and that the school has increased academic expectations at the upper levels. Much more work is needed in this area, however, as just over half of the students at this school are graduating.
Attendance Rate	Attendance - This school's attendance rate is a major cause for concern and is certainly a contributing factor to student achievement scores as well as a impediment to instructional procedures (e.g., classroom instructional pacing, formative and summative assessments, etc.). In order to substantially improve student achievement, this statistic must improve. Last year, students at this school missed a total of 5,601 instructional days. Thus far the school has increased work with a district liaison and the District Attorney's Office for the region in order to decrease excessive truancy. Work has begun, but must continue, with collaborative community-based efforts to increase attendance.
ELP Assessment	There is a higher number of ELL in this village, percentage wise than any of our other schools. Almost every incoming kindergartner score or are rated as a PHLOTE on the parent language questionnaire and the language observation checklist. Our data shows that the students in this site are taking longer than similar students in other sites, to become proficient on the ELP assessment.
Instructional Audit or Self Study Tool	We have not had a DEED instructional audit at this site. The self-study tool will be implemented quarterly as part of this plan.
Demographics	Enrollment is up however attendance is very low, drop-out is high, and ethnicity is 100% AK Native. These indicators shows a basic need for engaging, relevant and connected instruction, In regards to grade level, with the alignment we have done to the state grade level expectations, we know that the students are behind pace indicating that we need to instruct at a higher pace than 1 academic year in one calendar year, the discipline logs for this site are extensive indicating a need for a schoolwide positive behavior plan
Curriculum	Curriculum is research based, however not implemented with fidelity at this site, pacing/advising and formative assessments are all used to identify gaps which first

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	appear in the ECE where students are coming in with 2-3 years delayed growth as 3 year olds, with a newly implemented RTI model, there have been screenings put into place that have shown us we are not meeting the needs of the all the students with the basic tier I instruction
Instruction	While our standards and curriculum are aligned to the state GLE's the instruction of those standards is done standard by standard at this site, instead of in conceptual units which would create meaning and relevance for the students, Effective, differentiated, and varied instructional strategies are not evident in the majority of classrooms at this site, nor are the communication of high expectations. While RTI was initially implemented during this current year, there are still many pieces not in place, including a system for timely and early interventions.
Assessment	All of the checked boxes in this area are in place however they are not implemented correctly, aligned correctly nor are the results of them applied consistently to change instruction
Supportive Learning Environment	All of the data from the checked boxes in this section indicates to us that a Supportive Learning Environment is NOT in place at this site.
Professional Development	Due to teacher turnover and administrative changes, the professional development, while high quality, relevant to student achievement and embedded in the BSSD Instructional Model, is full of gaps between levels of training, implementation of that training and noted in evaluations. Teacher evaluation process, including ongoing and systemic feedback, does not happen at this site.
Leadership	The leadership at this site, while attempting to meet the areas that are checked, have not demonstrated adequate delivery in these areas, however there is an abundance of support for this site and leadership team from the district office and others
Other:	Master and classroom schedules are modified frequently throughout the year for various reasons, other than increased student achievement, there are no established policies and procedures in place schoolwide that help facilitate learning, teacher turnover is traditionally high at this site and teacher attendance is effected by illnesses at a higher rate than other schools in our district. The school improvement plans and schoolwide title I plans are often vague and lacking rigor

Briefly describe why the Transformation model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

The transformation model will allow for a collaborative vision for academic success through intensive staff development, evaluation and continuous improvement.

This plan will allow the district and site to address the instructional needs of all students in an organized focused fashion, including the ability to employ external evaluators/consultants to help meet the unique needs of this site.

This will begin creating the overarching framework for systemic change over time.

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 both 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 makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/ Language Arts	GAM – 53%	39%	SRI test scores showing on or above grade level in reading, and writing samples reviewed, scored, and analyzed. If necessary, increase intervention time for student(s) including SFA tutoring time daily. The district has created a new site process that bridges the gap between goals and site plans. It is a much more formal step with expectations, measurable outcomes, and timelines signed off by the superintendent with the intent to address very specific needs. This School Progress Plan will be utilized if targets are not met. (see attached plan template)	Quarterly	Teacher, principal, site evaluator, SIP Coordinator and Director of Curr & Inst.
Math	GAM – 40%	32%	Balanced Math unit tests, standards and End of Level Assessments reviewed. If necessary, increase intervention time for student(s). The district has created a new site process that bridges the gap between goals and site plans. It is a much more formal step with expectations, measurable outcomes, and timelines signed off by the superintendent with the intent to address very specific needs. This School Progress Plan will be utilized if targets are not met.	Monthly	Teacher, principal, site evaluator, SIP Coordinator and Director of Curr & Inst.
Graduation Rate	GAM – 53%	47.8%	Review of student pacing plans - based on pacing. If necessary, will include increased core content time for student(s), and adjustments will be made to teachers’ weekly plans. The district has created a new site process that bridges the gap between goals and site plans. It is a much more formal step with expectations, measurable outcomes, and timelines signed off by the superintendent with the intent to address very specific needs. This School Progress Plan will be utilized if targets are not met.	Review will happen every 2 weeks	Teacher, principal, site evaluator, SIP Coordinator and Director of Curr & Inst.

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

TRANSFORMATION MODEL

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

(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.	Sue Johnson	August 2010	May 2011
Describe how the district will replace the principal as part of the school's transformation model. Gambell has a new Principal and Assistant Principal for the 2010-2011 school year			
In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time. N/A			
What capacity does the district have to replace the principal? We will begin increased observation and evaluation of the principal from the beginning of the 2010/11 school year. There will be an increase in visits to the site and we will be implementing both a new principal evaluation and introducing our School Progress Planning process. In addition, district representatives will be viewing the school through the lens of DEED's School Self Study Tool. If measureable progress cannot be documented, if improvement goals are not addressed and met, then this principal will not be offered a contract for the 2011/12 school year.			
What barriers exist to replacing the principal and how will these be overcome? There are no barriers - If measureable progress cannot be documented, if improvement goals are not addressed and met, then this principal will not be offered a contract for the 2011/12 school year.			

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. Replace the principal who led the school prior to commencement of the transformation model.	Sue Johnson	August 2010	Initial by May 2011; Full by May 2012
Describe the planned evaluation system for teachers. The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. These new roles reflect a deeper understanding about the content knowledge, skills, competencies, and outcomes that define a successful student in the 21st century. Teachers must understand what comprises a 21st century education and how their practice must reflect the demands of that education in order to realize a new vision of teaching.			

The teacher evaluation instrument and accompanying forms are based on the expectations for 21st century education and a set of rigorous research-based standards (North Carolina Professional Teaching Standards Commission, 2008; Partnership for 21st Century Skills, 2009). The instrument is a formative, rubric-driven instrument and has four clearly distinguishable levels of performance. There are five standards. Each standard incorporates three to eight elements that provide a robust set of expectations for each standard. Each element has a minimum of one practice for each of the four categorical ratings that define the performance for each categorical rating. The four categorical ratings include; “Developing”, “Proficient”, “Accomplished” and “Distinguished”.

The intent of each standard and their supporting rubrics were constructed to determine the depth of professional practice. In addition, the rubrics are designed to encourage a teacher to add value to the school and community beyond the classroom.

McREL’s evaluation system and supporting instruments and forms are designed to promote effective leadership, quality teaching and student learning while enhancing professional practice and leading to improved instruction. The entire system is designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs. In addition the evaluation system is designed to (1) assess a teacher’s performance as it relates to the Professional Teaching Standards and (2) serve as the basis for developing a professional growth plan.

The principal/evaluator conducts the evaluation process, in which the teacher actively participates, through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstrations(s). The following eight components comprise the system.

COMPONENT 1: TRAINING

Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process.

COMPONENT 2: ORIENTATION

Within two weeks of a teacher’s first day of work in any school year, the principal should provide the teacher with a copy of or directions for obtaining access to:

1. The Teacher Evaluation Rubric (the Rubric).
2. A schedule for completing all the components of the evaluation process.

COMPONENT 3: TEACHER SELF-ASSESSMENT

Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

COMPONENT 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the principal should meet with the teacher to discuss the teacher’s self-assessment based on the Teacher Evaluation Rubric, the teacher’s most recent professional development plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

COMPONENT 5: OBSERVATIONS

A formal observation should last at least 45 minutes or an entire class period.

- **Beginning/Non-tenured Teachers**

1. The principal should conduct at least three formal observations of all probationary teachers throughout the course of an evaluation cycle (generally one year).
2. A peer may conduct one formal observation of a probationary teacher.
- Career Status/Tenured Teachers
 1. Career/tenured teachers should be evaluated annually, unless the district establishes a different evaluation cycle for career teachers.
 2. During the year in which a career status teacher participates in a summative evaluation, the principal should conduct at least three observations, including at least one formal observation.
 3. During observations, the principal and peer (in the case of a beginning/non-tenured teacher) should note the teacher's performance in relationship to the applicable standards on the Teacher Evaluation Rubric.

COMPONENT 6: POST-OBSERVATION CONFERENCE

The principal should conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

COMPONENT 7: SUMMARY EVALUATION CONFERENCE AND SCORING THE TEACHER SUMMARY RATING FORM

Prior to the end of the school year and in accordance with district timelines, the principal should conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of McREL's Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Teacher Evaluation Rubric.

At the conclusion of the evaluation process, the principal will:

1. Give a rating for each element in the Teacher Evaluation Rubric;
2. Make a written comment on any element marked *Not Demonstrated*;
3. Give an overall rating of each standard in the Teacher Evaluation Rubric;
4. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
5. Review the completed Teacher Summary Rating Form with the teacher; and
6. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS

- *Individual Professional Development Plans*
 1. Teachers who are rated at least *Proficient* on all the standards on the Teacher Summary Rating Form will develop an Individual Professional Development Plan designed to improve performance on specifically identified standards and elements.
- *Monitored Professional Development Plans*

A teacher shall be placed on a Monitored Professional Development Plan whenever he or she:

1. Is rated *Developing* on one or more standards on the Teacher Summary Rating Form; and
2. Is not recommended for dismissal, demotion or nonrenewal. A Monitored Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher should undertake to

achieve *Proficiency*, and a timeline which allows the teacher one school year to achieve *Proficiency*.

- **Directed Professional Development Plans**

A teacher shall be placed on a Directed Professional Development Plan whenever he or she:

1. Is rated
 - a. *Not Demonstrated* on any standard on the Teacher Summary Rating Form; or
 - b. *Developing* on one or more standards on the Teacher Summary Rating Form for two sequential years; and
2. Is not recommended for dismissal, demotion, or non-renewal.
 - a. The Directed Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher needs to complete to achieve *Proficiency*, and a timeline for achieving *Proficiency* within one school year or less.

This evaluation instrument and accompanying process is one way to intentionally and deliberately incorporate 21st century education into a school's practice. By describing the elements of a 21st century education in practice, providing the means to measure and assess practice, and putting in place a process to improve practice, schools are able to realize the opportunities presented by 21st century education integrated with research-based standards.

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

Bering Strait School District has a very strong correlation between students being on pace in our standards and scoring proficient or advanced on the state standardized assessments. Teachers will be required to create a pacing plan for their students each year. This plan will be reviewed every two weeks for individual and group progress on standards. These plans are based on the mastery of standards across time, and the mastery of standards is measured by rubrics and End of Level assessments (EOL's). The review of these plans, for on pace progress, will be done by the Principal, Site Evaluator, School Improvement Coordinator, and Director of Curriculum and Instruction. An example of a pacing plan would be that the students need to complete 36 standards by the end of the year to be on pace. Quarterly, this would be 9 standards completed, or approximately 2 standards every 2 weeks. In this example, when the 2-week review is done and no standards are completed, we can adjust immediately, before it is too late to get back on track with the pacing guide.

Standardized assessments and formative classroom assessments will also be used to gauge the progress of students and to assist in the development of professional growth goals for teachers. Effective evaluation systems utilize more than one source of data to determine levels of proficiency. Using observation data, artifact collection and most importantly student performance indicators, teachers and principals will collaboratively review evaluation data and student performance data to help formulate professional improvement plans that are directly aligned with the district and school accountability goals. These internal assessments include: Scholastic Reading Inventory (SRI) that is administered quarterly and also has a very strong correlation between students that are scoring on grade level and students that are scoring proficient or advanced on the state standardized assessments; STAR Math administered 3 times a year, that provides standardized scores aligned with the state standardized assessments; Story Tests and Fluency Tests administered weekly and are aligned with the SRI, providing indicators during the quarter on progress toward increased SRI scores.

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

Teacher performance varies day to day as well as through the academic year. Effective evaluation does not take place during two 30-minute observations. Instead, an evaluation system should include multiple observations throughout the year, as well as collection and review of other measures of educator performance. (Danielson, 2008; Gordon, Kane & Staiger, 2006; Mathers, Olivia & Lane, 2008; Toch & Rothman, 2008).

Decreasing variability in performance and increasing quality execution of research-based professional practice requires quality evaluation systems that depend on multiple observations and a collection of artifacts. Multiple observations are required by any good evaluation system to ensure expected levels of performance consistency in performance, determine consistency and identify effective instructional practices across the school.

The McREL evaluation system takes advantage of a reporting feature that captures the marks indicated on the teacher evaluation rubrics. The aggregated data can be reported to the whole staff to illustrate how well the school as a whole is performing. These reports can uncover areas of concern regarding the standards. Easier identification of school-wide concerns can be addressed by the entire faculty. Additionally, the reports can identify areas of success so that the staff could potentially leverage those areas within the standards to improve instruction and learning.

Multiple observations of individual teachers help to identifying patterns of behavior (practice) that are unique and specific to the individual teacher. A collaborative evaluation process enables post-observation conference discussion that more clearly identify the best practices and identify the gaps in performance. Principals and teachers can take advantage of the identified best practices and seek solutions and opportunities to minimize the gaps in performance. School-wide then, principals can quickly identify patterns of performance across the school.

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

When the principal identifies the practices that have a positive influence on improved student performance, he/she then seek opportunities or ways to replicate those practices across the school. Likewise by identifying gaps in performance across the school, the principal can seek out resources and professional development opportunities that address the performance gaps.

Multiple observations of performance assist to ensure consistency of performance. The data collected will connect directly to professional development. Evaluators can provide focused assistance toward improvement using a formative rubric-based evaluation system that is clear and detailed so that teachers and evaluators understand and recognize the professional practices associated with the performance standards.

Describe the planned evaluation system for the principal.

- **The principal evaluation tool is based on the 6-domains of the self-study tool. This tool and process, will be implemented by a certified type B administrator from the district office, as well as the external consultant, quarterly.**
- **Use of site evaluation tool**
 - **EVERY program staff visiting a site uses the site capacity matrix lens regardless of the reason for the site visit**
- **All pieces of the evaluation tool are checked off during visits**
- **Clear process from start to finish, Including the following:**
 - **Timeline**
 - **Clear targets – Evaluation Tool**
 - **Site self assessment using the Evaluation Tool**
 - **Multiple visits – Minimum of 4 per year**

- At least 2 nights on site per visit, with a minimum of 2 additional staff
- Include other site principals in first site visits, additional visits would be optional or part of the Site Progress Plan
- Monthly meeting with district office Cabinet to discuss site progress
- **Feedback that consists of:**
 - Exit meetings with whole staff at end of each visit to share general +/- (meets/doesn't meet) (Staff Feedback Form)
 - Written feedback (Admin Feedback Form) that supports the conversations/observations seen on site
 - Updated copy of the site capacity matrix
- **Goal setting/plan writing will consist of:**
 - Dated notes on the site capacity matrix
 - SMART plan created after FIRST site visit, by site principal and site evaluator (Site Progress Plan)
 - FICA for corrections that need immediate action
 - Plans for improvement to address areas that need improvement and are not being addressed
 - Create set/stages of “consequences” for failure to complete plan

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

Using the attached principal evaluation tool, Domain 2, State Administrative Standard 6, the strong correlation between students being on pace in our standards and scoring proficient or advanced on the state standardized assessments will be monitored on a regular basis. Principals will require teachers to create pacing plans for their students at the start of each year. This plan is then reviewed every two weeks for individual and group progress on standards. The Site Evaluator, School Improvement Coordinator, and Director of Curriculum and Instruction will do the review of this process.

Domain 2, also details the use of standardized assessments and formative classroom assessments to be used to gauge the progress of students. Effective evaluation systems utilize more than one source of data to determine levels of proficiency. Using observation data, artifact collection and most importantly student performance indicators, principals and site evaluators will collaboratively review evaluation data and student performance data to help formulate professional improvement plans that are directly aligned with the district and school accountability goals. These internal assessments include: Scholastic Reading Inventory (SRI) that is administered quarterly and also has a very strong correlation between students that are scoring on grade level and students that are scoring proficient or advanced on the state standardized assessments; STAR Math administered 3 times a year, that provides standardized scores aligned with the state standardized assessments; Story Tests and Fluency Tests administered weekly and are aligned with the SRI, providing indicators during the quarter on progress toward increased SRI scores.

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

- **Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders;**
- **Measure and support professional practice consistently and fairly;**
- **Focus the goals and objectives of districts as they support, monitor, and evaluate their principals;**
- **Guide professional development for principals;**
- **Serve as a tool in developing coaching and mentoring programs for principals; and**
- **Inform higher education programs in developing the content and requirements of degree programs that prepare future principals.**

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

When the evaluator identifies the practices that have a positive influence on improved student performance, he/she then seeks opportunities or ways to replicate those practices across the school. Likewise by identifying gaps in performance across the school, the evaluator can seek out resources and professional development opportunities that address the performance gaps.

Multiple observations of performance assist to ensure consistency of performance. The data collected will connect directly to professional development. Evaluators can provide focused assistance toward improvement using a formative rubric-based evaluation system that is clear and detailed so that principal and evaluators understand and recognize the professional practices associated with the performance standards.

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

We will implement a new principal evaluation tool and procedures in August 2010, as well as a School Progress Plan to address individual and site deficiencies at an early stage. The district will work with staff and the local bargaining unit to include student performance data in the evaluation of teachers. Additionally, we will be using internal and external resources and the DEED School Self Study tool to take a deeper look to determine measureable and/or demonstrable evidence regarding key instructional issues.

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

At this time we still need to draft policies and work with the local teacher bargaining unit to create and adopt a new teacher evaluation tool.

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

Several evaluation tools were researched by the district office. The tools and processes that aligned with the goals of the district were presented to the site for input.

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.	Sue Johnson	Initial August 2010	Initial, May 2010; Full May 2012

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.

**Universal screening tools for Reading, Writing, and Math will be put into place
Appropriate Pacing – increased for those needing to graduate if behind pace
District office will proctor the pre and post formative assessment in reading, writing and math for both first and second semester
District office administrators will work with the Superintendent, who in turn will work with required entities (School Board, local teacher bargaining unit, etc.) to create and implement an appropriate reward system based on the process above**

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

Following the evaluation process lined out in section B, adequate work and documentation will be in place for teachers to not only have time, but support and training, to improve. If that does not occur by the time that contracts are issued in the spring, that staff will not be offered a contract.

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

The district has an excellent working relationship with both the regional Board of Education and the local teacher bargaining unit. The Superintendent has staff who are definitely capable of working together to research and then create the required reward and removal systems.

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

One barrier is that the reward and removal systems, for the time being, are only going to affect two schools, so there is certainly the opportunity for misunderstanding, miscommunication and dissatisfaction from staff at these two schools and also from the other 13 schools. We will overcome these barriers through constant and consistent communication and by working hand-in-hand with all staff at the two schools.

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.	Sue Johnson	August 2010	Initial May 2011; Full May 2012

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). (Add rows as needed to use a separate row for each specific activity or strategy.)

- 1) McREL for the evaluation tool – This training will occur during the first month of school. The training will include face-to-face training as well as webinars. The training will focus on the various tools involved in the process and the roles and responsibilities of the personnel, from teacher, to principal, to site evaluator.**
- 2) McREL for Classroom Instruction that Works August 23-27, 2010 for the initial training, We will be working with the Mid-Continental Regional Education Lab to train the staff on Classroom Instruction That Works. This training is based on the work done by Robert Marzano and others on Research-based strategies for increasing student achievement. In addition, school administrators will be trained to do observations based on these strategies to determine the depth to which teachers are implementing the strategies in their classrooms.**
- 3) External Consultant – We will work with individuals (Charlie Crangle, Kim Blommel) who in the past have done instructional audits of schools and districts for the Department of Education & Early Development. They will work with site and district office staff on a quarterly basis to use the DEED-provided self study tool and then set and evaluate goals based on areas of identified need.**

- 4) **Alan Coulter – RtI specialist will work with the staff to implement the RtI Model in academics as well as behavior, TIERS Group to visit on-site once each two months through the school year and schedule internet-based consultations (one hour minimum) each month in-between the on-site visits.**
- 5) **Success for All – There will be additional training on site in the areas of reading, cooperative learning and classroom level interventions, for all staff**
- 6) **Balanced Math – We will provide ongoing training on the Balanced Math program developed by the Leadership & Learning Center headed up by Douglas Reeves. The Balanced Math program is designed to implement teaching strategies that help students develop both procedural and contextual knowledge and understanding in mathematics. To date, we have employed the training services of Jan Christinson, one of the co-authors of the program. We will continue to work with Mr. Christinson, but he has recently certified several of our staff as trainers for this program and this school will have one of these trainers assigned to them as an initial resources if they have any questions or need assistance with the program.**

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

With the large turnover and alignment to the BSSD Instructional Model, these are the basic professional development needs that will give the staff the basic teaching skills necessary to be successful. We will work with site staff to develop plans for continued and additional professional development.

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 capacity to provide high-quality professional development is one of the district's strengths. The basis of all the district's staff development is that it must ultimately align to district (i.e., Board goals, Strategic Planning action items, District Improvement goals) goals and should align with site improvement plans as well. Additionally, the district seeks out high quality, research-based staff development and looks to provide deep and ongoing training instead of short-term drive-bys. The district has long-standing, excellent procedures in for planning and delivering staff development.

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

One barrier is simply the amount of time it takes to provide the quantity and quality of staff development necessary to change practice and authentically improve student achievement. We will overcome this by working with the school, the local teacher bargaining unit and the School Board to provide additional compensation to these teachers in order to increase their professional development time. We will be dedicating additional time to this site from district office staff, both administrators and teacher facilitators, and also from external consultants to assess the implementation of the staff development the staff receives.

This site is experiencing significant turnover this year, 53% and it is a challenge to keep moving the school forward in terms of professional development and continue to go back and bring new staff up to speed. We will overcome this barrier by doing an excellent job documenting the staff development, continuing to train on the research-based strategies we have identified, so it is not something new each year, and by continuing to work on our internal capacity to deliver all our own basic staff development.

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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.	Sue Johnson	Initial August 2010	Initial by May 2011; Full by May 2012
<p>Describe the ways in which staff will receive financial incentives for achievement gains at this school.</p> <p>After meeting with the teachers, some initial financial incentives that were recognized are listed below. This process and list will continue to be formalized during the first year of the grant implementation.</p> <p>Membership to professional subscription of their choice</p> <p>Visits to successful sites to collaborate with other teachers making gains in student achievement</p> <p>Reimbursement of the cost of internet in their home</p> <p>RT ticket to Nome</p>			
<p>Describe the ways in which staff will be provided opportunities for promotion and career growth.</p> <p>Attendance at state and national conferences</p> <p>Stipend for taking content area courses</p> <p>Monetary and written support for enrollment in Masters program and/or Leadership track</p>			
<p>Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.</p> <p>This will be discussed and worked on with the staff, leadership and local union in more detail during the coming school year.</p>			
<p>How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?</p> <p>The Superintendent and Director of Human Resources will work with the teaching staff and local union to outline what would be needed to retain those staff necessary to make achievement gains.</p>			
<p>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?</p> <p>The district has an excellent working relationship with both the regional Board of Education and the local teacher bargaining unit. The Superintendent has staff who are definitely capable of working together to research and then implement the required rewards.</p>			
<p>What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?</p> <p>One barrier is that the rewards are only going to affect two schools, so there is certainly the opportunity for misunderstanding, miscommunication and dissatisfaction from staff at these two schools and also from the other 13 schools. We will overcome these barriers through constant and consistent communication and by working hand-in-hand with all staff at the two schools.</p>			

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

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			

(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.	Sue Johnson	August 2010	Initial by May 2011; Full by May 2012

Describe how the district will use data to identify an instructional program that is research-based.

The Bering Strait School District Instructional Model (BSSDIM) is the basis for all our instructional programs. At its heart, the BSSDIM is about making best practice, (identified through research) common practice. The district utilizes a standards-based instructional model that is based on the concepts of mastery-learning. Students move forward based solely on demonstrated mastery of performance standards. Our instructional model has been studied and endorsed by Robert Marzano. We then look to combine other research-based instructional elements that align to this core philosophy. We utilize the Success for All Reading program that has been approved by the U.S.D.O.E. as a scientifically-based reading program. Our recent work in the area of mathematics has been to improve students' contextual knowledge in math alongside their procedural knowledge. We use the 6+1 Traits approach to writing instruction and have just hired a writing trainer/facilitator in the district office that will support our schools. We are also beginning to expand our work with the McREL-based Classroom Instruction That Works training to improve instructional practices in our classrooms and our administrators' ability to identify best practices. The decision to employ each and every one of these items was based on a thorough and ongoing examination of student data. We utilize both formative (Scholastic Reading Inventory, DEED and Anchorage formative assessment tools, rubrics, etc.) and summative (HSGQE, SBA, TerraNove III, district end-of-level exams, etc.) to determine where we are and are not making progress.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.

Our instructional program is based on our student performance standards, not purchased materials. We align our student performance standards to the State of Alaska GLEs and then perform vertical alignment to make certain we are consistent from one grade to the next. This spring and summer we will be reviewing and, if necessary revising our alignment for our student performance standards in Reading, Writing, Math and Science. We will do the same with Social Studies next year.

Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations.

This spring and summer we will be reviewing and, if necessary revising our alignment between our student performance standards and the State GLEs in Reading, Writing, Math and Science. This alignment is explicitly listed in our standards. We check the SBA and HSGQE results each year to determine whether or not we are aligned. If we are indeed aligned and our teachers are holding students to mastery, then the vast majority of our students that we identify as being on pace should be scoring proficient on State exams, and, indeed, that is what is happening. We now have to design a way to increase student pacing in order help students who are behind "catch up" without just teaching what they need to pass the test.

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

The district has been working on exactly this for the last several years. We have the capacity in place to analyze our data to determine areas of need as well as identify research-based solutions. We also have in place the capacity to bring these solutions into our framework and make things work together effectively and efficiently. Our staff development program is based on these principles.

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

The largest barrier that exists to implementing an aligned, research-based instructional program is the need perform better inspections, in terms of both quality and quantity of the inspections, of site implementation of the program. One factor in the past that kept this from happening as the great variance in the expectations of various site evaluators. We are reducing the # of evaluators and have built a much tighter inspection system that is aligned to external evaluations we will be employing. Leadership is also key to this. We will continue to provide training to site leadership, but also hold them to higher standards of accountability based on our new principal evaluation and Site Progress process. Excessive turnover is also a factor and we will address this through the additional staff development and compensation as well as addressing this immediately in recruiting staff for this site.

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.	Sue Johnson	August 2010	Initial by May 2011; Full by May 2012

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.

The district has in place a sophisticated student data system. As part of the continuous use of student data to drive instructional decisions, the district will provide the schools with additional and intensive training with regards to the use and advantages (building teacher acceptability) of this system. The schools will utilize universal screening data to examine student needs at a Tier 1 level. Additionally, schools will be provided assistance in the use of formative assessments to navigate instruction within the core curriculum. Secondary teachers will be given adequate training and coaching on developing common assessments and formative assessments to guide their instruction and student activities. Teachers and staff will be given additional training in data based decision making and root cause analysis, equipping them with the skill set to analyze and interpret school, grade, and individual student data.

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

As a district we have one of the strongest teams of educators for using data. At the Leadership level, every meeting is started with a review of the data and goals set based on that data. Dr. Degnan works relentlessly year around, gathering and reviewing data at classroom, site and district levels. At the classroom level, Our teachers are instructed in the use of the DEED Formative Assessment website and resources for their classroom use. All teachers in the district write and evaluate quarterly goals for their reading, writing and math classes.

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

Due to teacher and staff turnover, the data system that the school and district utilizes needs to be the subject of more intensive training. New teachers have difficulty understanding and navigating the system and using it to the fullest advantage. A sophisticated data culture needs to be promoted within the school. Currently, the teachers and staff are in the acquisition phase of utilizing all types of data. The opportunity to examine, discuss, and interpret data on a school, grade, class, and student level needs to be made available.

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?			
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional)	Sue Johnson	August 2010	May 2012
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
As with most aspects of a Response to Intervention (RtI) model, close collaboration is needed among general education, special education, and specialist staff. There are many considerations that school leaders and district personnel must take into account to effectively plan for school wide implementation. These considerations include evaluating Tier 1 core instruction, school wide screening, identifying students at risk, selection of interventions, and scheduling. Time must be dedicated for the analysis and interpretation of student data. Teachers and school staff must be given appropriate professional development opportunities to allow for these practices to become routine in their classrooms and school.			

The district has already taken steps to begin RtI efforts in the schools however there is much room for improvement and scaling up of these efforts. Currently, the schools began the year with an orientation to Response to Intervention. This orientation was a professional development that included a broad overview of RtI and a needs assessment for the school. The schools also attended a facilitated professional development that led to the creation of a plan for the school and action items concerning some aspects of RtI. Through this application the scaling up of the RtI efforts will be enhanced greatly. The district and schools would be able to dedicate time and resources to a) increase the fidelity of Tier 1 core curriculum for academics and student behaviors, b) provide training for teachers and staff to appropriately utilize and monitor for Tier 2 and Tier 3 interventions, and c) build a data culture within the school that will assist in program evaluation and the analysis and interpretation of group and individual student data. To fully implement RtI, the schools will complete a self-assessment to guide them through the process of building consensus, infrastructure, and implementation. Also included in the planning will be discussions of available resources. The self-assessment process is taken from the Blueprint for RtI from the National Association of State Directors in Special Education (www.nasdse.org) and the National Center on Response to Intervention (www.rti4success.org).

Tier 1 will continue to utilize Success for All as the core reading curriculum and a new math core curriculum will begin next year. The school will continue to monitor the integrity of implementation as well as provide assistance to secondary teachers with core curriculum in subject areas. A concentrated effort will be given to scale up differentiation and effective instruction within core and subject area classes. Professional development and coaching will be offered as well as implementing observations and integrity checks in the classroom in an effort to improve student response to instruction. Tier 1 behavior processes will begin with the implementation of Positive Behavior Intervention Supports (PBIS). Schools will create and establish school wide expectations, rules, and consequences. General classroom management will be emphasized and monitored. Early warning systems will be designed and implemented for those students who have chronic absentee problems and tardies. In an effort to monitor the core curriculum and to identify those students who are at risk, the school will implement a universal screening for reading, math, behavior, and subject areas. Realizing that these tasks are large undertakings, the school can plan to begin with one academic area and behavior and gradually build in the other academic areas. The schools will also focus on community and parental involvement in Tier 1.

A systematic effort on the part of the school and district will be required to begin and sustain Tier 2. The focus of Tier 2 will be students identified with marked difficulties in academic areas and whose response to Tier 1 efforts places them at risk for further difficulty. To implement Tier 2 interventions for these students the school will need to identify scientifically based interventions across the academic domains, develop a system of progress monitoring, and create detailed procedures for consistent implementation of these interventions. Principals, teachers, and staff will have to give consideration to the scheduling of Tier 2. Roles and responsibilities will have to be determined depending upon the interventions selected and the availability of staff.

Tier 3 is designed to deliver the most intensive, scientifically based programs to close the instructional gap that the student is facing. The schools have in place a Solutions Team that could function in the capacity of the problem solving team for the RtI model. This team would be charged with the creation of specific skill or needs based interventions for academic areas as well as behavior. This team would be responsible for having regular meetings focusing around problem solving, selection of interventions, progress monitoring and data analysis of individual students. All members of this team would receive appropriate training to enable them to choose and monitor appropriate academic interventions. Likewise, training would need to take place regarding functional behavior assessments and behavior intervention plans. This team would also ensure protocols were in place to ensure consistent implementation of the interventions.

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What capacity does the district have to fully implement a schoolwide RTI model?
The district has several resources that will contribute to full implementation of a school wide RtI model. District staff have been receiving periodic and ongoing coaching throughout the 2009-10 school year. This coaching has followed an organized and sequenced series of steps aimed at building capacity within each school. As part of this application, the district plans to continue to utilize existing relationships with RtI consultants to help conceptualize, build, and implement a school-wide RtI model.

What barriers exist to fully implementing RTI and how will these be overcome?
As the trend in prior performance suggests, our schools face substantial barriers. Currently, our schools are in the initial stages of implementation of Tier 1 and planning stages for Tier 2 and Tier 3. We recognize this professional development is a complex and long-term process and schools and staff will recognize the importance of consistency and adherence when the same coaches used last year appear to work with schools this coming year. RtI coaches have assessed each school and report that teacher and staff knowledge of a multi-tiered model of early intervening services needs to be bolstered and reinforced with ongoing routines that are consistently implemented. Teacher and staff turnover continue to present obstacles as well as community and school partnerships. The challenges can be surmounted with the use of a consistent coaching methodology and use of structured skill development modules from the RtI coaches.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.			
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?			
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology based supports and interventions as part of the instructional process. (optional)			
Describe how the district will integrate technology-based supports and interventions as part of the instructional process.			

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What capacity does the district have to integrate technology-based supports and interventions?
What barriers exist to integrate technology-based supports and interventions and how will these be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.			
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.			
(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.			
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.			
What capacity does the district have to implement the above-described strategies?			
What barriers exist to implement the above-described strategies and how will these be overcome?			

(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 (as defined in Appendix A).	Sue Johnson	August 2010	Initial by May 2011; Full by May 2012

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Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.

The district has begun working with this site to implement a schedule that provides increased learning time for instruction in core academic subjects. Presently the school day begins at 8:50 (breakfast), 9:25 (tardy bell), 3:00 (kindergarten dismissal), 3:30 (elementary dismissal, 4:00 (middle / high school dismissal).

The proposed schedule is to begin one hour earlier while keeping the ending times as they are. SFA / Reading time will stay at 90 minutes (elementary) and 60 minutes (MS / HS), however, all other academic core subjects will extend to 60 minutes classes (math, writing, and science).

Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.

The school staff is currently working on the details of the 2010-2011 schedule that will include increased learning time for instruction in other subjects and enrichment activities. In the middle school and high school they are looking to adding a period for elective and project based activities.

Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The school will hold a reduced schedule one day per week (though not reducing instructional time in Reading, Writing or Mathematics) by wing (Elem and MS/HS) in order for staff to meet and discuss instructional issues pertaining to that wing and student achievement. There will be a regular format to the meeting and notes will be kept regarding topics of discussion/work. No less often than every four weeks, the school will hold a minimum day to examine data including student progress and pacing and to make decisions regarding placement and remediation and enrichment activities.

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

There is certainly the expertise available at the District Office through administrators and teacher/facilitators to work with our external consultants and sites to develop and implement schedules and strategies that will not only provide for increased learning time, but making sure that time is used effectively and efficiently as well.

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

This is a new challenge for us as we look to expand the school day, but it dovetails nicely with ongoing district activity in our work on Response to Intervention. There is certainly the expertise available at the District Office through administrators and teacher/facilitators to work with our external consultants and sites to develop and implement schedules and strategies that will not only provide for increased learning time, but making sure that time is used effectively and efficiently as well.

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.	Sue Johnson	August 2010	Initial by May 2011; Full by May 2012

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

Working with AKPIRC this school will implement a collection of family and community engagement programs including, Strengthening Families through early care and education (Community Cafes), Solid Foundation student success within a strong school community, and the Language and Cultural

Liaison Program.

Strengthening Families: This model employs a new way of looking at families focusing on strengths instead of weaknesses. The handout says ECE, but it is now being used K-12, not just ECE. The initial Cafes would focus on the 5 protective factors that Strengthening Families is build off of.

Solid Foundation: This program takes a school team (equal numbers of parents and school staff) through the process of examining what is in place and what is work and what is missing, then filling in the missing pieces. Karin Halpin would be the external facilitator and there is no cost to the school for Solid Foundation. It is well-organized, well thought out, comes with a wealth of resources, is an on-line tool, and doesn't have a set time-line to it.

Language and Cultural Liaison (LCL) Program: AKPIRC provides monthly trainings to the LCLs who visit the families weekly in their respective homes and share information about each child's progress in school. Prior to the visit the LCLs touch base with each teacher to get an update on each child in the family. These visits really help head off trouble and help build relationships between the home and the school. The LCL works with the teachers and help get them comfortable with the culture of the community they are working it. Also included in the LCLs work are monthly workshops that focus on a variety of topics from SES, to preparing for PT conferences, to being more involved in your child's education and more. Our professional development for the LCLs next year is going to focus on the attached document...we want to help them help their families be more involved in their child's education.

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

We have a Parent Liaison and basic structures such as School – Parent Compacts and Code of Cooperation in place that will fit nicely into the 3 outlined programs above. Sue Johnson, working with AKPIRC will be able to strengthen this partnership and help the principals take the ownership of the family and community engagement.

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

There are many basic social structures in this village that are lacking such as consistent law enforcement, social services supports and safe houses. Partnering with AKPIRC will begin the process of building foundations and strength from within the village structure in order to then begin to help support the education of their students.

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

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs.			
What capacity does the district have to partner with the organizations or agencies as described above?			
What barriers exist to partnering with organizations and agencies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.			
What capacity does the district have to extend or restructure the school day?			
What barriers exist to extending or restructuring the school day and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will implement 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.			
What capacity does the district have to implement approaches to improve school climate and discipline?			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?			



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			

(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 improve student achievement outcomes and increase high school graduation rates.	Sue Johnson	August 2010	May 2011
What different operational flexibility will the school have in relation to staffing? The school will work with the superintendent, personnel director, business manager and site evaluator to create any needed flexibility in regards to staffing, based on the individual needs of the site			
What different operational flexibility will the school have in relation to school calendars and instructional time? The school will work with the superintendent, personnel director, business manager and site evaluator to create any needed flexibility in regards to staffing, based on the individual needs of the site			
What different operational flexibility will the school have in relation to budgets? The school will work with the superintendent, business manager and site evaluator to create any needed flexibility in regards to staffing, based on the individual needs of the site			
What capacity does the district have to grant operational flexibility to the school? The District Office has the expertise available through administrators and teacher/facilitators to work with the school on operational flexibility and an excellent working relationship with a very strong School Board that will grant the leeway to do so and with whom the District will work if policy changes are needed. The local teacher bargaining unit has also agreed to work with the District in order to move forward on this issue.			
What barriers exist to granting operational flexibility to the school and how will those be overcome? The major barrier will be communication, simply making certain everyone understands what is taking place, what will and will not happen and what everyone's role is in regard to this instructional flexibility. Also important to this effort is making certain the parents and community understand what is taking place and that the other schools in the district understand the differences as well. We will overcome this barrier by clearly defining all that we do, by recording the key points on paper			

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Transformation Model**



and sharing with all concerned. We will have regular checks to make certain we are on the same page and as soon as any discrepancies are noted, stopping to fix those immediately.

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).	Sue Johnson	August 2010	May 2011

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

Charlie Crangle - external evaluator – quarterly visits to use the self study tool with the staff and create/evaluate goals

Sue Johnson – district office site evaluator – bi-monthly visits to the site to monitor all pieces of this grant

Kelly Nelson – SFA consultant – Monthly visits and or webinars to monitor implementation of reading program

Alan Coulter – RTI Consultant – quarterly visits to monitor/evaluate the implementation of the RTI program

Howard Pitler – McREL Consultant – 2 visits to train and monitor the implementation of the Classroom Instruction that Works

Jan Christinson – Leadership and Learning Center Consultant – quarterly visits for training and implementation review of the Balanced Math program

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

The district already has the capacity to make certain the school received ongoing, intensive technical assistance and support and is committed to making certain that happens. We have already arranged for the technical assistance and support listed above. A key piece in getting the local teacher bargaining unit work with the district on the increased professional development time and increased instructional time was the relationship the district has with both the union and district staff in general. We all know that we will work together to do the best job we can in terms of making certain the schools receive the technical assistance and support we have outlined.

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

At this time, there appear to be no major barriers as most of the work to prepare for technical assistance and support for next year has already been done. At this point, it would appear that scheduling is the next obstacle coming up and we will simply begin working with all entities as soon as possible to map out an optimum schedule.

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**(4) Providing Operational Flexibility and support
(ii). Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			

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 years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	\$138,572	\$138,572	\$138,572	\$138,572
Local Funds				
SIG 1003(g) Funds	0	\$449,592	\$449,592	\$449,591
School Improvement 1003(a) Funds	0	0	0	0
Title I, Part A: Improving Basic Programs	\$127,200	\$127,200	\$127,200	\$127,200
Title I, Part C: Migrant Education	\$30,000	\$30,000	\$30,000	\$30,000
Title II, Part A: Teacher and Principal Training and Recruiting Fund	0	0	0	0
Title II, Part D: Enhancing Education Through Technology	\$1,500	\$1,500	\$1,500	\$1,500
Title III, Part A: English Language Acquisition	\$2,000	\$2,000	\$2,000	\$2,000
Title IV, Part A: Safe & Drug-Free Schools and Communities	0	0	0	0
IDEA Part B	\$3,500	\$3,500	\$3,500	\$3,500
Carl Perkins	\$1,000	\$1,000	\$1,000	\$1,000
Other:				
Other:				
Other:				
Other:				

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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
Title I, Part A & Part C	The funds from these grants will be used to supplement the professional development in the areas allowed by the grant. They will also be used for grant specific interventions for the students eligible for service.

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.

<p>Funding:</p> <p>We will look to continue to fund as much of the new activity as we can without getting into issues of supplanting or putting the district in financial peril. The Bering Strait District has long done an exemplary job in terms of financial management and is currently in a strong position financially as a result. We would expect that some of the activities may no longer be needed at the conclusion of the grant as we will have addressed some of the major issues that are currently affecting student achievement. If that is indeed so, we would then look to find a way to fund those at the next school most in need of improvement.</p>
<p>Hiring Practices:</p> <p>The more we do, and the better we document what we are doing and the results we are getting, the more information we have to share with potential recruits for this site. All new hires will know exactly what is taking place from the initial interview on. It is expected that the practice of documenting and communicating site activities will continue long after the grant cycle is complete.</p>
<p>Supporting Professional Development:</p> <p>The more successful any of the staff development related to this proposal is, the grater the likelihood that not only will the district continue to support that at this site, but look to share this professional development at other sites as well. A good deal of what we are proposing in this application will be done at our other sites, but we are taking it a little deeper and raising the level of accountability for this school.</p>
<p>Changes made in Policies and Practices:</p> <p>Again, any policy or practice that helps this school move forward will most certainly be kept and evaluating for application at other sites. The only caveat here is that it must be financially practical for the District. If something is working well, however, this District would see no reason to end it simply because the grant cycle was over.</p>
<p>Other:</p>

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Bering Strait

School: Gambell (John Apangalook Memorial)

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 070180

COA	Account Title	Budget Amount	Narrative Description
<i>REQUIRED</i>		TOTAL	Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	\$117,919.00	1/3 FTE SIP Coordinator 5 extra days for certified staff 1 extra hour a week for certifies staff for extended scheduling
320	NON-CERTIFICATED SALARIES		
360	EMPLOYEE BENEFITS	\$32,441.00	Benefits for all salaries above
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL	\$142,000.00	6 days Classroom Instruction the Works training and follow up, 8 days Success for All training, 8 days of RTI/PBS training on site, 8 days with Independent Consultants for use of Instrucional Audit and Self Study Tools, 4 days Blanced Math training
420	STAFF TRAVEL	\$46,300.00	travel and perdiem for in distirct site visits/collaboration; travel for consultants
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES	\$25,000.00	Contract with AKPIRC and supplies necessary for community and parent involvement activities
450	SUPPLIES/MATERIALS/MEDIA	\$39,700.00	office - computer for new staff, poster supplies for environment and processes, shared vision, code of coop etc teaching - resources for behavior plan, classroom inst that works books
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
	UNALLOCATED	\$29,982.00	
Subtotal		\$433,342.00	Expand cells as needed
Indirect 3.75%		\$16,250.33	
Total (rounded)		\$449,592.00	