

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION COVER SHEET**

District Name: Matanuska Susitna Borough School District

Address: 501 N. Gulkana

City: Palmer **State:** AK **Zip:** 99645

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

Contact Name: Laurine Domke

Position Director Federal Programs

Address: 501 N. Gulkana

City: Palmer **State:** AK **Zip:** 99645

Phone: 907-746-9247 **FAX:** 907-746-9290

Email: laurine.domke@matsuk12.us

District Signature

George Troxel (*Kenneth Burnley, effective July 1, 2010*)
District Superintendent (Printed Name):

907-476-9255
Telephone:

X
Signature of the Superintendent:

Date:

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

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

Section numbers may be referenced to the required element in the final requirements and USED SIG application document.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

List each Tier I, Tier II, and Tier III school the district commits to serve and identify the school intervention model that the district will use in each Tier I and Tier II school. Use the chart below or attach a separate chart.

NOTE: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SCHOOL NAME	AK School ID Number (#####)	Tier (I, II, or III)	INTERVENTION MODEL (TIER I AND II ONLY)				FUNDING Total sum requested for all 3 years
			Transformation	Turn-around	Restart	Closure	
Mid Valley High School	337050	I			X		1,676,625
Burchell High School	337010	I	X				1,923,552

B.1. LEA CAPACITY: LEA capacity to provide adequate resources and support to all Tier I and Tier II schools that the LEA is planning to serve.

Please address the capacity of the LEA to provide adequate resources and support to all Tier I and Tier II schools listed above. Address each area:

- a. **Human Capacity:** Describe the qualifications and staff availability at the district office to provide support to the schools and the district's ability to recruit and retain qualified teachers and principals with the skills needed to implement the applicable model.

MSBSD district office staff consists of a Teacher on Special Assignment (TOSA) who is CORE trained that will serve as a liaison between CORE and BHS. A second TOSA, who is a highly qualified math teacher and a former computer programmer, will assist with data management and analysis for both schools. The Grants Budget Supervisor is earning a Grant Management Certificate through Management Concepts and will provide technical support for maintenance of fiscal compliance with federal and state guidances for both schools. The Title I Set-Aside funds support a highly qualified and experienced tutor who works with the large number of homeless students at BHS. The Homeless Liaison will focus on BHS and MidValley and provide community awareness training and staff training on the needs of homeless students. MSBSD's Human Resources Department maintains a pool of highly qualified teachers and principals to meet the staffing needs. The NCLB Coordinator monitors all applicants' highly qualified status prior to being hired by MSBSD. The Federal Programs Director has been managing federal grants for the past ten years and will continue to provide ongoing support regarding the integration of all supplemental funding sources to maximize their impact on the transformation efforts at BHS and the restart efforts ad MidValley.

- b. **Capacity to provide support:** Describe the ability of the district to provide support to the schools in implementing instructional changes, providing professional development, and any other areas of assistance needed by the schools, including the ability to contract with external providers for services (as applicable). Describe the process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools.

During the 2009-2010 school year, MSBSD entered into a contract with CORE to provide professional development on implementing research-based literacy programs. The main components of this effort involved training 25 staff in the elements of peer coaching, reading theory and instructional best practices. These 25 staff also attended a week long CORE University and graduated as the first cohort from that program. In addition, MSBSD hosted two week long Reading Academies, one for elementary teachers and one for middle school teachers on struggling older readers. As a result of this intensive, year long comprehensive professional development effort, MSBSD student growth, as measured by the spring AIMSweb, is “through the roof.” MSBSD past experience with CORE demonstrates their ability to transform instructional practices within our schools. CORE has teamed up with Global Partnership Schools to provide transformation and turnaround support to underperforming schools in order to implement dramatic improvements. We have selected CORE based on their history of successful achievement not only with our district but across many other districts and states.

The Mat-Su BSD has the capacity to implement the restart model at MidValley. Mat-Su Borough School District currently has 4 charter schools in operation. A fifth charter school, Birch Tree, will open its doors in August 2010. As a charter school authorizer, MSBSD has established a process for a comprehensive review of charter schools applications that involve many different departments. Feedback is provided to the charter school prior to the charter contract being presented to the MSBSD School Board. The School Board deliberates on the elements of the charter and upon their approval; the charter is forwarded to the State Board of Education.

- c. **Policies or procedures:** Describe the need and the LEA’s ability to change any policies or procedures that may create barriers to implementation. Include evidence or a statement of support for such changes, as applicable, from the teachers’ union, school board, staff, and parents.

Historically the school board, the body responsible for writing all policies that guide the district, has been very supportive of implementing policies that will increase student learning. The board has written a strategic plan that guides the district staff in focusing their efforts and energy on improving student learning and believe that “better decisions are made when all stakeholders participate in the process.”

- d. **LEA needs:** Describe any LEA needs for additional assistance from the state.

Continue technical assistance in understanding the new rules and regulations for the 1003 (g) funds including fiscal compliance and reporting requirements.

- e. **Previous efforts:** Describe the LEA's previous efforts and results in implementing strategies to improve student achievement and the LEA's application for and use of other federal funds during the prior two school years.

MSBSD has written a comprehensive district improvement plan over the past two years that focuses on raising student achievement in targeted subgroups. Many of these efforts that started out trying to impact students with disabilities has grown into district-wide initiatives that enhance the education of all students. For example, Just5Clicks was initially funded through Federal Programs to gather data on underperforming subgroups and has expanded to a district-wide longitudinal data management system. Another example is MAP which started out a pilot project in two schools and has now expanded into a district-wide progress monitoring assessment tool used to guide instructional practices. A third example is MSBSD's efforts to implement a comprehensive RTI system. RTI started out looking at ways that general education teachers could better support students with disabilities and has expanded to a comprehensive three-tier model in literacy. Next year MSBSD will expand the three-tier model to include math and behavior.

B.2. LEA CAPACITY: Tier I School(s) that the LEA is not planning to serve.

If the LEA is not applying to serve each Tier I school, please explain why. Be specific and address each of the areas human capacity, capacity to provide support, policies or procedures, and LEA needs that are applicable to the district's lack of capacity to serve all Tier I schools.

N/A

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must complete the LEA Application Supplement related to the specific school improvement model to be implemented in the school (Turnaround, Transformation, Restart, or Closure). The application supplement must describe:

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

For each Tier III school that the LEA commits to serve, the LEA must submit a Tier III Supplement along with a School Improvement Plan for 2011-2012 that highlights the services to be received with these funds. Include budget information for each Tier III school in the LEA budget for these funds. The plan must describe:

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, and which of the six domains for instructional effectiveness will be addressed by the services or activities.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

B.8. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group had members present, and the general discussion or feedback received at the meeting.

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other: STUDENTS	General discussion or feedback received
Can the district meet the SIG requirements?	3/15/10			1		18		Information should be shared with principals and schools on the requirement of the four models.
SIG Grant overview with Title I principals	3/22/10			10		3		Title I principals indicated a willingness to draft initial SIG proposals.
APC for MidValley Charter School held an organizational meeting	3/24/10	4	5	1				MVHS principal explained procedures required to become a charter school.
APC for MidValley meeting	3/31/10	1	5	1				Reviewed draft of independent academic policy.
School Board meeting with administrative report on SIG	4/7/10	20+	20+	5+	7	20		Requirements of SIG and requirements of the four models were shared with the School Board.
BHS Student Forum	4/7/10			1			200	BHS principal discussed elements of the Transformation Model with the students
Review components of Transformation Model	4/8/10		5	1		3		Federal Programs staff met with BHS staff to discuss the Transformation Model.
Review of Charter School and Restart Timeline	4/14/10			1		2		Central office staff and MVHS principal discussed requirements of the Charter School application and Charter School approval timeline
District Review concerning Transformation Model	4/14/10					12		District staff reviewed Transformation Model components and what support would be required as BHS developed their model.
MidValley APC meeting	4/14/10	1	4	1				Reviewed final independent academic policy.
Meeting with BHS principal and central office staff	4/19/10			1		13		BHS principal shared possible Transformation Model elements that the school was considering.
Board approval to apply for SIG	4/21/10	20+	20+	5+	7	11		School Board questioned why a Charter School was being considered on such a short timeline and what applying for the SIG funds would mean overall for MSBSD
MidValley APC meeting	4/28/10	2	3	1				Proposed Charter School budget reviewed and discussed.
Federal Programs staff met with BHS SIG team	5/3/10		4	1		4		BHS staff clarified different elements of the Transformation Model.
Review of Charter School and Restart Timeline	5/6/10			1		1		Federal Programs Director and MVHS principal reviewed Charter School contract and alignment with SIG grant.
BHS Community Event	5/7/10	60	8	1				BHS principal shared elements of Transformation Model with parents.
MidValley APC meeting	5/12/10	3	3	1				Final concept Charter School budget reviewed and discussed. Final SIG grant was reviewed and discussed.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Attach a complete budget and narrative for each school for all three years, 2010-2011, 2011-2012, and 2012-2013 for which SIG funding is requested. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget and Narrative Form #05-07-071 found on the department website under Forms & Grants: <http://www.eed.state.ak.us/forms/home.cfm>

NOTE: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The minimum LEA budget is \$50,000 per year multiplied by the number of schools served

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
Assurances and Waivers Signature Page**

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant,

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. (For MidValley)

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

George Troxel, Superintendent

Name & Title of Authorized Representative

Signature of Authorized Representative

Date