



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

School Name:	<u>Akiak School</u>	Tier:	<u>1</u>
District:	<u>Yupiiit School District</u>	Intervention :	<u>Transformation</u>
Principal's Name:	<u>Nancy Mazurek</u>	Phone: (907)	<u>765-4600</u>
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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	82	79	42%	6%
2008-2009	79	85	13%	8%

- Did this school have an **Instructional Audit** by a site visitation team? What year? Yes, 2006-07
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results. *Domain: Learning Environment—refer to more information below.*

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 type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input checked="" type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input 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 type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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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 type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<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 checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input checked="" type="checkbox"/> other: <i>Attendance issues</i> 	<p>Leadership</p> <ul style="list-style-type: none"> <input 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 type="checkbox"/> leaders ensure staff trained in AK GLEs <input 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	<p><i>(SEE 3rd Gr.-10th Gr. SBA's in School Improvement Grant folder.)</i> The SBA data shows that the population is predominantly Yupik Native, economically disadvantaged, with very few students proficient in the English Language. SBA scores fluctuate from year to year, but in general, girls score higher than boys. In some years, at certain grades, nobody passed the SBA's. Participation rates in testing were at 100% with the exception of 4th and 6th grades in 2006, 5th, 7th, and 9th grades in 2007, and 6th, 7th, and 8th in 2008.</p>
Graduation Rate	<p><i>(SEE AKIAK Report Card in School Improvement Grant folder.)</i> The graduation rate in the 2008-09 school year was 33.3% with 4 students graduating.</p>
Attendance Rate	<p><i>(SEE AKIAK Report Card in School Improvement Grant folder.)</i> The attendance rate was 85.1% with an enrollment of 102.</p>
ELP Assessment	<p><i>(SEE 3rd Gr.-10th Gr. SBA's in School Improvement Grant folder.)</i> For the past two years, no more than 8% of the students have become proficient in English.</p>
Instructional Audit or Self Study Tool	<p><i>(See Akiak Submission 4-16 in School Improvement Grant folder.)</i> Akiak did the audit on the Learning Environment domain. The audit showed the following needs: The school lacked certain systems in place. For example, only part of the staff had consistent behavior management practices and individuals did not follow office referral procedures. Behavior expectations were not standardized and certain systematic operational procedures need to be put into practice. The attendance policy wasn't always adhered to and too many early-release days interfered with learning time. Parent participation needs to improve and currently there is no PTA or Site Council for parents to join. The physical facility is usually safe, with the exception of the playground equipment, which was flooded last spring. There are a few instances of extended learning opportunities such as Saturday Writer's Group and After School Tutoring.</p>
Demographics	<p>Discipline policies and practices need to be precise and consistent so that the data on discipline incidents is comprehensive. <i>(See Akiak Discipline Referrals in School Improvement Grant folder.)</i> The district intends to adopt and implement a positive behavior management system this coming fall. The district's dropout rate was between 15% and 17% over the last three years, which is one of the highest dropout rates in the state. <i>(See Akiak Report Card in School Improvement Grant folder.)</i> The school's population is mainly Yupik Natives, with very few exceptions such as a child of a teacher who is Caucasian.</p>
Curriculum	<p>During the 2009-2010 school year the district curriculum director attended both curriculum alignment institutes with teacher representatives and worked in district with curriculum teams to complete the alignment of our reading curriculum with our adopted core reading programs. This was submitted to DEED in March 2010. The writing, math and science curriculums have been aligned to adopted core programs, but need further refinement. Not all curriculum binders, placed in each classroom, have been updated with the latest revisions. Most of the school district curricula have been aligned with the AK standards and GLE's but have not necessarily been implemented with complete fidelity. <i>(See YSD Kindergarten L.A. Skills document in School Improvement Grant folder.)</i> More training and coaching needs to take place to ensure best practices, particularly with the newly adopted K-6 SRA Imagine It! Language Arts series. Nancy Volpe from CORE will continue to visit and support teachers using the same schedule as this year which allows for working at all three sites during each of her visits. She will</p>

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	<p>help guide the teachers in the most effective implementation of the program with attention to fidelity to program requirements for pacing, timeframes, standards focus, routines, and assessments. It is the district’s intent to continue this support and either increase it or look to other sources of curriculum and staff development. (<i>See Literacy Support document in School Improvement Grant folder.</i>) There is currently no schedule for review and revision of the curriculum adoptions; one will be developed in the coming year. The district intends to gather a committee of interested individuals in the fall to begin the process.</p>
Instruction	<p>Differentiating instruction is a difficult process in any classroom, but particularly for the student population in this district. It is one that begins as simply as how and when to group students homogeneously or heterogeneously by ability for instruction, depending on the goal of the class. (Homogeneous for skills, and heterogeneous for projects, as in a cooperative learning group.) Teachers across all grade levels need more training in how to make the program accessible for all students. To ensure our students have the opportunity to begin their education on grade level, we particularly need effective training for our K-6 grades teachers with the Language Arts adoption and the program materials. Nancy Volpe is training staff on differentiation of instruction. <i>See Literacy Support in School Improvement Grant folder.</i>) Developing strategies for improving vocabulary is paramount in order to effect change in language acquisition.</p> <p>Many of our upper level students lack basic skills such as English proficiency. Teaching students in a traditional manner, with the teacher acting as the sole source of knowledge and sharing that knowledge with lectures and direct instruction to the entire class as the main instructional strategy is relatively ineffective in any school. In our school, it will continue to bring the results we know. When basic skills such as English proficiency are lacking, differentiating instruction to all students is a key strategy in allowing all students to achieve at high levels.</p> <p>Further, the ExC-ELL training will continue with increased emphasis on monthly classroom observations with feed back and coaching from the ExC-ELL trainer and project director. There will be a day of training in the fall for 7-12 grade classroom teachers. This is funded by a Title III grant (OELA.) Teacher lesson plans specifically designate a GLE focus and instructional materials that address state standards. (<i>See Lesson Plan Template in School Improvement Grant folder.</i>) The writing scores are rarely proficient (please refer to the Writing scores on the SBAs) and more training will center on the 6+1 Traits model as it is in alignment with the rubric used by the state for writing assessments.</p>
Assessment	<p>The school utilizes both formative and summative assessment measures, with each used to its strength. In addition, the staff uses AIMSWeb, ACFA, and other data bases to monitor student progress. (<i>See Akiak C Log in School Improvement Grant folder.</i>) However, teachers need more training on how to have professional discussions and make data-driven decisions. Progress monitoring needs to be systematic and utilized to make informed decisions around the RTI model. All teachers need more training in the creation and use of formative, ongoing assessments and how to make data-driven decisions as required by the RTI model. (<i>See Akiak AIMS Math and Akiak AIMS Reading charts in School Improvement Grant folder.</i>) The district uses SBA’s to determine placement for upper grades in supplemental Lab classes. The district also uses AIMSWeb benchmarks as one component of identifying student placement according to the RTI model of differentiated instruction.</p>
Supportive Learning Environment	<p>The school needs to establish school wide behavior standards that everyone adheres to. Communication between teachers and parents can improve if parents are willing to come to school for conferences and teachers are willing to make home visits. The school</p>

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	<p>needs to work on community engagement so the students can benefit from opportunities that involve learning with community members. The staff needs more training in cultural awareness and understanding at the beginning of the year and continuing throughout. The district intends to implement a course for credit on culturally responsive instruction and communication.</p> <p>New teachers will be brought into the village to live for a week in June to help bridge this communication gap. Teachers will learn about the culture as well as everyday living conditions.</p>
Professional Development	<p>Teachers need more training at the beginning of the year on using the curriculums and making them culturally responsive. Teachers and support staff need to be trained together to enhance partnerships and collegiality. Training needs to take place in the classroom whenever feasible. Teachers need to be grouped together for trainings that are specifically for their grade levels and content areas, so that they can confer and collaborate about shared concerns and issues. Professional development must drive improvement in teaching reading, writing, science, and math. <i>(See 3rd-10th Gr. SBA's in School Improvement Grant folder.)</i> Many of the new teachers, as well as the ones who have been there awhile, need professional development on effective instructional strategies, behavior management techniques, collegial team building, data-driven decision-making, and other things. The SBA's, attendance and discipline records, and the lack of parent involvement show the school what the focus must be. Not only do teachers need training, but so do administrators and support staff like paraprofessionals. Some of the trainings should be mandatory and others could be on a volunteer basis via webinars, weekend classes, and through district and university distance learning opportunities. The district intends to offer professional development in the areas of a district wide behavior management system, curriculum adoptions, PowerSchool and other data base programs, parent involvement and cultural understandings, and support for English language learners.</p> <p>PD must also include how to teach to standards, differentiate instruction, and train skills in a broad array of instructional improvement techniques from Madeline Hunter to the use of computer-based programs such as MAP.</p>
Leadership	<p>Administrators need to be fully trained in the use of AIMSWeb and other data bases to better support instructional practices around the RTI model. School leaders, such as the administrator and literacy specialist keep records of classroom visits and observations to stay informed about delivery of instruction and fidelity to the curriculums. The staff needs to be made aware of the school improvement plan and his/her responsibilities to the school as a whole. Often times the teachers need to be better informed about the "bigger picture" and to be included in the decision making process.</p> <p>Clinical Supervision, or another research-based model of teacher supervision is also needed to train the principal in the art of increasing teacher capacity. For example, a principal who sits down with a teacher in a post-observation conference, and innocently enumerates two positives witnessed in the lesson and five areas to improve will find her or himself unpopular, while overwhelming the teacher. Bottom line, defensiveness will ensue, not instructional improvement.</p>
Other:	<p>Again, teacher turnover is an area of constant concern. The district does not always rehire certain individuals due to instructional inadequacies, but several leave of their own accord for various reasons; the remoteness of the site, lack of amenities, cost of transportation to get groceries and other basic needs like medical attention, the lack of recreational opportunities, inadequate housing, and separation from family support systems. It is imperative that the school recruits and rewards strong teachers. The school needs to implement ways to keep teachers so that students can see a consistent</p>

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	<p>commitment to his/her education. This effort will be multi-faceted, with a strong focus on those things we CAN affect—professional development, salaries, teacher housing, and in all ways, supporting our teachers to enjoy the success of their labors--increased academic achievement.</p>
<p>Other:</p>	<p>Akiak School did not make AYP in Math last year. That means that all students who are deficient in math in all grades should begin to participate in as many supplemental programs, such as Accelerated Math, as possible. Students who are at the “Emerging” or “Deficient” categories in the RTI model will get additional small group instruction and opportunities to work one on one with staff members. After school tutoring should also be an option for these students. Math in a Cultural Context (MCC) is a supplemental elementary math program that was designed with Yupik students in mind. It is a rich resource that all elementary teachers should be using because of the cultural responsiveness and high interest hands on materials.</p>
<p>Other:</p>	<p>Akiak School has some serious attendance issues. Attendance records show how many students aren’t coming to school. (<i>See Akiak Unexcused and Akiak Unexcused MS-HS records in the School Improvement Grant folder.</i>) Students are expected to attend school and parents are called when students aren’t showing up. (<i>See Akiak Attendance Policy in School Improvement Grant folder.</i>)</p>

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.

Of the four models suggested, it appears that the Transformation model will be the best fit for the school at the Tier I level. It is the most comprehensive in requirements and consequently guides the district through important changes and supports each step with careful planning. Closing the school and restarting is not an option, nor is relocating students as suggested by the Closure model and the Restart model.

The turnaround model was considered, but in part, it was felt that the following:
 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
is not in the best interests of the district.

Yupiit is a small, non-bureaucratic entity, not needing a new governance structure. This model might best fit urban districts, with large and unwieldy district offices. It was felt that this aspect of the model, with our small size, did not fit our reform needs. Although an assistant superintendent has been hired, with responsibilities tied to helping the district “turn around”, he has other duties, and is not the “turnaround” leader. He will work with all district leaders tasked with turning around the educational achievement of the students. This not tantamount to a new governance structure, but simply adding experienced support to the existing team.

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	Base-line	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/ Language Arts	10% (a yearly decrease (10%) in the number of students that are below or far below proficient on the SBAs)	According to Spring 2009 data 27 students not proficient in grades 3-10	The district will review data to ensure that the following assessments are administered as scheduled: <i>Imagine It!</i> Benchmark tests and AIMSweb universal screening and progress monitoring in K-6, Alaska Computerized Formative Assessments (ACFA) in 7-12, and 6+1 traits assessments for writing in K-12. The district will also review data on the listed assessments to determine if students are progressing as expected.	The district will monitor the data quarterly. If the assessments are not being implemented on schedule or with fidelity, the district will take action to ensure that the school implements the assessments during the next quarter. If the student progress is not showing a positive trend, the district will ascertain why not (program infidelity, student absences, lack of training, etc.) and make adjustments accordingly.	Principal and Assistant Superintendents
Math	10% (a decrease (10%) in the number of students that are below or far below proficient on the SBAs)	According to Spring 2009 data 31 students not proficient in grades 3-10	The district will review data to ensure that the following assessments are administered as scheduled: AIMSweb universal screening and progress monitoring in K-6, and Alaska Computerized Formative Assessments (ACFA) in 7-12. The district will also review data on the listed assessments to determine if students are progressing as expected.	The district will monitor the data quarterly. If the assessments are not being implemented on schedule or with fidelity, the district will take action to ensure that the school implements the assessments during the next quarter. If the student progress is not showing a positive trend, the district will ascertain why not (program infidelity, student absences, lack of training, etc.) and make adjustments accordingly.	Principal and Assistant Superintendents
Graduation Rate	A 10% increase in graduation rates each year for the three years of the grant	According to Spring 2009 data 33%	The district will closely monitor credits earned to ensure that students are making progress against Board policy determining needed credits for graduation.	The counselor will review the student progress reports and credits earned quarterly and report concerns to principal and teachers if students are not meeting credit and progress goals.	Principal, counselor with Assistant Superintendents

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<p>Attendance</p>	<p>Rate will increase by 3% each year for three years</p>	<p>According to Spring 2009 data 80.8%</p>	<p>The school will review student attendance rates regularly</p>	<p>For every third absence parents will be contacted. Contact will be made personally, at home when appropriate, by the principal, teachers, and assistant superintendent. Quarterly, attendance will be evaluated and adjustments made to our efforts as needs direct. By end of second quarter, if progress toward goal is not realized, we will reach out to parents, students, staff for additional ideas to increase attendance. We will continue to monitor and adjust until goal is met and surpassed.</p> <p>By August, 2010 we will work with parents and staff to create and implement individual student incentives.</p>	<p>Principal, counselor with Assistant Superintendent</p>
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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.	Assistant Superintendent	8-2010	6-2011
<p>Describe how the district will replace the principal as part of the school’s transformation model.</p> <p>The current principal is resigning at the end of her contract and a new principal has been hired for the coming school year of 2010-11.</p> <p>This principal comes with experience in education as a teacher who wants to succeed as a principal. She was attracted to the area by a desire to work with the administrators here to serve Yup’ik students. She has a strong desire to learn, and takes advantage of all training offered. She will receive support from Dr. Kim Langton, who has principal in Utah and Alaska superintendent bush experience.</p> <p>If significant improvement does not occur in the areas of student growth, teacher instructional improvement, and student attendance, as indicated by formative and summative student assessment, teacher evaluations, and his principal evaluation; the principal will not be retained for the 2011-2012 school year.</p>			
<p>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.</p> <p>For this past school year, the school district dedicated an early-release day each week so that teachers and other staff could hold a collaborative meeting. This meeting time was to be used for sharing instructional strategies, looking at assessment data, and using a team approach to problem solve student concerns. This process provides of means for developing leadership opportunities throughout the staff.</p>			
<p>What capacity does the district have to replace the principal?</p> <p>The last principal resigned so hiring a new person was the next step. We attended job fairs and district office staff worked to identify candidates on the ATP (Alaska Teacher Placement) website. Job Fairs correspond with our implementation timelines above.</p>			
<p>What barriers exist to replacing the principal and how will these be overcome?</p> <p>It was important to find someone who was just the right fit for the remote location. This is not a place where just anyone would want to work. . We made great efforts to recruit from available candidates in and out of state with comparable needed experience, and find the best candidate in or out of the state/area and train the new principal in skills sets needed for success in Akiak.</p>			

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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.	Assistant Superintendents	September 2010	6-2011

Describe the planned evaluation system for teachers.

The district follows the non-tenure and tenure evaluation rules clearly defined by the state. Non-tenured teachers are observed twice a year and tenured a minimum of once a year. The intention of the district is to evaluate and revise the current evaluation system.

The evaluation system will begin a revision process that will include administration, community and staff involvement. It will be in accord with state statute that involves perspectives of staff, parents and students in the evaluation of principals, parents and students in the evaluation of teachers. It will include all characteristics identified in state statute, such as ability to describe a philosophy of teaching, etc. It will include accountability to use research-based practices adopted by the district, especially, but not limited to practice supported by district training. It will be a work-in-progress always, as it will always be open to editing to allow for instructional practice improvement—it will be a living document.

It will include protocols and timelines for observations, consultations, pre- and post-observation conferences, and training, by both administration and teachers. It will be transparent so that teachers know what is expected of them; teacher are trained in best practice, and trained in the evaluation process. Students must experience such a system, so should teachers. We let students know what they must know and do, we teach those “standards”, and we assess them on their acquisition. So with our teachers and principals. The following timelines will be included in our process:

September, 2010—teacher training by Principal in evaluation process, evaluation tool creation process with their involvement and timelines

September, 2010—Evaluation tool will be created to report whether teachers are developing, proficient or advanced in the areas of student growth, instructional expertise, positive communication with parents appropriate to local culture, focusing instruction on GLEs, etc.

November, 2010—All non-tenured teachers will have had one:

- pre-observation conference
- formal observation
- post-observation conference

January, 2011—All tenured teachers will have had one, and non-tenured teachers will have had two:

- pre-observation conference
- formal observation
- post-observation conference

February, 2011—All teachers will have had two:

- pre-observation conference
- formal observation
- post-observation conference

March, 2011—All teachers evaluated using the district tool, based on two formal observations, notes from frequent informal walkthroughs, formal and informal interactions with the principal, parents, and students, data gathered from summative and formative student evaluations, and data from parent and student surveys focused on indicators regarding the learning atmosphere of the class. All teachers will be placed on an Annual Goal Review. Those who may face non-retention are placed on a formal Plan of Improvement as need indicates.

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

The evaluation tool, which will be the centerpiece of the evaluation process, will be a rubric, with well-thought out criteria (here is where the input of teachers, parents and students will be invaluable) to determine whether staff have achieved developing, proficient or advanced status. Included in this tool, will be a method to determine status based on student performance (growth). We will be creating and adopting a model based on actual demonstration of increased student performance, just as we expect students to demonstrate actual performance in the skills and knowledge embedded in the standards.

Data from various fall, winter and spring benchmarks will be used to assist to determine the growth of specific classes and students. In addition the various products such as Aimsweb, ImagineIt, Everyday Math, Math in a Cultural Context (MCC) and other curriculum products that we use have evaluation pieces included to assess a students growth. Reading specialists have primary and secondary level assessments in place and specific reading assessments, such as number of words per minute, which will be used to determine a student’s overall growth in reading.

The teacher evaluation will hold teachers accountable for gathering student data on-going throughout the school day that will direct instruction. It may be as simple as being constantly aware that students understand what is being taught by walking around the room and observing students written work, consistent oral interaction with students to determine that students understand concepts best assessed in a verbal manner, and making notes in a notebook. Teachers will be taught to create analytical assessments in the form of rubrics that will assess the product and process from project work, which cannot be assessed with multiple choice or fill in the blank tests. These assessments will support SBAs, and ensure that we are continually tracking student achievement even in grades where SBAs may not be given. Students will also learn to create rubrics to evaluate themselves, and learn firsthand how to hold themselves to standards of quality as they determine what criteria in a rubric differentiates between developing and proficient, proficient and advanced.

The evaluation rubric to be developed for teachers will indicate proficiency in student growth for each teacher, as aligned with the goal indicated above: “a yearly decrease (10%) in the number of students that are below or far below proficient on the SBAs.”

Further, data will be gathered indicating the affective indications of student growth, including attitude toward school and learning, sense of security in school, sense of engagement in the learning process, etc., which will be included in the evaluation rubric tool for teachers. Proficiency in these areas indicate that teachers are able to create a productive learning atmosphere in their classes. These areas will be placed in the evaluation tool as it is created in September of 2010, and refined throughout the rest of the year with teacher and administrator input.

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

The principal will continue to do weekly walkthroughs in order to observe GLEs in practice. (See Lesson Plan Template in the School Improvement Grant folder.) The district will build multiple observation-based assessments of performance into its new evaluation system. The principal is in direct contact with each teacher every day and can observe the teachers in staff meetings, involved with students, working with other staff members, and etc.

All of the above, and various other criteria we find in researching other models, as deemed pertinent to our needs, will be built into the protocols of the evaluation process.

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

This is an area that will be included in the Evaluation Rubric. Criteria will be created to assess a teacher's progress in this area to determine teacher proficiency.

Describe the planned evaluation system for the principal.

The above process will be followed for principals as well as teachers. The process will include protocols, training, an evaluation tool, etc. Their tool will examine areas of leadership that will cross over teaching skills, as they are the educational leaders of the school. They will also be evaluated on their ability to evaluate their staff, key to increasing student achievement, our main goal. Other leadership traits and performances will be considered, including holding principals accountable for student growth in their schools.

As has been explained, our current evaluation system will be overhauled. The process for both the principal and teachers will involve staff and community members as appropriate. State law insists that the staff, students and parents play a role in the evaluation of principals. We desperately need the insight and support of our local staff, students and parents. Following is a timeline for the above:

September, 2010—principal training by Assistant Superintendent in evaluation process, evaluation tool creation process with their involvement and timelines.

September, 2010—Evaluation tool will be created to report whether principals are developing, proficient or advanced in the areas of students growth, instructional expertise/leadership, positive communication with parents appropriate to local culture, focusing teacher instruction on GLEs, etc.

November, 2010—All principals will have one formal evaluation using the district rubric/evaluation tool for principals.

March, 2011—All principals will receive a second and final formal evaluation using the district tool, based on formal evaluations, observations and notes from frequent walkthroughs, formal and informal interactions with the principal, teachers, parents, and students, data gathered from summative and formative student evaluations, and data from student/parent and staff surveys focused on affective indicators regarding the learning atmosphere of the school. All principals will be placed on an Annual Goal Review. Those who may face non-retention are placed on a formal Plan of Improvement as need indicates.

This process will be very open to the work done by other districts we look to for expertise; Bering Strait SD, Chugach SD, Lake and Pen, etc. These districts have experience creating evaluation processes aligned with a standards-based curriculum, research-based instructional expectations, and utilizing materials with fidelity. We are aware that they, in turn, look across the country for best practices, including how all their efforts are evaluated. The new assistant superintendent comes with experience creating evaluation tools for Iditarod, Kuspuk and Denali Borough School Districts.

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

Student growth data will be taken into account, keeping in mind that the current principal has been on site for one year. By September, 2011, we will include student growth data in the principals' evaluation tool/rubric, as detailed in the timeline above. We will be studying successful student growth models for both teacher and principal evaluation, and putting in a lot of study to create and implement such a model. We will hold ourselves accountable for actual student growth, our number one priority.

The rubric to be developed for principals will indicate proficiency in the area of student growth, averaged for the entire school, aligned with the goal indicated above: "a yearly decrease (10%) in the number of students that are below or far below proficient on the SBAs."

The principal will be evaluated on how well she or he uses appropriate student data in evaluating teachers, in order that both teachers and principals are cognizant of the value of student data in assessing student progress, and in making critical adjustments to instruction to improve progress.

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

The assistant superintendents will observe the principals on a frequent basis throughout the school year. The district will build multiple observation-based assessments of performance into its new evaluation system. These observations will be frequent, formal and informal, seeking to get a picture of overall performance, not a snapshot.

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

This will be included in the Evaluation Rubric. Various criteria including collections of professional practice will be created/utlized to assess the principal's proficiency to influence our teachers' abilities to effect student achievement/graduation rates. We will evaluate principal performance at all levels critical to the performance of his staff and pertinent to the performance of his students:

- student growth in academic achievement,
- affective indicators of a positive atmosphere of learning in the school,
- increased student attendance,
- perceptions of his staff, students, and parents, etc.

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

The district will establish a process utilizing staff, administration, parent and student input in the development of the new evaluation system for teachers and principals. An assistant superintendent is assigned to facilitate this task who has experience creating/refining evaluation systems in three other districts, working collaboratively with staff. We will also reach out to other school districts further along in this process than we. The district has the capacity to undertake this task. We will see a new version, *still a work in progress as we study successful models throughout the state/country, and seek input from stakeholders, by mid-September, 2010.*

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

The biggest barrier is being able to meet with people from other villages. There is no year round road system because of the remoteness of the site. It is cost prohibitive to bring people together because of the price of transportation on local air taxis. Whenever possible, video conferencing takes the place of everyone coming together in one room.

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

The district will develop a committee comprised of a teacher, a principal, parents and students (as appropriate) and a person from the District Office to discuss and design a new evaluation system. Teacher and administrative input will be continuously sought and included.

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.	Asst. Superintendents	8-2010	Initial by 6-2011; Full by 6-2013

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.

The district will use AYP and SBA data to look at rewarding schools. Because this data is based on school wide efforts, the rewards will be for the whole school, not on an individual basis.

Each school determines student growth goals as reflected in the Annual Goal Review of each teacher and the principal relative to the needs of the students in each school, and the professional needs of the staff. If the student growth goals are reached, all staff receive a bonus. We will have a hybrid system, allowing both a collective and an individual process for bonus remuneration. We will begin to work with staff in October 2010, gathering ideas as to criteria to use, and will complete that process by November 30, 2010. We will submit our ideas for remuneration to the Alaska Department of Education for review if they come from funds from this grant.

We will study any other in-state model of which we may not be aware and any other models a search provides that are successful, and will take aspects of those models most inclined to work for our population. As with the evaluation process, this will be an on-going effort to move toward an ever-moving target of success.

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

The evaluation process will be approved by the state, and will contain a process where ALL teachers and administration will be placed on a goal-based plan of improvement, as all of us are in need of improvement. A formal Plan of Improvement will be differentiated from a plan used for all, indicating that failure to improve could result in non-retention. As the school follows the guidelines set forth by the district and the state, all protocols in the evaluation plan will follow statutory guidelines pertinent to non-retention, including appropriate notification, following a Plan of Improvement, and most importantly, doing all we can to empower our teachers to succeed in the first place.

The criterion for staff removal will be based on the same criterion for teacher evaluation, including achieving proficiency or adequate progress toward proficiency in a reasonable time-frame in:

- the utilization of research proven instructional practices,
- acquiring an understanding and implementation of district programs such as Everyday Math, Foss Science kits, 6+1 Writing Traits, etc.,
- an ability to interact appropriately and productively with students and parents in cultural context,



- the demonstration of appropriate and adequate communication with parents,
- the demonstration, in a reasonable period of time, to increase academic achievement, etc.

The system will delineate timeframes for dismissal for cause and non-retention. These will be in accordance with state law. As it is developed, it will be shared with the state for approval and feedback for improvement.

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

The principal and the district will follow the district evaluation process for teachers, principals, and classified staff. The process will continue to be straight forward and follow the letter of the law. Teachers are already non-retained for failure to perform. Rewarding for success will be a new experience that we are approaching with care, but with a level of excitement.

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

The new reward system will need to be written and approved by the Regional School Board before it is implemented. Principal and certified staff turnover makes it difficult as well. How well this is created and implemented will be critical to our ultimate success. Again, teachers who fail to perform are already experiencing non-retention. The Regional School Board is supportive of all efforts to improve the academic achievement of their children, including increasing accountability for instructional and administrative staff. They support our efforts to refine our evaluation/retention process, and will be kept informed. Any documents sent to the state for approval will first have the approval of the Yupiit Regional School Board.

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.	Asst. Superintendents	8-2010	Initial by 6-2011; Full by 6-2013

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.)

- **The district plans to host weekend retreats for grade level and content area district teams to collaborate with planning and implementing curricular programs. The district will hire a facilitator to lead the discussions, setting up goals for the groups. It is the intent of the district that these retreats provide team building, collegiality, and promote best practices between the participants. Teachers who enjoy one another want to work and play together. The more supported and cared for the teachers feel, the more likely they will be to stay. The longer a teachers stays, the deeper the relationships with students and community can become.**
- **Another staff development plan is in the form of a newly designed multi cultural college course. It will get underway in June and continue during the first semester. It will not only promote better understanding of the local population but also serve to fulfill course requirements for teacher certification with the state.**

- **Training kicks off in August for all staff, including administrators, to provide initial information in AIMSWeb, ACFA, and other data bases so teachers can begin to grasp how and where to house information on reading and math assessments. The training will show staff how to set goals and add interventions as the school year begins. Once the first benchmark test date comes, staff will have formative data to set up progress monitoring schedules. Weekly collaboration meetings will afford teachers the time to look at data together and support instructional strategies. The trainers will continue to work with staff throughout the year as needed.**
- **The CORE Literacy Trainer, Nancy Volpe will continue to make monthly visits to offer whole group training and individual classroom support for the SRA Imagine It! Language Arts series. She will work with staff on differentiation of instruction and strategies for ELL students in addition to providing basic training for newly hired teachers.**
- **A course on parent involvement will begin in August and training will be supported by the Alaska Parent Information and Resource Center. There will be monthly follow up training offered via video conferences.**
- **Training will begin on Professional Learning Communities (PLC's) so that the district can organize our collaborative meetings to reflect the professional community model.**
- **Technical assistance coaches and in-house expertise will offer support on reading, math, technology, and other areas.**
- **There will be optional Saturday opportunities for professional development in Everyday Math, Foss Science kits, 6+1 Writing Traits, 1st Aid and CPR, and etc. Teachers demonstrating a need for this training will be encouraged to attend. The evaluation process will be helpful. If a teacher is not proficient, a principal will have the responsibility of listing this training as part of an improvement plan, or a goal included on a Plan of Improvement. Inclusion on the latter, and failure to improve, could be one reason for non-retention. This will create a huge incentive for teachers to donate Saturdays for professional development, if there is incentive/desire to return. Recruiting and maintaining a staff of teachers with that desire is a larger over-arching goal.**
- **The district is providing professional development to its staff beginning in August 2010 in the Safe and Civil Schools model. Principals and district office leadership are receiving training on August 2 in facilitating this model throughout the district. Teachers and paraprofessionals will receive training in August and then an on-site follow-up in September during inservice. The intention is to continue with regularly scheduled on-site and distance consultations with the Safe and Civil Schools consultants.**
- **Teachers will be trained in cooperative learning strategies to help students work cooperatively on real-life projects, a skill needed in today's work world, and to help in the acquisition of social language, enabling a smooth transition to academic English, which our children desperately need.**

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

The district did a survey to find out what the staff wanted and is planning future professional development opportunities accordingly. An ongoing process will be used to determine teacher needs, including generic, confidential feedback from the evaluation process. If a principal observes a need for a particular training that comes up in his or her evaluative observations, that training will be included.

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?

We have district staff involved in planning professional development activities throughout the 2010-2011 school year. We will be using the expertise of the state technical assistant coaches. We will be



contracting for services with CORE, Pearson, and independent consultants. We will be working with SERRC , Alaska Parent Information Resource Center and other entities/individuals as necessary.

We will increase our capacity by doing all possible to train people to become trainers in those areas deemed critical to the educational advancement of our students. This speaks to training our local people to become teachers and administrators; they deserve the training, will be around for years, and will give back to the local educational community as the years go by. Sadly, much of the effort to train our certificated staff will benefit students other than our own. **THAT IS NOT A BAD THING.** But ultimately, for the students of Yupiit to succeed, we need expertise to stay in the district. To do that we need :

- to train our folks to experience success,
- pay them adequately,
- provide adequate housing and amenities at a level of quality that is competitive with other employment options.

This applies to local folks as well. Anchorage has many Native educators who decided to move to the city. We will not take them for granted, that simply because they are local, they will always choose to remain here as their options expand. We will do the above and more to entice ALL good educators to come and to stay in the Yupiit School District. Professional development will be key to this effort, and our capacity will be planned carefully to be sustainably increased.

What barriers exist to implementing these professional development strategies and how will these be overcome?
A major barrier is that the logistics of scheduling can be problematic due to weather conditions, traveling challenges, etc. When these “barriers” occur, a plan “B” will be ready, including distance delivery methods. All staff (including professionals coming to train our folks) need to be proficient in use of ichat, video conferencing and other distance methods, and equipment and logistics need to be in place to carry on when the weather grounds planes. Our professional development efforts are too critical to the ultimate success of our students to simply cancel them in the face of poor weather.

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.	Assistant Superintendents	8-2010	Initial by 6-2011; Full by 6-2013

Describe the ways in which staff will receive financial incentives for achievement gains at this school.
The district will have a hybrid system of offering incentives to entire staffs for student growth goals reached collectively, in addition to incentives given to individuals.

Schoolwide: If the school as a whole makes AYP Safe Harbor status, the district will offer financial incentives to be divided up among all staff. Incentives will be determined by staff, through a process of meetings where they discuss and brainstorm ideas (i.e. a dollar amount, cover internet costs for homes, etc.). This will be finalized by November 30, 2010.

Individual: If an individual student increases his or her academic growth during a one-year period, a financial reward will be given to their teachers, including the paraprofessional instructional staff

that teach them. The incentives for this piece, and qualifications needed to earn incentives, will be determined by staff, through a process of meetings where staff discuss and brainstorm, with opportunities to engage in a nation-wide search to study successful models for giving financial incentives for achievement gains at school, and where possible for staff to speak to staff working in districts where reward plans are in place. This process will be completed with ideas to propose to the Alaska Department of Education by November 30, 2010.

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

The district intends to financially support paraprofessionals who are seeking a degree in education by paying for college courses for the next three years. The district will also increase pay for paras who substitute for teaching staff. The district would also like to offer all certified staff financial support to obtain a Masters Degree in education or technology. The district will pay for two courses per semester. The district plans to host a mandatory staff development for all classified staff in Anchorage. The district will partner with UAA in offering a two-day training to build classroom management skills.

The district will seek to establish a partnership with UAF Bethel, to find ways to offer classes and training to our paras and certificated staff. This will support the attainment of highly qualified status, Bachelor degrees for paras, Masters and Doctorates for our Certificated staff, including a CDA for paras working with our pre-school students. We support our people in the educational field from preschool to high school teaching. Teachers who receive financial support for a masters or doctorate will be asked to sign a form agreeing to stay in the district two years upon earning their higher degree, or will forfeit the financial aide received.

Working with the Regional Board, we will provide and promote scholarships to students and paras alike who wish to go into the field of education. Money will be raised in the communities or with grants. We need to support those who wish to serve the youth in their own communities gain an education. To do so, they need a productive education, one that will not only get them a degree in an educational field, but will allow them to pass the Praxis and become certificated.

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

The district plans to provide internet capability in all district housing for lesson planning and college coursework. Additionally, the district will provide satellite dishes to all of our housing. We will offer initial new signing bonuses for highly qualified teachers, offer retention signing bonuses for highly qualified, effective, certificated teachers returning for their second, third and fourth years, and provide a yearly in state staff development opportunity of their choice.

We are working to procure funding to both upgrade current housing and to increase number of units available. As we find teachers with families or need to expand staff with counselors or specialty teachers, we need to be able to house them.

We are looking at ways to make transportation in and out of the village more affordable. As staff need to fly to Bethel, if a district charter has room, they can board at no cost. It costs the district nothing, and provides a service to our people that is appreciated, builds good will, and helps to keep folks with us.

Part of making all of the above work, and makes living in the bush work, is training--*living in the bush training*. How to order food, how to get a charter to Bethel, how to share charters, how to get service for a satellite dish, how to enjoy what the bush has to offer; moonlight ski-joring, fishing, berry picking, living effectively and sensitively with another culture—this all adds up to ways that make a new experience enjoyable, as opposed to simply difficult. Our district is full of folks, Native and non-Native who are gifted in these areas.

YSD New Teacher Orientation Program

Teacher retention is a major challenge in rural Alaska education. The ability to operate a high quality education program is compromised when a significant percentage of the teaching staff resigns at the end of the school year. One of the contributing factors to the high turnover rate in rural village schools is the lack of an extended orientation and the opportunity to adjust to the village living situation prior to the beginning of the school year.

The Yupiit School District addressed this need by sponsoring a two-week orientation for new staff during the summer of 2010. Sixteen new teachers, the majority from the lower 48 states, were invited to participate in an intensive orientation program from June 16 to July 1, 2010. The district contracted with an educator experienced in both village teaching and teacher training to oversee the program. The University of Alaska Southeast participated in the program by providing multicultural Education credit for all new teachers who successfully completed the training.

This program was able to offer college credit in multicultural studies, an opportunity to participate with local Yup'ik families in subsistence activities (fish camps), live in school district housing and see up close and personal the living conditions in rural Alaska. Many teachers come to Alaska with false perceptions of their lives will be like here. Consequently, many of them leave the area after one or two years, while breaking their contracts and leaving before Christmas is not uncommon. We want new teachers to have a clear idea of what they have signed up for before the year starts, so when they do arrive in the Fall, part of their adjustment has already been made, and they will better be able to focus on kids. While some teachers may resign after the orientation experience ends, it is better for that to happen in July than in October.

Due to the success of the orientation program of June 2010, Yupiit will continue to offer the new teacher orientation program for the next three years through this grant.

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

- **Broad and rigorous professional development to align student need to increased instructional strengths,**
- **Opportunities to participate in statewide conferences such as the Math Consortium or Writing Consortium, in an effort to promote best practices in any content area or grade level—INVEST IN OUR TEACHERS,**
- **Our refined evaluation system will give credit where due thus increasing staff morale,**
- **Enhanced signing bonuses to those whose skills are difficult to acquire and hard to lose. Those whose skills are most in desire are those who are able to lead our students to significant academic growth, and**
- **Success in the classroom, with principal/administration support, appropriate materials and training in their use, effective evaluations that point out strengths and set up goals for improvement as needed.**

Teacher turnover challenges all our efforts to improve student performance. We will consider on-going ways to attract the best and brightest and retain them. The district has had to let ineffective teachers go, due to not attracting the best and brightest, and has lost teachers who have served students well. The most important goal of the district is to increase academic learning. This cannot be done without solid training and accountability. When teachers experience success, they will want to stay—as serving kids is *a* main, if not *the* main reason for choosing to teach in the first place. In the short-term, better-trained teachers experience improvement in student growth. Long term, as the district's reputation for excellence grows, it will attract the best and brightest. There are other factors that must be acknowledged: adequate teacher housing and improved salaries play a significant role.

Teacher Recruitment Video

It is important both to recruit competent teachers, and to recruit teachers who will stay, given the unique living and working conditions endemic to all three of our villages. It is common for teachers coming to Alaska for the first time to have a perspective of what their lives will be like that is very much unlike the eventual reality.

We will hire an individual knowledgeable in the technology and video skills necessary to produce a recruitment video that will portray accurately the life of teachers in our Native Yup'ik villages. Of note is the need to depict accurately the challenges and the beauty of living among intelligent and gracious Yup'ik people, people who live in conditions very much unlike those in urban Alaska or the lower 48 states. Lack of a road system—you come by small airplane, a lack of running water and flush toilets for the majority of the parents and students, the expense of groceries and the difficulty in shipping them to your homes, the lack of many conveniences seen today as necessities, etc. The challenges are great, but the benefits are great as well, the opportunity of impacting the lives of children in a different culture, in a setting so very foreign. Of the relatively few who choose to apply, and who are then hired, few stay for more than a year or two. Some do not stay beyond Christmas, some do not make it that long.

When we recruit teachers at job fairs we need an accurate and compelling way to portray to them life here as truly as possible. Interviews with teachers who decide to leave within the first year as well as interviews with those who stay for years finding a sense of successful service will help individual teacher candidates to determine if life in a rural village is truly a good fit for him or her as an individual and will aid the district in recruiting the best teachers.

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

The district goes to job fairs around the Northwest to actively recruit, interview, and sign the best staff possible for this remote area. Each applicant undergoes a stringent screening process with lengthy telephone reference checks. The district added an additional position at the district office and this person will be responsible for implementing the strategies required as part of the transformation model, including recruitment and retention of staff.

We are committed to making this district a place whose reputation attracts the best and brightest. Anyone who has gone to job fairs over the years knows that there is “talk on the street” that potential employees hear regarding the districts to work for, and those to avoid. Our efforts to recruit hard, train smart, and expect the best of ourselves, our students and our parents, will build the kind of district to which the best will be attracted. The “talk on the street” will be that Yup'it District is quality, only accepts quality and supports and trains quality. We will offer competitive living amenities, support our employees to have fun and enjoy living in Alaska, and offer excellent salaries. To accomplish this will require creative work from all staff and parents, and support from the state. We are excited and very optimistic. All the ideas stipulated on this application exemplify our plan to build capacity in ourselves and our students.

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

The Yup'it School District has seen a sharp increase in teacher turnover during the last few years. At the end of the 2008-2009 school year we experienced a 50% turnover rate. It is our belief that in order to truly affect improved results in student academic achievement long-term retention of highly effective teachers is imperative. With this in mind it is our intention to provide an induction program for teachers new to the district beginning in June 2010. All newly hired teachers will be required to attend a 2 week induction program that will coincide with the YSD's summer school



program. Teachers will be mentored by returning certified staff, district office personnel and local cultural mentors (classified staff, certified staff, and elders.) The Yupiit School District will assume the costs of airfare for all newly hired staff from their point of hire to their village. In addition, we will provide a small stipend for each newly hired teacher. We will also hire elders and local mentors to work with the new staff in order to provide them local cultural knowledge and hands-on experiences designed to immerse them in the ways of the Yup'ik people of the mid-Kuskokwim region. Funding for summer school supplies and teaching staff is funded through both Indian Education and JOM grants. Additional funds are sought through the ARRA/SFSF funds for the induction and mentoring component of the summer school program.

The above represents efforts that have not been tried at this level before. We are not going to guarantee their success, but are ready to monitor and adjust with new ideas and efforts ongoing until we get it right. Teacher turnover rates must be cut way back if we are to have success. Long-term, we must train from within the very best teachers from dedicated local graduates of our schools. We are not patient enough to rely solely on that—local teachers and administrators is the very best option, but will take time. In the meantime, we will focus on those issues we can impact, and find ways to impact them by creating the very best reputation for our district, paying our teachers the best salaries possible, supporting them in living happy and PRODUCTIVE lives here, and training them to be the best they can be for the students they are blessed to serve.

(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.			

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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.	Assistant Superintendents	8-2010	Initial by 6-2011; Full by 6-2013
<p>Describe how the district will use data to identify an instructional program that is research-based.</p> <p>Research-based programs have been adopted for K-6 reading/language arts, mathematics, and science. Recommendations were made based on What Works Clearinghouse reports, teacher reviews and input, publishers’ description of the research base, experience of other districts, and evidence of current best practices. Yupiit School District adopted and implemented the Imagine It! English (SRA, 2009) language arts program in 2009-2010. Everyday Math (SRA-McGraw Hill, 2004) was evaluated and piloted in Akiachak in 2006-2007, in Akiak in 2007- 2008 and adopted by the district in 2008-2009. Full Option Science systems (FOSS) was adopted for K-9 in 2007-2008 in a three-phase introduction over a three-year period. Updated resources were purchased for social studies and health in 2007-2008.</p> <p>The district will collect data on the effectiveness of the identified programs from teacher lesson plans, input from weekly collaborative meetings, curriculum-based benchmarks, and analysis of state benchmark results. Identified weaknesses and gaps in the materials will be supplemented. Review deadline: March 2011. (Assistant Superintendent of Instruction, building principals)</p>			
<p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.</p> <p>A district committee will work with teachers in each grade span (see above) to compare instructional materials for GLE redundancy, insufficiently complex or challenging, excessive repetition,</p>			

inappropriateness (do not teach or practice the objective), regression (limited cognitive challenge, excessive low-level questions), off-grade vocabulary or other questionable evidence for instructional effectiveness. Findings will be compiled into a data base and analyzed to make further improvements in alignment. Further cross checking of the variables of student standardized test performance, Grade Level Expectations (GLE) tracking will add additional information of the instructional program and outcomes. Findings will be reported in January, 2011. (Assistant Superintendent of Instruction and Director of Assessments)

Teachers and principals will be informed of the work on vertical alignment of curriculum, instruction and assessment and will be given training and resources to refine and implement targeted, effective instruction. This process of continual review and refinement will provide students with a consistent instructional experience through the years, mitigating some of the impact of average teacher turnover. (Assistant Superintendent of Instruction, technical assistance)

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

Materials and assessments have been aligned to the Alaska GLEs using the Curriculum Aligned Frameworks in reading and writing (2008-2009, 2009-2010). Materials have been aligned to the Alaska GLEs using the Curriculum Aligned Frameworks for mathematics (2008-2009).

Mathematics curriculum assessments will be aligned to the Alaska GLEs using the Curriculum Aligned Frameworks by a district committee representative of math teachers from each grade span: K-2, 3-5, 6-8, and 9-10. November, 2010 (Assistant Superintendent of Instruction, state technical assistance)

Science resources and assessments will be aligned to the Alaska GLEs using the Curriculum Aligned Frameworks by a district committee representative of science teachers from each grade span: K-2, 3-5, 6-8, and 9-10. February, 2011 (Assistant Superintendent of Instruction, state technical assistance)

High school content area teachers will collaborate to revise existing curriculum and develop new curriculum aligned to the Alaska GLEs using the Curriculum Aligned Frameworks (grades 9-10) and Alaska Standards (grades 11-12). Content area committees will research, review and recommend appropriate resources for adoption in areas of mathematics, language arts, science, social studies, art, health, career technology and education (CTE). Reading, writing, and mathematics grade level expectations will be cross-linked with content areas.

All content area teachers will take responsibility for reading and writing instruction within their disciplines and coursework. Initial recommendations for the secondary program will be submitted to the district by May 2011. (Assistant Superintendent of Instruction, building principals, content area technical assistance)

Alaska Department of Education will be providing support for all of our curriculum alignment to allow our teachers to focus on instruction. We will work with them in a cooperative manner, and together will determine a firm timeline with an ending date for the above content areas of no later than May, 2011.

Building principals monitor evidence of teaching to grade level expectations by weekly ‘walkthroughs’, teachers’ lesson planning, evidence such as “I can” statements, posted daily expectations, student ability to talk about their learning, and the formal evaluation process.

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

The district has added the position of Assistant Superintendent of Instruction at the administrative level who works directly with the superintendent and the principals. At the school level each school



has a reading specialist who oversees and supports teachers in implementing the literacy program, including assessments, modeling, and resources. The district provides professional development and follow-up coaching where resources allow. The long-range plan has targeted building district capacity through developing our own trainers and resource people.

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

Staff turnover Staff training is complex and expensive. Many (30-40%) of staff will stay an average of one to three years but must be trained in the variety of demanding responsibilities in today’s classrooms. Despite large investments of district and grant funds, staff development is a process of continuously starting over at the beginning. Another effect on instruction is the lack of expertise in implementation of programs. We cannot determine if a given research-based program is effective for our students if it is not implemented with fidelity. Research suggests that five years is a minimum time frame to identify real change. Barriers can be addressed by differentiating training and refresher inservice for returning teachers and providing personalized modeling and coaching for staff new to teaching and new to the district. Also, recruitment and retention of highly qualified staff is an ongoing goal for the district. The summer internship, a collaboration of district and communities, is a new teacher program initiated by the district in summer of 2010.

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.	Assistant Superintendents	September-2010	Initial by 6-2011; Full by 6-2013

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.

Through professional development, teachers and administrators will be able to ensure that student data will inform and differentiate instructional practices. Data-driven decision-making is much spoken of and seldom practiced. We will train and hold ourselves accountable to the hard work of implementing the productive use of student data to guide instructional decisions. Decisions needing data-based guidance include those made minute by minute in the classroom, used in the purchase of research-based resources aligned with student needs as evidenced by the data, and last but not least, which professional training is needed, again, based on student—not teacher need.

We will continue the use of ACFA (Alaska Computerized Formative Assessment), the assessment piece in our elementary language arts adoption, Imagine It, AIMSweb, and we are exploring MAP, Measures of Academic Progress by the Northwest Evaluation Association. (If we find MAP to better meet our needs of tracking student progress and giving direction that will allow us to better respond to student academic needs, we will consider using MAP in lieu of AIMSweb.)

AIMSweb data is collected every two weeks using progress monitoring probes. Intervention data is entered on AIMSweb. Formative assessments, curriculum-based assessments, and student work are also used to measure student progress. Teachers meet weekly in collaborative grade span groupings. Effectiveness of interventions is shared, discussed, and possibly modified. Using the RTI framework, the collaboration team discusses other possible interventions. In these ways we will modify instruction as new data indicates the need.

Students meet with their teachers to review all student data (including AIMSweb data, curriculum-based data, and student portfolios) to ensure that each student is aware of his/her performance, can participate in decision-making about student progress and can take responsibility for her or his own academic growth.

We need to train teachers in the use of analytical assessment, as we wish to assess more than simple knowledge that can be monitored with fill in the blank formats. We will encourage students to use the knowledge gained school by undertaking projects and solving ever more complex problems—utilizing thinking strategies. Rubrics created by teachers or students can drill down to quality on the most subjective of student work, as demonstrated by the 6-trait writing process. Having students define quality, to which they will hold themselves accountable, is a powerful formative assessment tool.

By Christmas break, simple alignment to standards will be well underway in the core areas K-12. The curriculum director will then begin to branch out in depth in the areas of formative assessment and ensuring that it is being used to meaningfully impact instruction. Feedback from staff will also be available by then to determine a triage approach to the priorities that remain; how are our core subject area resources succeeding, are they being used with fidelity, where do we need to fine-tune our training in instructional methodologies, etc. The remainder of the year will then be able to be triaged on a reasonable timeframe.

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

The district provides weekly opportunities for teachers to come together to look at data and problem solve. We also have the benefit of the expertise of the state technical assistance coaches to help guide the process of using data to inform and differentiate instruction. In addition, the district has hired another Assistant Superintendent to oversee the transformation model requirements.

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

Teacher turnover is always a barrier because the teachers don't have a history with the students and the data doesn't have meaning beyond numbers. The other barrier is finding the time for the professional development to provide the teachers with the skill set to use the data. This process requires a great deal of time disaggregating and interpreting all of the information that gives teachers the whole picture.

Another barrier is “converting” teachers to the efficacy of this approach. Teachers are very busy people. Their time is tied to students and their learning minute by minute. They rightly do not want to be distracted by tasks that will simply make them busier. Many good ideas over the years have failed due to poor implementation and a lack of respect for teacher time, and let's face it, stress. This and all else we are undertaking must be done in a manner that brings them along as champions of best practice, in a way that is reasonable and does not lead to teacher burn-out. As new methods come along, it is time that ineffective tasks are encouraged to be dropped from the teachers' overflowing plates. Lecturing, over reliance on direct instruction, all put a load on teacher preparation that can be shifted to modes of operation that will be more productive and rewarding.

**(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)			
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.			
What capacity does the district have to fully implement a schoolwide RTI model?			
What barriers exist to fully implementing RTI and how will these be overcome?			

**LEA School Improvement Grants 1003(g) Application Supplement
Transformation Model**



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.			
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			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



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).	Assistant Superintendents	Second quarter— 2010 We will submit new draft schedules to DEED prior to implementation	May-2011

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

Each school will add a 60 minute class period to their daily schedule three days a week of their choosing. Classes offered will focus on local culture and non-State tested content areas, in an effort to bring more exposure to areas not currently covered, or in need of enhancement. Reading, Writing and Math will be integrated extensively in these content areas, as they are utilized as tools to learning, as indeed they are.

Yup'ik classes will be taught with an interdisciplinary approach, natural for Alaska's Indigenous People, so that math, science, the arts and social studies are taught in the context of the culture. In this way the content areas will better connect to the lives and life experiences of our students. The curriculum will be more meaningful, students will better relate to the concepts taught, and deeper learning will occur, with increased retention, as reading, writing and math skills are accentuated through utilization.

Math in a Cultural Context (MCC) is an example of a core content subject that is presented in the context of Yup'ik culture. In MCC's case, lessons, materials and training are available from MCC, which is affiliated with the University of Alaska Fairbanks (UAF). Training and materials have been designed so that it is compatible with *Everyday Math*, the district's adopted series. MCC's Nicolle Gilsdorf has been working with the district already, and would be available to train teachers so that this program could be used to teach math in the extended day classes, as intended, using the local culture as the context for teaching GLE content.

This will allow us to give our students opportunities to practice improving their reading, writing and math skills while gaining enhanced exposure in content areas not necessarily tested in summative state tests, but arguably some of the most important subjects we can offer:

- Geography, Government or Citizenship (Social Studies),
- World Languages,
- Technology,
- Skills for a Healthy Life,
- PE,
- Arts (including Music), and
- Yup'ik Culture.

Where available, as for the Arts, state standards will be utilized in developing the curriculum and objectives for credit. Teachers qualified to teach these classes will be paid with a stipend from funds from this grant. Local experts will be recruited to teach classes pertinent to the Yup'ik culture, and will be paid a stipend. State Cultural Standards will be used in the teaching of local Yup'ik cultural classes.

In bush Alaska, it is difficult to impossible to find certificated substitute teachers, thus opening the door to decreased instructional time for students. Subs are unable to effectively replace the needed rigor of the regular certificated instructor. We will hire a certificated district permanent sub, to be used for all sites, as the need arises. He or she will be ready to fly to the needed classroom at short notice. We will determine certification, Elementary, Math/Science or Language Arts/Social Studies with a review of substitute need patterns from the last year.

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

Site based teams will explore the most optimum ways to make the above schedule work, and will engage the parents and students in the process of both creating the schedule and determining the classes to be taught.

The schedule change is straight forward, though starting and ending times may be adjusted according to the wishes of the site team, working with parents, the local advisory school board and students. Involving the parents and students with a voice in deciding the curriculum/courses to be taught, will go a long way to create ownership and support for the additional time spent in school, studying things perceived to be more relevant to the students and their families.

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 district has planned professional development for the 2010-11 school year. Collaborative meetings are scheduled with an early release one day a week to provide for this collaboration time. Monthly video conferences are being scheduled so that teachers can engage in professional development within and across grades and subjects. The district is scheduling Saturday workshops on areas identified in our professional development survey this spring.

Schools will be adjusting schedules to allow for teacher planning and collaboration by adding 15 minutes of instruction time to four days of the week and subtracting one hour from the fifth day to be used by teachers for collaborative planning, professional development and learning. Many districts extend days to allow for a shortened student day once a week for collaborative planning. Many educational researchers encourage ways to de-privatize teaching and reduce isolation, to get teachers together to learn together, from each other, to synergistically create lessons and programs



that will better reach student needs. This is one way to accomplish this. It becomes crucial that principals see that this time is not used to run errands or correct papers. It will have enough structure to ensure that teachers are indeed engaged collectively in the business of refining their craft. It is a time when all are free to work together, as opposed to individual planning time where they are still working in isolation.

What capacity does the district have to establish schedules and strategies that provide increased learning time?
The site-based teams in collaboration with their communities and district office personnel will meet to recommend and establish schedules, classes to be taught, who will be teaching those classes, what support instructors will need in the way of materials, books, training, etc. Because our community requires our students to assist families in daily subsistence activities, we will have to tread very carefully when we demand more learning time for our students. An emphasis needs to be placed on reversing our high dropout rate and encouraging our high-risk students to be actively committed to additional time spent in school.

A signed letter by the Regional School Board president in support of our participation in the activities of this grant will accompany this application. We have the authority and responsibility to do what is best for students. We have the support of the Regional School Board, and will work positively with the local advisory board to make this a positive experience that will entice students to attend by making the experiences culturally relevant and compelling with the content area and teacher experts recruited.

We will explore the expertise of our staff to determine where they may be utilized in unexpected ways; who can speak a foreign language, knows music, drama--let's get them Highly Qualified. We have many local experts in the various aspects of the local culture, including in the Yup'ik language, Yup'ic arts and crafts, subsistence living, lore, etc.

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

Perhaps the single most critical barrier is attendance; having the best school with well-trained and dedicated teachers instructing with research proven practices using research proven materials will benefit our students not at all *if they are not there.*

This reality is one of the most, if not the most, critical aspect to increasing academic performance for our children, is attendance. Adding time to the school day could well play a significant role in reversing their performance, if what we offer is compelling to them, if it intrigues and excites them, if it engages them in the learning process so they really want to attend. So overcoming this barrier lies in how well we create and implement these classes to do the above.

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.	Assistant Superintendents	September-2010	Initial by 6-2011; Full by 6-2013

Describe how the district will provide ongoing mechanisms for family and community engagement.
The district is planning to provide a course on family and community/school partnerships through the Alaska Parent Information and Resource Center beginning in August with a one day in-service

and continuing monthly via video conferencing throughout the remainder of the school year. Site based teams will plan for family and community engagement activities. Each site will sponsor an education conference during the 2010-11 school year, during which parents and community members will be invited to see what activities are taking place.

Working with the Regional School Board and each community, other ways of engaging parents in the educational decision-making process will be discussed, created and implemented—for this is a work in progress, and ideas will continually surface that must not be ignored. We are not afraid of the effort, despite knowing that many specific strategies will fail. That is ok. We will continue to explore various strategies until several are found that effectively engage parents in a manner that improve attendance, academic achievement, and how education is perceived and valued. This means making education something of value to parents and students. It will require a curriculum that is rigorous academically, meaningful culturally, and is able to literally change the lives of our students with the tools to have successful and full lives, jobs and families.

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

During the first month of school, each community needs to have a meeting (gathering) with community leaders, tribal leaders, church leaders, and the school to brainstorm ideas and activities to promote family and community services throughout the year. District office staff will be available to facilitate at the planning meeting.

The strength of our capacity lies in our people. Our superintendent and assistant superintendent have ties here that go back decades. They know the culture and have the trust of the communities. As we move forward with any and all efforts in this regard, they will be able to monitor progress, or lack thereof, and know whether adjustments are in order. This can be a delicate endeavor, and must be approached with care as well as persistence.

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

Staff turnover is a barrier because teachers do not get to know their students or the families very well and its difficult to form relationships. The community feels disengaged from the school so the district thinks it is imperative to create opportunities for teachers and parents and community members to come together. The parents do not see the pathways from the home to the school as being meaningful opportunities for their children’s future. High School Seniors don’t have enough experiences in career investigation, job shadowing, job skills, and living skills. We don’t have enough parent and community confidence in our decisions.

Again, the way through these “barriers” lies in utilizing the expertise we have. We are building culturally appropriate ways of operating with students and parents, by working with district cultural expertise, community leaders as well as Board and advisory board leaders.

(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)	Assistant Supt.	January, 2011	Initial by 6-2011; Full by 6-2013
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.			
School to Work			
The fact that parents do not see education as a pathway to a better life can be approached over time by “simply” improving academic achievement. However, so long as our schools are perceived by			

many families and community members to be on a college track where vocational skills and careers are not valued, we have a serious disconnect. When only 30% of all students graduate from college nationally, a college tracked K-12 program misses a majority of our children. In bush Alaska, that percentage is far lower. Students bound for traditionally vocational fields today must be as proficient in math as students pursuing any other field. There are students in our villages who are not proficient in the content areas who would be # 1 on your list of who you would want to be stranded with on the tundra in -45 degree temperatures with a broken down snowmachine.

Parents in our villages know this; our students know this. We should cheer as loudly for the graduate going on to the Alaska Vocational Technical Center (AVTEC) or Job Corp as the graduate with a full-ride to Harvard. Career Tech Education will greatly increase the confidence our students and parents have in our schools; that school is truly linked to a better future. This will impact enrollment by giving students a practical and inherent reason to hit the books, and a vision of school as a pathway to a future to which they can relate, regardless the type of post-graduate training they pursue.

A program based on a model created by the Chugach School District : Anchorage House, would have a very positive effect on our students. We will bring students from the remote villages of our district into larger communities for the purpose of expanding their awareness of career and college options, and for training that is not available in the remote villages. Middle school students would go to Bethel, high school students would go to Anchorage. Interpersonal relationship, resume writing, and interview skills will be drilled down to a deep level of complexity, while exposing students to jobs, job shadows and internships in the air industry, local Native organizations, medical entities, the university, the fishing industry, surrounding school districts, etc.

Chugach SD has proven to be generous in sharing their curriculum and expertise to replicate our own program. Partners, some named above, would be willing to donate to the program after they experience it as a partner where local kids gain an experience that ties them to a future. Students will find a future connected to the curriculum taught in schools in a meaningful way, leading them to a diploma and post graduate studies in college, AVTEC, Job Corp, or as an apprentice working for a business locally or abroad.

The above strategy impacts attendance issues, community perspective of education, suicides, drop – out rates, post graduation study, etc. It is ambitious, in synch with the need for an ambitious approach to the needs of our students. Helping students (and their parents) feel the efficacy of an education in tangible, practical ways, by preparing them for the world of work is central, in many ways, to that effort; *an ambitious undertaking*. Therefore, we will need to phase this project in over the three years of the grant, to start small with local projects first (Phase I), then branching out to the Bethel and Anchorage projects later (Phases II and III), with coordination with partners. Phase I will be implemented in January of 2011, and completed in May of that year. Phase II will be implemented in August of 2011, and completed in May of 2012. Phase III will be implemented in August of 2012 and completed in May of 2013. By that time we will have partners and other funding in place to continue.

Staff Attendance Incentives

As an incentive, all (instructional and non-instructional) non-certified staff with an attendance rate of 90% or more, with satisfactory job performance, will be eligible to attend out-of-district professional development tailored to their job, which would otherwise not be available.

Training for our paraprofessionals will include expectations of behaviors that reflect the role model aspect of their position as related to job performance expectations, which are in turn tied to their evaluations, such as good attendance, coming to work on time, doing quality work, having a positive attitude, etc. We might send custodians or maintenance staff to Bethel for several days to attend training set up by that district, or to spend time shadowing with more experienced employees in that or other larger districts in the state. Secretaries could be sent to other districts to join in their training, go to secretarial workshops in Anchorage, or work shoulder to shoulder with more experienced secretaries in other districts, etc.

All non-certificated staff serve a role in the education of children and should be rewarded. Those who keep the buildings safe and clean (maintenance and custodial staff), keep the school running in a smooth, organized manner (secretaries) and perform valuable instructional expertise, (instructional aides), also impact student learning. They all serve as role models for the aspiration of our students. We will include in our own training with our non-certificated staff discussions about how they are role models for our students, that they are from the village and are related to our students.

Student Attendance Incentives

As we work to improve the local adult role models for our students, we will be working directly with our students in a similar fashion to increase their attendance. We realize that as we improve our curriculum and instruction capacity, we will not reach those kids who fail to come to school consistently enough to gain from those improvements. Our attendance rate in the school overall is low, and with certain students, the rate is, indeed, dismal. These children are operating at a level where intrinsic rewards will have little effect. We will implement a program we are calling, “Come to School, Stay in School” (CSSS). For practical purposes it will incorporate all we are doing to make the curriculum more relevant, rigorous and compelling. For this section, we will focus on the extrinsic incentives we will implement in order to increase attendance.

All students who attend school within the range of 90-94% will receive a reward of an educational field trip, or off-site experience that will be both fun and educational, and tied to our above school-to-work program above, where we can. We might take students to nearby Bethel, where they can attend a function we plan on our own or in partnership with the local (Lower Kuskokwim) school district. It might be a visit to the local state university, a museum, or business that fits in to a school-to-work experience.

Students who attend within the range of 95-100% will have an educational experience in Anchorage, (one experience; they are not eligible to attend both the Bethel and the Anchorage Experience) one that we plan ourselves, or in partnership with the Anchorage School District. Again, we will look at an educational experience to a museum, business, university, etc. The opportunities will be much greater, and the options much more exciting. Shopping for students from a remote village will be on the agenda for practical reasons. We will include lessons on smart buying, including studying publications such as Consumer Reports, in order to help students be educated consumers. We will help them understand how to ship their goods back to Akiachak, via Bethel and on small airplanes to the village. Those familiar with life in our remote villages understand how a shopping experience of this nature is a critical lesson for living in rural Alaska.

Another activity will be to tie this experience will be the program discussed earlier in this section. Due to the rural, extremely remote area in which our children are privileged to live, children need opportunities to be meaningfully exposed to job opportunities not available locally. Whenever they travel outside the village, they need structured opportunities to job shadow, participate in mock interviews with real potential future employers, and to simply gain awareness in what exists in the world of work that will connect them to their everyday curriculum.



Lastly, while in an urban location, they will be able to learn about public transportation, a critical skill if they eventually move to an urban area after graduation, for work or schooling. One activity we will use will indicate the skills to be gained, a sort of scavenger hunt. Students will be divided into groups of four or five students to a group. They will then be given a list of places to visit, using public transportation, and an item to pick up while at each location. A brochure from the Alaska Museum of Natural History is one example. The first group to arrive at a predetermined destination, with all of the items from each location on the list, will win first prize. The knowledge gained from this game will be of huge value in their future lives, when they visit urban areas regardless the reason.

Experiences for our elementary students will have similar objectives made appropriate to their age, experience and development. For example, young children will still benefit from beginning their journey in building an awareness of the world of work, but will need to go to places and have activities in accord with developmentally appropriate practice.

CHAMPS (Safe and Civil Schools)

The district is implementing an approach to improve school climate through CHAMPS.

CHAMPS is designed to help the classroom teacher develop a classroom management plan that is proactive, positive and instructional. The program includes help with how to Structure the classroom for success, Teach the behaviors, Observe and Supervise student behaviors, Interact positively with students and Correct calmly. The acronym STOIC is an easy way for teacher to remember these five principles.

The acronym CHAMPS reflects the categories or types of expectations that a teacher needs to share for each activity or transition. Following are brief descriptions of the types of expectations that need to be clarified:

- C—Conversation** Can students talk to each other?
- H—Help** How do students get their questions answered?
- A—Activity** What is the task or objective?
- M—Movement** Can students move about?
- P—Participation** What does participation look and sound like?
- S—Success** If students follow the CHAMPS expectations, they will be successful

What capacity does the district have to implement approaches to improve school climate and discipline?

We are spending two full days of inservice on the Safe & Civil Schools program in our Fall Inservice, during the first week of August. We are building this capacity throughout the staff.

We have a strong administrative team. The Superintendent and two assistants among them have over 100 years of experience in education, with dozens of years among them in bush Alaska. The district is anxious to take advantage of this situation to create and implement programs that will change significantly school climate and discipline. The career tech program discussed above will have a significant impact on school climate by focusing on the future of our children, and the perception of the community toward education in general. Education needs to be perceived as having practical benefits in their world.

What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?

Resistance to change, failure to face the true issues that keep our students from achieving, distance, our isolation; all of the things that have kept us back in the past will be in play. We have huge motivation to overcome all these barriers and any others which may be raised.

**LEA School Improvement Grants 1003(g) Application Supplement
Transformation Model**



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)	Yolanda Paez—Early Childhood Director	September, 2010	May, 2013

Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.

Our Early Childhood Director, Yolanda Paez, has worked hard to create a Birth to 3 year-old home program, and to collaborate with existing Head Start Preschool programs in each village. Part of this effort is sharing training opportunities focusing on developmentally appropriate practices, implementing Early Literacy Skills for birth to 3 year olds, monitoring preschool/kindergarten transition programs, and providing research-based instructional strategies for young children to increase vocabulary and language arts skills.

We seek support to purchase training from the university system and from private organizations that offer training programs. We need support to send our Early Childhood instructional staff to training in developmentally appropriate practice activities pertinent to pre-school/kindergarten and the early grades--any teacher with a student whose development requires appropriate interventions for successful academic growth.

Ms. Paez has worked well and hard with the early childhood entities in our three villages to promote a level of trust where mutual collaboration exists to the benefit of our children entering kindergarten, for their continued success throughout their academic careers. We need a person with the academic and career experience to act as a liaison with the preschool and childcare entities in our three villages, to continue and extend the Director’s work. This person would work diplomatically, under the Director’s direction, with these educational partners, in a manner to build trust that would result in a collaborative atmosphere where he or she could then act as a mentor/coach to improve the readiness educational experiences our future students receive.

What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?

Our Early Childhood Director has extensive experience in early childhood and has been a principal and Assistant Superintendent. She has hired Home Visitors in each village, who work with parents of infants to three year olds in an effort to increase Early Literacy experiences. The instructional activities are based and aligned with the Early Learning Guidelines with the goal of preparing children for preschool, Head Start and later, kindergarten.

What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?

In review of the Early Childhood Programs found in each community, we discovered that duplication of services and not understanding each other’s programs was a major concern for the families and personnel. Ms. Paez has already broken down this barrier to a very significant extent. During 2009-2010, ECE program leaders and families gathered to discuss the ways in which each program could help one another. Identification of program learning goals and objectives were shared as well as methods in which each program could compliment one another’s services. Trust and professional collaboration grew as one educational entity worked (and continues to work) with another. The above is an attempt to further enhance and strengthen the delivery of services to the children of each community. With these efforts we deepen the professional trust and collaboration of

each ECE group and train our ECE personnel to better serve our children’s needs. We seek the financial support that will provide monthly collaborative gatherings of ECE personnel – who, at the end of each gathering, return to their communities with ECE instructional ideas and recommendations based on state and national Early Learning Guidelines and Standards.

(4) Providing Operational Flexibility and support

(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.	Assistant Superintendents	8-2010	Initial by 6-2011; Full by 6-2013
<p>What different operational flexibility will the school have in relation to staffing?</p> <p>The district, due to staff housing shortages, will hire itinerant teachers with flexible schedules to work with our 3 schools. For example, these itinerants will be PE teachers, art teachers, and technical and career educators. The school principal will have the flexibility to determine how to best use his staff at each site. This was discussed in more detail above, in relation to how to add hours to our students’ academic week.</p>			
<p>What different operational flexibility will the school have in relation to school calendars and instructional time?</p> <p>Scheduling itinerant teachers in rural Alaska is dependent upon weather. Schools will need to have extreme flexibility to arrange instructional time and manipulate their calendar to provide for obstacles we cannot control. In these cases, calendars may have to be adjusted to incorporate Saturdays as a day of instruction. Within the school calendar, the principal has the flexibility to arrange instructional time to best fit the needs of the student population.</p>			
<p>What different operational flexibility will the school have in relation to budgets?</p> <p>The principal, collaborating with his or her staff, has the flexibility to use his budget as he sees appropriate, with oversight from the district office.</p>			
<p>What capacity does the district have to grant operational flexibility to the school?</p> <p>This is a small district and people work closely together. Many decisions are made as a whole group and yet, because each village is different, the district grants a good deal of flexibility to the school leaders.</p>			
<p>What barriers exist to granting operational flexibility to the school and how will those be overcome?</p> <p>A barrier is that the principals are either brand new or have just one year of experience so they need a lot of guidance in certain areas. With support from other administrators, this barrier is broken.</p>			

**LEA School Improvement Grants 1003(g) Application Supplement
Transformation Model**



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).	Assistant Superintendents	8-2010	Initial by 6-2011; Full by 6-2013

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.
A new Assistant Superintendent has been hired to lead the transformation model at each school. That person will oversee the grant in all aspects. He will travel to different sites and personally meet with all stakeholders on a regular basis, weather permitting. He comes on board in July and can begin to meet with principals and community members at that time. He will work with the Superintendent, Assistant Superintendent, Business Office Manager, and others to administer the grant.

Entities:

He will look at expertise extant in the district, to nurture a sense that many of the solutions to our issues lie in the experience and knowledge of our own people. He will also facilitate bringing support from others in the state, especially from districts that have and continue to deal with the same issues in a similar context to ours. A case in point will be to work with folks from Chugach School District regarding their Anchorage House model. In fact, the superintendent of Chugach has already been contacted and is excited about partnering with us. Other entities include School districts, SERRC, AK DEED, etc.

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

The new Assistant Superintendent will have, as his main job, this grant and all that it entails. He will have the time and means to gather information, provide guidance and support, and to keep the district office informed of all events and activities.

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

Again, the main barrier will be the weather and scheduling all of the planned events and activities. Because of the technology available to us, we can easily meet, train, and debrief via video conferencing as an alternative to meeting face to face. In short, we foresee no major barriers and will not allow anything to get in the way of making the ideas and dreams entailed in this application a reality.

(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.

**LEA School Improvement Grants 1003(g) Application Supplement
Transformation Model**



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	\$1,347,268	1,485,639	1,485,639	1,485,639
Local Funds	NA	NA	NA	NA
SIG 1003(g) Funds	\$0	\$399,686	\$376,058	\$346,443
School Improvement 1003 (a) Funds	22,796	24,670	24,670	24,670
Title I, Part A: Improving Basic Programs	90,080	97,483	97,483	97,483
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund	27,338	29,585	29,585	29,585
Title II, Part D: Enhancing Education Through Technology	2,141	9,310	9,310	9,310
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities		NA	NA	NA
IDEA Part B	45,606	26,242	26,242	26,242
Carl Perkins	5,911	6,397	6,397	6,397
Other: English Language Acquisition	39,186	42,406	42,406	42,406
Other: Title I-A ARRA	78,086	84,503	0	0
Other: Title II-D ARRA	4,286	4,638	0	0
Other: ARRA-IDEA Part B, Title VI-B	31,847	34,464	0	0
Other: ARRA-IDEA, Part B, 619 Preschool Disabled	1,291	1,397	0	0
Other: IDEA Part B, 619 Preschool Disables REG	1,136	1,230	1,230	1,230

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
School Improvement Funds 1003 (a)	The 1003a funds support the implementation of the following: curriculum alignment through staff attendance at the curriculum alignment institutes during the 2009-2010 school year, extra duty pay for staff involved in alignment of the reading, writing, math and science curriculums and travel associated with the curriculum meetings. Costs associated with travel to the January 2010 Winter conference for staff, purchase of supplemental program materials: Corrective Reading, Carnegie Math and additional scanners, cards and printers for the Accelerated Math program.
Title I, Part A Improving Basic Programs	Portion of salaries and benefits for the Director of Federal Programs, the Powerschool registrars and each literacy leader. Fee for Transact. The 10% set aside for PD will be used for: AIMSweb training, contract with CORE to continue work on RTI framework, principal’s attendance at principal conference in October 2010.
Title II, Part A Teacher and Principal training and recruiting fund	Signing bonuses for highly qualified staff and benefits. Travel for district office staff and trainers/consultants for Imagine It!, data analysis, collaborative meetings and other school improvement topics covered during inservice.

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: We will pursue all areas of this grant with an eye to the time when this grant money will be expended, in a manner that looks to sustainability in regards to financing and dedicated persistence to continued success in the areas outlined. For example:</p> <ul style="list-style-type: none"> •Professional Development: Build capacity in a manner that cycles the expertise back to new employees, •Increase our retention rate and the need to retrain starting from scratch each year, by Empowering our teachers to experience success, Improve housing, Train teachers to love and enjoy Yupiit Alaska, Increase teacher salaries, etc. •Build partnerships: Partners who give our students school-to-work experiences will find this a win/win not needing remuneration, Partners will see supporting our programs as a win-win as they support future employees and clientele, Partners will want to be a part of successful enterprises serving youth. •Grant-writing •Lobbying efforts
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Hiring Practices:

We will develop procedures and practices to carry the district forward after funding runs out. Through the successful implementation of this grant, our teacher attrition rate will go down and the need for continuous recruiting and hiring will not be such a concern as it is now. We will research successful recruiting and hiring practices in similar districts. The district will create a system to collect data on exit interviews that address policies and practices. As our district grows in quality in its ability to serve children, it will gain a reputation to attract the best and brightest. We begin now by believing that we can succeed in providing quality education to our students and can become one of the best districts in our state, exude pride in who we are, and approach potential candidates as needing to be of the right quality to serve our students. We will educate applicants of the programs, high standards and lofty goals we have for our district, our students and our employees.

Supporting Professional Development:

Support needs to be built from the top down and the bottom up so that there is a continuous connection that ties one year to next. It should be the responsibility of the Curriculum Director to have background training to oversee continuity of the implementation of the core programs and practices. The district needs to ensure that there is a district level person whose responsibility it is to provide professional development. Because the district has the technology to provide professional development from a central location, it will be imperative that staff be trained at each site to use it, and whenever possible the district utilizes distant learning capabilities.

We will improve our data gathering process and ability to respond to what our data tells us in many areas, specifically in the area of professional development. We desire to let solid data determine what training our teachers receive, not the latest fad, or simple desire for one program over another.

Changes made in Policies and Practices:

Changes will need to be adopted by the Regional School Board. There is a regular schedule for leadership review and monitoring the effectiveness of adopted policies and practices. Our Board is very much aware of this grant and the role it could play in sparking necessary reforms and innovations that must be carried on after the grant ends. The superintendent has a listening ear to what policies will need to be changed to reflect changing programs and expectations. The length of the school day will be officially expanded by policy once success in how to add time in a manner that is supported by students, staff and parents and results in increased learning.

Other:

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Yupiiit

School: Akiak

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 540030

COA	Account Title	Budget Amount TOTAL	Narrative Description
			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.
	<i>REQUIRED</i>		
310	CERTIFICATED SALARIES	\$96,873.33	Akiak has 14 certificated teachers, 1 literacy leader, 1 counselor and a principal for a total of 17 certificated staff members.
		\$8,400.00	Stipend for certificated staff engaged in Saturday workshops, professional development activities (i.e. 6 + 1 traits, Everyday Math, etc.) \$300 x 7 certificated staff members x 4 Saturdays. The workshops are designed to help certificated staff who are in need of improvement. Additional certificated staff who want to be involved are allowed to participate as requested.
		\$4,320.00	A certificated staff member will provide remedial instruction for students outside of school hours - \$30 an hour x 3 hours a week x 2 teachers for 24 weeks.
		\$4,320.00	A certificated staff member will provide extended day classes for students - \$30 an hour x 3 hours a week x 2 teachers for 24 weeks.
		\$3,600.00	Teachers and administrators will participate in a teacher/administrator evaluation process review and revision committee - \$300 daily stipend x 3 staff members for 4 days.
		\$14,400.00	Staff attendance at retreats @ \$300.00 daily x 16 staff - 1 day for each retreat- this year will be a total of three retreats. The people going on all three trips will be 14 teachers, 1 Literacy Specialist and 1 Counselor for a total of 16 certified staff members.
		\$8,000.00	Incentive bonus payments to staff when school meets AYP through safe harbor (\$500.00 each for certified staff for 16 staff members). These are estimated amounts, pending staff committee recommendations.
		\$8,333.33	One Permanent Certificated Substitute who will be an itinerant position - the amount is the portion that Akiak is paying for estimated salary. This person will not be hired until January.
		\$6,000.00	The principal will receive \$1,500 per quarter for his/her work in implementing this grant and all of its programs at the school level.
		\$4,000.00	Assistant superintendents will receive \$1,500 per quarter, for district-wide implementation of the grant; there are 2 assistant superintendents.
		\$26,000.00	Initial signing bonuses will be made for new staff members of \$1,000. Retention signing bonuses for effective highly qualified certified staff members who are returning for their second year will be \$1,500, for their third year will be \$2,000 and for their fourth year \$2,500. The number of eligible staff members is: 1st year 12, 2nd year 15, 3rd year 12 and 4th year 8. The text for this item is on page 21 of the grant. This is Akiak's share of district wide estimated costs.
		\$4,500.00	"Math in a Cultural Context" (MCC) training for staff stipends of \$1,500 to be paid to each participating teacher, covering the entire four trainings. There are 3 eligible teachers in Akiak. This is included in the grant on pages 13 and 32.
		\$5,000.00	Stipend for new teachers to travel to the district for their 2 week orientation visit to their villages @ \$1,000 per person for 5 Akiak staff members.

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Yupiit

School: Akiak

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 540030

COA	Account Title	Budget Amount TOTAL	Narrative Description
			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.
	<i>REQUIRED</i>		
320	NON-CERTIFICATED SALARIES	\$25,650.00	The total number of classified personnel at the site is 17. The positions are: 9 instructional aides; 8 non-instructional personnel.
		\$16,200.00	Participation in Extended Day classes providing instruction for students in content areas - 3 hours per week with 3 paraprofessionals @ \$75 per day and for 24 weeks.
		\$3,850.00	Incentive bonus payments to staff when school meets AYP through safe harbor (\$250.00 for each instructional aide, \$200 for other support staff). There are 6 instructional aides and 7 support staff. These are estimated amounts, pending staff committee recommendations.
		\$5,600.00	District preschool/childcare liaison. The person earns approximately \$20/hour for 7 hours per day and 5 days a week for the remainder school year. This is a new position to the district and Akiak pays 1/3 of the cost and gets 1/3 of the services from the position.
360	EMPLOYEE BENEFITS	\$57,569.11	
		\$24,504.67	Insurance - Life & Health 20%
		\$2,450.47	Unemployment Insurance 2%
		\$3,675.70	Worker's Compensation 3%
		\$9,127.99	FICA Contribution 7.45%
		\$12,167.29	Retirement Contribution - TRS 12.56%
		\$5,643.00	Retirement Contribution - PERS 22%
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL	\$83,966.67	
		\$1,200.00	Facilitator for staff retreats (grade level and content area groups) for planning purposes. Contract @ \$1,200 per day including travel and per diem. Each retreat is for 1 day. FY11 there will be 3 retreats in Anchorage. These costs are for Akiak's share. All three sites will be in Anchorage at the same time.
		\$4,500.00	Elders will receive a stipend as community mentors for certificated staff of \$1,500 for the school year for approximately 10 hours of work per month for 6 months. There will be three elders. This item is included in the grant text in Section 1i(E) on page 22.
		\$16,666.67	Contract with Safe and Civil Schools (CHAMPS) to provide ongoing support in the implementation of improved school wide and classroom culture and climate. The \$2,500 daily rate, for 4 days each visit, includes all expenses including travel from Seattle and within district. There will be one person staying for one week each visit; there will be five visits during the school year and she will visit all three sites each visit. This amount is 1/3 of the total cost for Akiak's share of the expenses.
		\$1,100.00	Contract with consultant to provide training to staff in implementation of 6+1 writing traits - \$600 daily x 4 days. Travel for contract with consultant to provide training to staff in implementation of 6+1 traits writing. Trainer coming from the Kenai and will be going to Akiak. Kenai (ENA) to Bethel (BET) R/T \$600. Round trip Bethel to Akiak costs \$300. This amount is 1/3 of the total cost for Akiak's share of the expenses.

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Yupiiit

School: Akiak

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 540030

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.
		\$15,000.00	Tuition payment for certificated and classified staff working on an advanced degree or towards highly qualified status in education or technology. There are as many as 15 people who will take advantage of this option in Akiak. Each participating staff member will receive \$1,000
		\$5,000.00	Tuition payment for staff member to take multi-cultural classes designed for YSD. 10 certificated staff members at \$500 each meeting the needs for the multi-cultural class certification requirements.
		\$10,500.00	"Math in a Cultural Context" (MCC) training for staff. Nicole Gilsdorf, with UAF will come to the district 5 times to coach, mentor and train our teachers in this program. The contract covers all travel, lodging and per diem expenses. This amount is Akiak's share of the costs. This is included in the grant on pages 13 and 32.
		\$30,000.00	Development of a video of the villages for the retention and education of new district certified staff members. The contract covers all costs including all travel to and from as well as within the district and production of DVDs. This is Akiak's share of the cost.
420	STAFF TRAVEL	\$56,764.00	
		\$29,070.00	Retreats on the weekend for grade level and content area district teams to collaborate with each other on planning and implementing curricular programs. Approximate costs, which include travel from the sites to Anchorage, are Lodging \$75/night; Per diem \$60/day; R/T Airfare to Anchorage from the village \$375; for a total of \$570 per teacher. Staff retreats are 1 day each and there will be three during the school year. The people going on all three trips will be 14 teachers, 1 Principal, 1 Literacy Specialist and 1 Counselor for a total of 17 certified staff members.
		\$4,800.00	"Math in a Cultural Context" (MCC) training for staff. 10 people district-wide, to attend training with four trips to Bethel. Bethel costs will be airfare \$150, per diem \$60, lodging \$150.
		\$1,110.00	One Permanent Certificated Substitute who will be an itinerant position - the amount is the portion that Akiak is paying of estimated travel & per diem. Travel will be 12 trips per site during the year. The cost is \$35 per diem and airfare of \$150 for a total of \$185 per trip. The cost listed is for Akiak. This person will not be hired until January.
		\$2,160.00	Students will earn an education trip at the end of first semester if their attendance is 90% or better. Elementary students will go to Bethel and Secondary students will go to Anchorage. The cost for teachers will be: Transportation R/T to Bethel \$140 for two trips; to Anchorage \$540 R/T and there will be one trip; Per Diem is 60/day; Lodging will be \$150 in Bethel and \$100 in Anchorage. The trip cost for a teacher will be to Bethel \$620; Anchorage \$920. There will be 10 secondary students traveling to Anchorage and one teacher. There will be 20 elementary students traveling to Bethel and two teachers. These trips will be done in January..

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Yupiit

School: Akiak

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 540030

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.
		\$8,224.00	New teacher orientation for 2 weeks during the summer for staff retention and cultural acclimation at their sites. Costs are for lodging, per diem stipend, travel and facilities. This is the share of the costs for Akiak. This is based on 5 teachers.
		\$4,200.00	Staff members traveling with students who are participating in School to Work activities will travel to Bethel or Anchorage, or within district. Costs include travel from the site to Bethel or Anchorage, lodging, meals. There will be 10 students going and 1 staff member. The trip will be 3 days in duration and costs are for Akiak; costs are estimated. There will be two trips to Bethel and one to Anchorage; in district trips will be within the village.
		\$7,200.00	As an incentive, all (instructional and non-instructional) non-certified staff with an attendance rate of 90% or more, with satisfactory job performance, will be eligible to attend out-of-district professional development tailored to their job, which would otherwise not be available. This is available for about 8 people in Akiak. They will be traveling to Bethel or Anchorage as appropriate to the position. This will be a 3 day trip with one day for R/T travel. The costs will be \$300 per person to travel to Bethel which includes lodging, per diem and travel. This item is in the grant on page 36 under "Staff Attendance Incentives".
425	STUDENT TRAVEL	\$46,159.00	
		\$15,520.00	Students in Akiak will earn an education trip at the end of first semester if their attendance is 90% or better. Elementary students will go to Bethel and Secondary students will go to Anchorage. The trip cost per student to Bethel = \$395; Anchorage = \$762; There will be 10 secondary students traveling to Anchorage and one teacher. There will be 20 elementary students traveling to Bethel and two teachers. This trips will be done in January and the students will come from each site.
		\$30,639.00	Students participating in School to Work activities will travel to Bethel or Anchorage, or within district. Costs include travel from the site to Bethel or Anchorage, lodging, meals. There will be 7 students going. The trip will be 3 days in duration.
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES		
450	SUPPLIES/MATERIALS/MEDIA	\$7,500.00	
		\$1,500.00	Materials for Safe and Civil Schools training - \$50.00 per person x 30 staff members (certified and classified).
		\$2,000.00	Purchase satellite dishes for teacher housing to promote teacher retention.
		\$4,000.00	Internet access for teacher housing to allow staff members to work on lessons and class materials from their dwellings. The cost is \$500 per year per lodging.

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Yupiiit

School: Akiak

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 540030

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.
480	TUITION & EXPENSES	\$10,000.00	Participation in Anchorage House for two students @ \$5,000 per participant. The Anchorage House fee will cover all student related costs including travel.
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
Subtotal		\$374,482.11	Expand cells as needed
Indirect 4.09%		\$15,203.97	
Total (rounded)		\$399,686.00	