

**II. LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION COVER SHEET
for 2011-2012 School Year Implementation**

District Name: Bering Strait School District

Address: P. O. Box 225

City: Unalakleet **State:** AK **Zip:** 99684

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

Contact Name: Sue Johnson

Position: Coordinator of School Improvement

Address: P. O. Box 225

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District Signature

Rob Picou
District Superintendent (Printed Name):

907-624-4261
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)			
			Transformation	Turn-around	Restart	Closure
Shishmaref School, Shishmaref	070110	I	X			
Tukurngailnguq School, Stebbins	070120	I	X			

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.

Rob Picou, Superintendent, is committed to this school improvement project and will ensure that there are personnel to make it successful. **Ben Howard**, Director of Curriculum and Instruction, will supervise the district office personnel involved with this project. He will also lead the implementation of the new strategic plan and BSSD’s movement to the GLEs. **Sue Johnson**, Coordinator of Educational Support, will have the oversight of the Shishmaref and Stebbins projects. She will make 4-day monthly visits to Shishmaref and Stebbins to ensure that the activities of this project are being implemented with fidelity. She will also attend the trainings and implementation visits by the consultants so that she can work alongside the staff. Her expertise in working with our SIG sites of Savoonga and Gambell will be invaluable. **Gay Jacobson**, Coordinator of Educational Support, is a certified trainer for Positive Behavior Intervention Support (PBIS) and Life Space Crisis Intervention (LSCI) and will work with the sites in those areas. Ms. Jacobson has prior experience of working with school improvement sites, having worked with schools in St. Michael, Koyuk, and Elim. St. Michael and Koyuk are no longer school improvement

sites and Elim has made one year of AYP as a Level 5 site. Ms. Jacobson also coordinates our professional development opportunities and will work with both sites to provide additional professional development opportunities as they are identified. **Rebecca Concilus**, Coordinator of Special Education, heads our Solutions Team effort and is the resource person for sites as they implement this model. **Ted VanBronkhorst**, Director of Human Resources, is already actively seeking teachers to fill vacancies in Shishmaref and Stebbins. He understands the needs there and will hire the applicants who best fill those needs. He and his recruiting teams consisting of district office administrators, principals, and school board members attend a wide variety of job fairs in order to have a range of candidates. Some of the job fairs at which Mr. VanBronkhorst and his team recruit at the Washington Educator Career Fair in Tacoma, Penn State Spring Education Career Day, Pittsburgh Education Recruiting Consortium Teacher Job Fair, Northern Colorado Teacher Employment Days, Alaska Teacher Placement Minnesota Job Fair, Minnesota Education Job Fair, Oregon Professional Educator Job Fair, Washington Educator Career Fair in Spokane, Alaska Teacher Placement Anchorage Job Fair, Alaska Teacher Placement Seattle Job Fair, and University of Montana Multi-State Educators' Job Fair. Additionally, BSSD hosts approximately six virtual job fairs. Through virtual job fairs BSSD administrators and teachers answer questions potential candidates have about our schools and region. This helps them to become more familiar with our district and, according to participants, has been extremely helpful in knowing whether they have the skills and personality to work in rural Alaska. **Jodi Picou**, Coordinator of Assessment and Instructional Support, will format state standardized test data for the sites. Her spreadsheets, graphs, and pivot tables will help teachers and principals analyze data more quickly and in depth. Additionally she will work with both sites in successful strategies for Limited English Proficient students. **Kristen Mashiana**, Intervention Specialist, will work with teachers on appropriate interventions for students. She is also being trained in AIMSweb and will be the district support person to help teachers. Itinerant teachers **Tammy Dodd** (SFA/reading), **Julie Egli** (ECE/kindergarten), **Theresa Davis** (writing), **Jim Nelson** (instructional model support), and **Patty Vink** (SPED) will travel to Shishmaref and Stebbins to work with teachers in their various areas of expertise.

We view this as a team project. Through weekly scheduled meetings the superintendent, directors, and coordinators have a forum for discussing SIG activities, problems, and successes and an avenue for deciding needed changes and the district office support that will be given.

BSSD understands the value of retaining principals and teachers. During the monthly site visits, Ms. Johnson will meet with Mr. Sammons to discuss the status and progress of the site and to plan the next steps. This will help strengthen Mr. Sammons' commitment to his school team. Additionally, the district is improving teacher housing so that staff is more comfortable and satisfied with their living conditions, something very much needed in Shishmaref. The staff will have their home Internet paid for so that they can access the Internet and have contact with family members in a private setting. Staff will also have the opportunity to choose a professional area and receive literature from a relevant organization. They will also receive a round-trip ticket from their site to Nome to help ease the cost of living in a remote area.

- 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).

BSSD has the capacity to provide the support needed to both Shishmaref and Stebbins. Currently administering SIGs in Savoonga and Gambell, we have the knowledge and experience in what SIG activities encompass. Savoonga and Gambell have shown us that it is difficult for teachers to fulfill our current BSSD Instructional Model with its multitude of standards and incorporate all of the SIG activities. We are taking a very serious look at our instruction model and have found that there is an overabundance of BSSD standards and that all are given the same importance as to the mastery requirement. Additionally, BSSD recently had a curriculum audit performed by Phi Delta Kappa that has helped us pinpoint some of our incongruities with the state standards. Therefore, at the end of school we will be revising our model to adopt solely the Alaska GLEs. We will begin with reading, writing, and math for FY12. In FY13 we will review science. With this reduction in the number of standards, Shishmaref and Stebbins will be able to deliver a solid curriculum while implementing SIG activities. In anticipation of receiving a grant award for both schools, BSSD has already been in contact with the consultants working with Gambell and Savoonga and have selected them to work with Shishmaref and Stebbins. By using the same consultants, we will benefit from their already being familiar with our district and our system. This will also provide consistency of our SIG activities from site to site. As we encounter needs specific to a site, Gay Jacobson and Dr. Bolen will work together to deliver professional development to meet those needs. There are people in the district office who will be able to give support to Stebbins and Shishmaref in a variety of areas including AIMSweb, SFA, writing, math, classroom management, Solutions Team, interventions, SPED, curriculum, test data/analysis, and after school programs.

- 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.

Already working with two SIG sites, BSSD has several necessary changes in place. Josh Bullock, Bering Strait Education Association (BSEA) president, has worked with us in adding additional training days beyond the standard contract, in adding an additional hour each day, and in changing the evaluation instrument to iObservation. We have had meetings both in person and via VTC with the principals and staffs of Shishmaref and Stebbins. Mr. Bullock was in attendance at the VTC meeting. We feel that we have the support of the stakeholders. Documentation of that support is attached.

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

We have found the support offered for our current SIG schools to be adequate. We want to continue that support to ensure that we are meeting the terms of the grant and making progress.

- 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.

In FY10 all district teachers had an overview of RtI and began trying to implement interventions. During FY11 all schools in the district have some type of intervention program in place. For the most part, interventions are tutoring in the core content area. Shishmaref and Stebbins are at the point that they need to move beyond a basic tutoring structure to more direct and immediate interventions; however, in order to do so they need more explicit training. Additionally, staff turnover means that not all of their staff members received the initial training.

During FY11 we also refined our Solutions Team model to be more efficient and effective. The Solutions Team meets weekly at each site to consider teacher referrals to identify appropriate academic and/or behavioral support strategies for students. Consisting of teachers, parents, and the principal, the team looks at each referral and makes a recommendation for interventions to address the problem.

We have looked for ways to improve achievement and have been successful in receiving grants to support those efforts. Both grants were from the state and at least one was a pass-through grant from the federal government. We have after school programs at both sites through the Alaska Community Learning Centers program. Additionally, through the Alaska Pre-Kindergarten Pilot Program, we have been able to place certified ECE teachers in the Head Start classrooms at both Shishmaref and Stebbins. We feel that both of these programs are essential for student achievement.

Federal formula grants that we receive are the Title grants (I, II, III, VIB), School Improvement, and Indian Education. Students and staff at Stebbins and Shishmaref have benefited from these grants. We will continue to allocate funds to these schools as appropriate to support the programs in progress or new programs that are needed.

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.

We are not applying to serve Aniguiin School in Elim. Elim has been a Level 5 school for five years but has met the academic requirements of AYP four of those years. This past year, Elim made AYP and has the designation of Level 5 (First Year Meeting AYP). In FY09 Elim had 46% of their students proficient in language arts and 59% proficient in math. In FY10 those percentages rose to 63% proficient in language arts and 79% in math. Their graduation rate in FY09 was 33.3% and in FY10 was 41.67%. We are anticipating a graduation rate of 50% this year, which will meet the 2% improvement criteria for graduation rate. We are confident that Aniguiin School will be off of the school improvement list this year. We will continue to support them from the district office level.

B.3. EXTERNAL PROVIDERS: LEA process to recruit, screen and select external providers.

Describe the district's rigorous process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools. The screening process must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing. (External providers may be used to provide technical expertise in implementing various components of the intervention model such as helping a school evaluate its data and determine changes that are needed, providing job-embedded professional development, assisting in curriculum alignment, designing teacher and principal evaluation systems that rely on student data, etc.)

We used the following rigorous process for selecting the external providers. We researched possible service providers for RtI implementation, STEPP training, and parent involvement. We established a rubric for choosing a vendor after evaluating the possible service providers. The results of the rubric were examined by the leadership team and a decision was made by the superintendent. The external providers have been used this year with our other two sites that are already part of SIG and have been very successful in training the staff, principals, and all classified staff. The progress and understanding that the staff has made has been beneficial to all.

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.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school (described above in B.2).
- (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 that 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	General discussion or feedback received
Contract Implications	1/31/11 3:45 PM		35	4		5	1 BSEA Pres.	Discussed extra days, extra hour per day, and different evaluation instrument
SIG activities	2/3/11 1:30 PM					5		Reviewed the Savoonga/Gambell SIG activities. Discussed successes and activities to tweak or change.
Grant components	2/5/11 8:00 AM			2		3		Received input from sites as to the components of the proposal
Negotiated agreement						5	1 BSEA Pres.	Worked on agreement concerning extra days, extra hour per day, and different evaluation instrument.
Support of SIG activities	3/1/11 10:20 AM					1	BSEA Pres.	Met to discuss progress of MOA.
SIG activities	3/1/11 12:27 PM	5		2				Stebbins Principal/Asst. Principal met with Advisory Education Committee in public meeting to discuss school’s SIG activities and changes next year.
SIG activities	3/7/11 8:30 AM	5	12	2	1			Shishmaref Principal/Asst. Principal met with members of the Advisory Education Committee, community members, local school board member, and high school teachers and paras to discuss school’s SIG activities and changes next year.

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.

NOTE: An LEA's budget must cover all three years of the grant, 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

1. Complete the following budget overview chart

District SIG Budget Overview School Name	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Full Implementation School Year			
Shishmaref School, Shishmaref	18,144	503,423	477,591	427,466	1,426,624
Tukurngailnguq School, Stebbins	18,198	508,913	442,695	378,205	1,348,011
Total Budget	36,342	1,012,336	920,286	805,671	2,774,635

2. Attach a complete budget and narrative for each school for the any pre-implementation activities planned through June 30, 2011, plus all three years, 2011-2012, 2012-2013, and 2013-2014 for which SIG funding is requested. Please note that pre-implementation activities may continue after June 30, 2011, but those activities would be funded during the 2011-2012 fiscal year budget. 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>

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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.

Rob Picou, Superintendent

Name & Title of Authorized Representative

Signature of Authorized Representative

Date