

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

District Name: Yupiit School District

Address: PO Box 51190

City: Akiachak **State:** AK **Zip:** 99551

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

Contact Name: Diane George and/or Kim Langton

Position Assistant Superintendents

Address: PO Box 51190

City: Akiachak **State:** AK **Zip:** 99551

Phone: 907-825-3604 **FAX:** 907-825-3655

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District Signature

District Superintendent (Printed Name): **907-825-3601**
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
			Trans-formation	Turn-around	Restart	Closure	
Akiachak School		I	XXX				\$1,489,941
Akiak School		I	XXX				\$1,122,187
Tuluksak School		I	XXX				\$1,211,872

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.

The District office has a Business Office Manager to assist with the budget of the grant. There are two Assistant Superintendents, one who has been with the district for many years and is privy to all of the important data for the district, and the other who is newly hired to oversee the grant. The Superintendent and Assistant Superintendent spent a great deal of time recruiting, interviewing, and hiring the best possible teachers, administrators, and other support people to add to the existing staffs.

- 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.

The district is offering many different types of professional development opportunities, beginning this summer with the newly hired teachers. Programs, materials, trainers, and staff are on board to begin the process of improving instruction, incorporating community in decisions, and other areas of need. The district has utilized several trainers that will be returning in the fall, in addition to the tech support team from the state. The Assistant Superintendent has worked with several of the external providers in the past and knows their areas of expertise and what they can offer the district. Some of the external providers are being considered because of their reputation with other districts and student populations that are similar to ours.

- 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.

The district office works closely with the local advisory school board and the regional school board. The Regional School Board is responsible for changing policy when appropriate. The Superintendent would advise the Regional School Board in matters of policy change in order to implement the transformation model. There is no union in the district.

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

The district knows who to contact in the event of any questions or clarifications or the need for additional assistance.

- 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.

The district has done its best to hire highly qualified teachers over the last several years. The Alaska Department of Education has been working with the district since November, 2005 to improve student achievement.

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.

Not applicable.

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.

	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received
Discussion with DEED over Application	June 4, 2010			X		X	Margaret MacKinnon Jon Paden	YSD District and site Administration met with DEED personnel to discuss ways to strengthen our School Improvement Grant Application
Discuss SIG with Board Chair	June 24, 2010 noon	X				X		Discussed SIG with Board Chair and procured formal Board approval as evidenced by letter of support
Overall School Improvement Grant information	July 26, 2010 at Akiachak 10:30 on				X		Public attending Regional Board meeting	School Improvement Grant discussed as avenue to increase achievement, retain teachers, increase graduation rates, etc.
Meeting with Margaret MacKinnon	August 4, 2010			X		X	Margaret MacKinnon Jon Paden Darrell Sanborn	Discussed Extended Day and other issues regarding the School Improvement Grant
Discuss various aspects of Grant with Site Admin	August 5, 2010, 5:00 PM			X		X		Principals are informed of grant application as it is evolving with their input and input of DO Admin. Their feedback is received regarding aspects directly affecting them
Discuss SIG Extended Day with teachers	August 6, 2010, 8:00 AM		X					Teachers will have a significant role to play in the implementation of the extended day
Discussion of School Improvement Grant	August 18, 2010 10:30 AM	X					Tuluksak Local Advisory School Board	Members appreciative of efforts to improve academic performance of students
Discussion of Overall Grant and what is will mean for students	September 21, 2010	X					Tuluksak Local Advisory School Board	Members excited re. aspects of grant that will use Yup'ik culture as context for learning core content
Discussion of final draft of SIG Application	September 27, 2010 at Akiak 10:30 on	X			X			Regional School Board anxious to see the various programs put into place
Grant Commencement Meetings	Upon Approval	X	X	X	X	X	Akiak	Will give overview of entire grant
Grant Commencement Meetings	Upon Approval	X	X	X	X	X	Akiachak	Will give overview of entire grant
Grant Commencement Meetings	Upon Approval	X	X	X	X	X	Tuluksak	Will give overview of entire grant

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

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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.
- 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.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date