

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

School Name: TUKURNGAILNGUQ SCHOOL (Stebbins) **Tier:** I
District: Bering Strait School District **Intervention:** RtI/PBIS
Principal's Name: Gerald Pickner **Phone: (907)** 934-3021
Principal's Email: gpickner@bssd.org **Fax: (907)** 934-3031

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 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 2009-2010 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
2008-2009	115	108	9%	7%
2009-2010	104	97	9%	9%

- Did this school have an **Instructional Audit** by a site visitation team? What year? No, not by EED
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results. Yes
- Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds? Yes

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.

Demographics	Curriculum
<input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other:	<input checked="" type="checkbox"/> alignment with AK standards & GLEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students

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<p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to AK GLEs <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with AK standards & GLEs <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data <input checked="" type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input 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 checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input checked="" type="checkbox"/> other Eval tool aligned to BSSD Model & 6 domains 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in AK GLEs <input checked="" type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of information checked above, 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>We looked at data by grade level over several years as well as by semi-cohort groups. The analysis showed mixed results. As a school Stebbins's scores have improved in reading from 42% to 56% over a SIX-year period. During that same time writing scores went from 33% to 34% and math went from 25% to 32%. Considering the time it took to achieve those gains, this is unacceptable. Only one-third of the students are proficient in writing and math and reading is just barely above the halfway point. Within semi-cohort groups (following a grade level through the years but not accounting for transfers in and out), we find that there is much fluctuation from year to year. For example, last year's 8th grade class was at their next to lowest proficiency percentage in math (27%), their third lowest in writing (27%) and their highest in reading (60%). Their highest performance was four years earlier when they were in 4th grade and scored 60% in reading, 60% in writing, and 70% proficient in math. Last year's 10th grade class showed wide fluctuations in reading going from 44% proficient (2005) to 67% (2006) to 30% (2007) to 40% (2008) to 75% (2009) to 36% (2010). Unfortunately, the lower elementary grades are not showing promise to excel. Last year's third grade scored 57% proficient in reading, 21% proficient in writing, and 21% proficient in math. Attached is a document showing semi-cohort SBA results for Stebbins students for the past six years.</p> <p>Looking at student data in DART (our Student Information System), we find many students behind where they should be in order to have received instruction on the GLEs being measured by the SBAs. We have already begun looking at our BSSD Instructional Model and have determined that we have too many standards for students to achieve before going to the next level. We are planning to phase in a system that uses the Alaska GLEs; thereby reducing the number of standards a student must meet before advancing to the next level. We are looking closely at the level students are working in, their testing grade level, and their performance on the SBA. We know we need to find the disconnect or difference and why students are staying in levels too long.</p>
Graduation Rate	<p>Stebbins's graduation rate steadily climbed to 42.1% in 2007 and then dropped to 26.7% in 2008 where it has essentially stayed. During FY10, 11 seniors dropped out of school. Five of them had already passed the HSGQE, but none of them were on pace to graduate. This is another reason we will be phasing in the GLEs rather than continuing with the BSSD Instructional Model that has a plethora of standards for each subject at every grade level. Through SIG we will be able to offer interventions to help get students on pace before they become seniors.</p>
Attendance Rate	<p>In FY07 Stebbins's attendance rate was 93.4%. In FY08 it dropped to the eighties, ending with 87.9% last year. This is cause for concern and is certainly a factor in the lack of student achievement and staying on pace. Currently BSSD is working with a district liaison and the district attorney's office in order to decrease excessive truancy. Work has begun but must continue with collaborative community-based efforts to increase attendance.</p>
ELP Assessment	<p>With 109 out of 197 students testing as LEP, Stebbins has the fifth highest LEP population percentage-wise (55%) in the district. Eight more PHLOTE (Primary or Home Language Other Than English) students may be identified with the spring English Language Proficiency test. As shown on the first page, very little student progress is being made in becoming proficient or making progress toward proficiency. Stebbins's leaders, teachers, and support staff need professional development in how to meet the needs of our LEP students by differentiating instruction, assessing in a way that will show what the students have learned, and determining what interventions will help the students' progress.</p>
Instructional Audit or Self Study Tool	<p>Although we have not had an EED instructional audit at this site, the self-study STEPP will be implemented as part of this plan. We do have in place BSSD's Site Evaluation Tool that is linked to the six domains of curriculum, assessment, instruction, supportive learning environment, professional development, and leadership that the state identified as necessary for school improvement.</p>

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Demographics	Of Stebbins’s 2010 fall OASIS population of 197, 100% is Alaska Native, of which 55% are LEP. All are considered economically disadvantaged. Twenty-three students (12%) are SPED and two (1%) are migrant. All of these factors point to a population at risk. These indicators show a basic need for engaging, relevant, and connected instruction. It also shows a great need for interventions at the first sign of problems. This will require professional development specifically directed toward appropriate interventions and a schoolwide positive behavior plan.
Curriculum	Some of the major research-based components of our curriculum are Success for All (SFA) reading program, 6+1 Traits of Writing, and enVision math program. Although the curriculum is research-based, it is not implemented with fidelity in all classrooms. Some do a better job than others. Assessment analysis, pacing/advising, and formative assessments are used to identify gaps that first appear in the ECE. Although improving in Head Start, many students still come to us below their age level in vocabulary and school readiness skills. This contributes to the problem of getting and keeping students on pace with the curriculum. A great deal of instruction and interventions need to be made in order for students to be reading on grade level by the 3 rd grade. Teachers need to have more staff development in ways to assist young children in building their language skills and vocabulary.
Instruction	The instruction of BSSD standards is done standard by standard at this site instead of in conceptual units, which would create meaning and relevance for the students. Effective, differentiated, and varied instructional strategies are not evident in the majority of classrooms. While parts of RtI were implemented during this current year, there are still many pieces not in place, including a system for timely and early interventions. Teachers are at various stages of understanding the model and need more professional development in this area. We are not seeing teachers employ many effective strategies for LEP students. We need more professional development in this area and then monitoring to ensure that the strategies are put in place properly. Additionally, the staff needs professional development to learn how to involve parents in teaching language skills to their young children.
Assessment	Stebbins administers all of the state tests (SBA, HSGQE, TN3, ELP, WorkKeys) along with other standardized tests (Early Screening Profile [K], Peabody Picture Vocabulary Test [K], Scholastic Reading Inventory [K-8]). Data from the state tests and kindergarten tests are put into Excel spreadsheets and pivot tables help teachers analyze the data. Additionally, there is a testing module in DART that helps teachers see the results of all the students in their group on a particular test. Each student also has an individual page that shows all of the state testing results. Because of BSSD’s partnership with Kawerak in Head Start, we have access to Stebbins’s data for four-year-olds. Data shows that there is progress in moving students out of the lowest two screening indexes on the Early Screening Profile from the pretest in September to the posttest in April. The PPVT results show that a vast majority of the students are below their age equivalent. Again, Stebbins is working to bring students up to level. These deficits are affecting their academic achievement. Professional development and the next step in RtI/PBIS are needed to move them along faster.
Supportive Learning Environment	There is certainly a desire on the part of the principal and teachers to do a good job. There is support from the district office. However, desire is not enough. Stebbins needs to have more structure and focus to deliver quality education in a deliberate and thoughtful manner. Some teachers need training in classroom management strategies. Many teachers need strategies for working with LEP students. Other teachers need to be more time-on-task oriented. Still others need training in identifying the appropriate intervention for individual student needs. SIG activities will give everyone the same foundation and provide the structure needed to be more effective. The district office staff is committed to supporting Stebbins as they move forward with this project.

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Professional Development	Professional development has generally targeted the needs of the district as a whole and not as individual site. Sites, however, can request professional development relevant to their site’s needs. Stebbins has not made many site-specific requests. Itinerant specialists have conducted training, but the teachers have not consistently implemented the training. Those who have sometimes modify the research-based practices to match their teaching style. SIG professional development will remedy this situation and will provide the much-needed follow-up piece to ensure that programs are being implemented with fidelity. It will also provide more strength to the principal’s comments and suggestions when he knows exactly what he should be observing during his daily walk-throughs and observations.
Leadership	The principal at Stebbins recognizes that his site needs help. Before the SIG was announced, he began the discussion of possible changes. He needs experts to show him how to make those changes. With the consultants in RtI/PBIS, iObservation, AKPIRC, and SFA, he will develop the skills necessary to lead the change. Mr. Pickner has talked with his staff and they are on-board with this as evidenced by attached documentation. He has the ability to lead; he just needs direction and SIG will provide that.
Other:	
Other:	
Other:	

Describe why the Transformation model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Transformation model is most likely to dramatically improve the student achievement and/or graduation rate in this school.

The transformation model was chosen because we feel that it is the model that best fits the needs of the students and staff. It will allow for a collaborative vision for academic success through intensive staff development, evaluation, and continuous improvement. This plan will allow the district and site to address the instructional needs of all students in an organized, focused fashion including the ability to employ external evaluators/consultants to help meet the unique needs of this site. This will begin creating the overarching framework for systemic change over time.

The transformation model has many of the aspects that we see needed in Stebbins to cause a change in student achievement. Through a new evaluation system, teachers will actually improve their instructional delivery and we will see student growth. This model provides needed professional development to help teachers know how to help students. It is data-driven in that teachers use a variety of assessment data on a continuous basis to make adjustments to the students’ program. Part of the additional time supported by the transformation model will be used for data analysis and professional development. Stebbins lacks significant parent involvement and the transformation model provides an avenue for contracting with experts who will help the principal and staff design an effective plan.

Additionally, BSSD now has experience in implementing transformation SIG activities in two other sites (Gambell and Savoonga). We have learned a lot this first year and are much more prepared for the changes and activities that need to take place in Stebbins to help turn the school around. Sue Johnson, Coordinator of Educational Support, will be the main support person from the district office. She is familiar with the RtI/PBIS models and is receiving further training in them this year in preparation to help Stebbins. She will make regular extended visits to Stebbins to help them implement changes. Additionally, we have other people receiving training in elements such as AIMSweb in order to provide needed support from the district office level.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/ Language Arts	Reduce the percent of non-proficient students by 10% annually	39%	Stebbins will use AIMSweb to monitor student progress in reading and writing. As determined by AIMSweb and other assessments and factors, students will receive increased intervention time, including SFA tutoring time daily. The district has a site process that bridges the gap between goals and site plans. It is more formal with expectations, measurable outcomes, and timelines. The superintendent signs when the plan is completed (see attached). This School Progress Plan will be utilized if targets are not met.	All students: 3X/yr. Tier 2 students: 1x/mo. Tier 3 students: 1x/2 weeks	Teacher, principal, site evaluator, SIG Coordinator, and Director of Curriculum and Instruction
Math	Reduce the percent of non-proficient students by 10% annually	34%	Stebbins will use AIMSweb to monitor student progress in math. Balanced Math will be used schoolwide. There is embedded progress monitoring and formative assessment in the daily math review structure. As needed, students will receive increased intervention time. This School Progress Plan (described above) will be utilized if targets are not met.	All students: 3X/yr. Tier 2 students: 1x/mo. Tier 3 students: 1x/2 weeks	Teacher, principal, site evaluator, SIG Coordinator, and Director of C & I
Graduation Rate	+10% annually	26.9%	Staff will review students’ pacing plans monthly and make adjustments to teachers’ weekly plans as needed. Progress will be discussed with parents at parent-teacher conferences. Principal and teachers will meet with parents of juniors annually to complete the Notice of Graduation Status Form (attached) and with parents of seniors biannually. Non-improvement is subject to the School Progress Plan for teachers/principal.	Monthly	Teacher, principal, site evaluator, SIG Coordinator, and Director of C & I

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

TRANSFORMATION MODEL

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

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

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.	Sue Johnson	August 2011	May 2013
Describe how the district will replace the principal as part of the school’s transformation model. The current principal and assistant principal began in FY10. Under our recruiting protocol, they were offered contracts for FY12 on February 1 and accepted them. We will honor that legal commitment and replace them in FY13 if Stebbins does not show increased student achievement.			
<p>In the case of a school that has replaced the principal within the last two years (since the start of the 2008-2009 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this transformation effort that have been implemented during that time. Mr. Pickner is in his second year with BSSD. He was previously principal in Northwest Arctic School District and is already familiar with AIMSweb and electronic observational walkthroughs. In the two years at Stebbins, Mr. Pickner has already begun to make changes toward school improvement, the most noticeable being in discipline. With improved discipline, Stebbins staff has begun the following toward school improvement:</p> <ul style="list-style-type: none"> Revamped the schedule to increase it by 30 minutes per day to add intervention time. Incorporated focused interventions in reading, writing, and math Used SkillsTutor to track student progress. Purchased Education City and Weekly Reader Connection. Scheduled weekly collaboration time to discuss data and to change interventions when students are not showing improvement. Solutions Team became more familiar with PBIS. Followed through on truancy at district and court level. Held more parent meetings concerning student attendance and interventions. <p>Mr. Pickner has also taken steps to implement Success for All, our core reading program, with fidelity. He has established an expectation of explicit instruction and lessons that are structured with common formative assessments.</p>			
What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model? The district has a process in place for replacing principals if needed. One of the steps involves using the School Progress Plan attached. Our principal evaluation tool is very thorough and aligned with the Alaska Self-Study Tool. If measurable progress cannot be documented and if improvement goals are not addressed and met, then this principal can be removed.			
What barriers exist to replacing the principal and how will these be overcome? There are no barriers. We can replace a principal if progress is not made.			

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.	Sue Johnson	August 2011	May 2013
<p>Describe the planned evaluation system for teachers, including key dates of implementation BSSD worked with the teachers' bargaining unit, Bering Strait Education Association (BSEA), to select iObservation as the evaluation system for Stebbins. iObservation is an instructional and leadership improvement system that collects, manages, and reports longitudinal data from classroom walkthroughs and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her effectiveness each year. To this end iObservation will:</p> <ul style="list-style-type: none"> • Establish a common understanding of effective instruction • Create a singular focus on enhancing teaching to increase student learning • Develop trust with teachers through a focused and fair walkthrough and observation process • Engage in reflection and collaboration within virtual professional learning communities • Connect teacher learning to student learning • Help principals and administrators monitor and support effective teaching • Build capacity and implement for sustainability <p>iObservation is a comprehensive data collection and management system that reports real-time data from classroom walkthroughs, teacher observations, self-assessments, instructional rounds, and evaluations. Using research-based content resources, iObservation enables administrators to focus on instructional leadership while helping them stay compliant with state and district requirements.</p> <p>iObservation improves the classroom observation process by:</p> <ul style="list-style-type: none"> • Increasing efficiency with an automated and systematized process • Creating focus using content resources like exemplary classroom videos that identify effective practices • Making data-based decisions informed by real-time reports, aggregated or disaggregated using identified 41 key strategies revealed by research for effective teaching • Organizing key strategies in a robust, easy to understand model of instruction • Providing tools to support leadership evaluation that is formative, constructive and unambiguous • Focusing on classroom strategies in PK-12 across all disciplines and content areas • Providing research-based tools for classroom management, curriculum design, and instructional strategies • Providing resources for discipline-specific tracks: language arts, mathematics, science and social studies • Integrating the use of technology and student engagement to support high school and middle school programs 			

iObservation:

- Focuses on three main themes: classroom environment, assessment, and explicit instruction
- Provides research-based strategies in the essential elements of early reading instruction, oral language, writing and assessment
- References works of Isabel Beck, Gay Su Pinnell, Irene Fountas, Timothy Shanahan, P. David Pearson, Louisa Moats, Michael Pressley, James Flood, Marilyn Adams
- Was developed by Robert Marzano and works in tandem with the McREL walkthroughs that we already use. Marzano also has a book “The Art and Science of Teaching” that identifies the 41 key strategies incorporated in iObservation.

iObservation is designed to:

- Bridge the data gap between formative classroom walkthroughs and summative teacher evaluations
- Develop custom observation forms that align with state’s teacher evaluation framework. (iObservation is aligned with the 6 domains that Alaska identifies as necessary for school improvement.)
- Facilitate seamless implementation by bridging iObservation with current district and school initiatives

It is a part of our negotiated agreement that teachers will be trained in the evaluation instrument before they are evaluated. Therefore, we will have a certified iObservation trainer work with the Stebbins staff at the beginning of the school year. The trainer will help teachers understand the different reference points on which they will be evaluated and what they look like and will train the principal, assistant principal, and various district office staff in the fine points of using the instrument for evaluation. This will occur during the month of August. Sue Johnson will conduct follow-up training and observation of regular use by the principal on her visits to Stebbins.

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

Sue Johnson, district office Coordinator of School Improvement, has extensive experience in analyzing data. Ms. Johnson, Principal Pickner, and the Stebbins staff will begin the school year with a thorough analysis of the SBAs, HSGQE, and ELP results from Spring 2011. At that point teachers will develop plans for working with students in reading, writing, and math, taking into consideration each student’s strengths and weaknesses. They will also assess the students using AIMSweb as a monitor. All students will receive a benchmark monitor three times a year. Tier 2 students will receive a strategic monitor once a month. Tier 3 students will receive a progress monitor once every two weeks. During each monthly visit, Sue Johnson and Principal Pickner will look at the student progress from the AIMSweb assessments to see what progress has been made. Data from iObservation will be cross-analyzed with student progress from AIMSweb to determine what instructional strategies are lacking in teachers whose students are not showing progress. That analysis will be shared with the teachers and a plan made with each teacher for incorporating/refining effective practices in their daily delivery. This cross-analysis of student progress as measured by AIMSweb and iObservation will take place on a quarterly basis.

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

Decreasing variability in performance and increasing quality implementation of research-based professional practices require quality evaluation systems that depend on multiple observations. Multiple observations are required by any effective evaluation system to ensure expected levels of performance consistency and identify effective instructional practices across the school.

iObservation has a reporting system that enables aggregated data to be shared with the entire staff to indicate how well the school as a whole is performing. These reports can identify concerns that all teachers need to address. For

example, if the data shows that only two teachers are beginning the lesson explaining the importance of what will be learned then teachers know that that's something on which they need to work. Additionally, multiple observations can pinpoint successful practices across the school that can be leveraged to further improve instruction and learning.

Using iObservation will allow the principal and teachers to discuss individual performance with the same understanding of the expectations. Because both administrators and teachers will be trained together, they will have the same common language concerning the Marzano Protocol. Additionally, Sue Johnson will do walkthroughs during her site visits to Stebbins. This will add another set of eyes and contribute more data on each teacher. This will either substantiate what Principal Pickner has observed or will be an additional opportunity for the teacher to demonstrate proficiency if Principal Pickner observed during an "off" day. As individual teachers discuss their performance with Principal Pickner, they will become more aware of the practices they are actually using and will begin expanding their practices to include other effective practices.

Using iObservation Mr. Pickner will make three walkthrough observations of each teacher per week. Ms. Johnson will make a minimum of two observations of each teacher per monthly visit. This will give almost thirty views of each teacher each quarter. Coupled with the results from AIMSweb, this information should give each teacher a detailed view of their teaching strategies and the effectiveness of those strategies. It will also give them quantitative and qualitative data for developing and refining plans for improving those strategies. Teachers showing practice refinement can be used as mentors for those teachers showing poor implementation of that practice. Lastly, for the school, the aggregated data will provide the direction for professional development.

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

Before school begins, all teachers and the principal will be trained in the components of iObservation, an evaluation instrument based on best teaching practices. Following that training, Stebbins teachers will engage in a book club type of activity, reading and discussing books such as *Classroom Instruction That Works* by Marzano, Pickering, and Pollock and *The Art and Science of Teaching* by Marzano. As needs are addressed through iObservation walkthroughs, Mr. Pickner, Ms. Johnson, and Gay Jacobson will find professional resources that address those needs. Teachers will be expected to implement best practices as they are identified and studied. For those teachers lacking or slow in developing effective teaching practices, Mr. Pickner will assign a mentor teacher to work with the teacher. If that does not show positive results, Mr. Pickner will put the teacher on a plan for improvement and seek out additional resources to help the teacher. Ultimately, the teacher will not be retained for the subsequent year.

Describe the planned evaluation system for the principal, including key dates of implementation. BSSD's principal evaluation form is aligned with the "Standards for Alaska's Administrators." Evaluation begins in August with a review of the evaluation instrument. The site evaluator makes a minimum of three site visits to assess how the school is running and to talk with community, teachers, and students. The site evaluator spends much time with the principal discussing the status of the school and the next steps to take for improvement. All visits are two-day visits with an overnight on site. The first visit takes place in September and concentrates on how the school year has started. The site evaluator and the principal identify the areas that need improvement by the second visit that happens in November/December. The second visit is to ascertain if the needed improvement has been made or is at least in progress. The third visit occurs before February 15 so that the site evaluator can write the formal evaluation for the principal. The site evaluator also keeps in regular contact with the principal through Skype, e-mail, and phone. They also meet together during each of BSSD's four Leadership Academies throughout the year.

The protocol that BSSD uses for principal evaluations is as follows. The forms referenced are attached.

- All pieces of the **Principal Evaluation Tool** are checked off during visits
- Clear process from start to finish, including the following:
 - Timeline
 - Clear targets – **Principal Evaluation Tool**
 - Site self assessment using the **Principal Evaluation Tool**

- Multiple visits – Minimum of 3 per year, additional site visits as needed
- At least 1 night on site per visit, with a minimum of 2 staff
- Include other site principals on first site visits, additional visits would be optional or part of the **Site Progress Plan**
- Weekly meeting with district office program staff to discuss site progress
- Feedback that consists of:
 - Exit meetings with whole staff at end of each visit to share general +/- (**Staff Feedback Form**)
 - Written feedback (**Admin Feedback Form**) that supports the conversations/observations seen on site
- Goal setting/plan writing will consist of:
 - Dated notes on the **Principal Evaluation Tool**
 - FICA for corrections that need immediate action
 - Site Progress Plans for improvement to address areas that need improvement and are not being addressed

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

Of course, the ultimate factor in measuring student growth will be the results of the SBAs. These are the tests that are aligned with the Alaska GLEs and are the results that determine if a school makes Adequate Yearly Progress (AYP). Stebbins’s goal is to make AYP each year using Safe Harbor as a minimum. Although the SBAs are important tests, they are not the only determination of a principal’s effectiveness as an instructional leader. The results return in May is too late to have an effect on the FY12 school year. For this and other reasons, BSSD will implement AIMSweb. By implementing AIMSweb, the principal, teachers, and district office personnel will have numerous benchmarks as to the progress students are making. Each student will be tested according to their tier schedule (three times per year, once a month, or once every two weeks) using AIMSweb in reading, writing, and math. Ms. Johnson, Mr. Pickner, and the teachers will analyze these results. If progress is not made by a majority of students, then Ms. Johnson and Mr. Pickner will determine what he needs to do to help teachers effect student achievement.

An entire section of the BSSD principal evaluation is devoted to student data. Addressing Standard 6 of *Standards for Alaska’s Administrators* (An administrator uses assessment and evaluation information about students, staff, and the community in making decisions), Mr. Pickner is held accountable for collecting, managing, analyzing, and reporting data. He also must ensure that instructional staff members are using assessment data (standardized, classroom, end-of-level, formative, summative) to guide instructional decisions. Mr. Pickner will continue to be held to those areas to a higher degree than before.

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

Ben Howard, Director of Curriculum and Instruction, will be the site evaluator for Mr. Pickner. In that capacity, Mr. Howard will travel to Stebbins at least three times during the school year to work with Mr. Pickner, observe in the classrooms, attend a Stebbins Advisory Education meeting, and to talk with teachers, students, parents, and community members. The first visit will take place in September and the focus will be getting the school year off to a positive start. Mr. Pickner will have completed a self-evaluation before the visit and then Mr. Howard and Mr. Pickner will work through the Principal Evaluation Tool together to ascertain where Mr. Pickner is performing and in order to develop his plans for the school year. They will look at student data, particularly the Spring 2011 SBA and HSGQE results and teacher plans for responding to those results. They will also look at Stebbins’s progress in developing their School Improvement Plan. In November or December Mr. Howard will return to Stebbins to evaluate the progress that has been made since September. He and Mr. Pickner will look at the first quarter AIMSweb results and the staff’s analysis of the data and changes needed. The third scheduled visit will be in January/February. Site progress will be reviewed and a formal evaluation document completed and signed. More site visits will be scheduled if Mr. Howard feels they are needed. Additionally, Mr. Howard will

hold weekly meetings with Mr. Pickner via telephone or videoconference.

Sue Johnson will also be at the site for a week each month. She will be working with Mr. Pickner on a regular basis and will be an extra set of eyes in his evaluation. She and Mr. Howard will discuss the site's progress after each of her visits.

Throughout the year, other district office administrators will visit Stebbins for various reasons. They will discuss their observations with Mr. Howard and Mr. Picou.

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

BSSD already has several research-based practices in place (SFA, 6+1 Trait of Writing, Balanced Math, etc.) The breakdown comes in ensuring that these best practices are delivered with fidelity. Studies show that these practices are effective when delivered as prescribed. The principal will be evaluated on how well each of these practices (as well as others such as explicit instruction) is implemented. This will be part of the role of the site evaluator. During each visit Mr. Howard will visit classrooms and observe the fidelity with which teachers are teaching. Mr. Howard will bring those not teaching programs with fidelity to the principal's attention with the expectation that the principal works with that teacher. Ideally, the principal will already have identified these teachers and be working with them.

Mr. Pickner will be responsible for all teachers utilizing professional practices that will lead to student achievement and increased high school graduation rates. Part of his evaluation will consider his involvement in iObservation walkthroughs and his follow-up with weak teachers. Mr. Pickner will be expected to do three walkthroughs for each teacher each week. From the data gathered through the walkthroughs, he will be able to identify weaknesses in teaching practices. It will be his responsibility to work with teachers to improve their teaching in their areas of weaknesses. This will be done through staff studies of research-based best practices, setting up a mentoring program, placing weak teachers on a plan for improvement, and finally, non-retaining those teachers who do not show improvement. His implementation of this process will be reflected in his evaluation.

In order to have time to do the walkthroughs, Mr. Pickner will assign some of his current duties to the assistant principal.

These points are addressed in BSSD's principal evaluation tool under Standards 2 (guides instruction and supports an effective learning environment), 3 (oversees implementation of curriculum), and 5 (provides professional development to meet student learning needs).

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

Both of BSSD's evaluation instruments (principal and teacher) were developed with input from the affected groups. We involved the teachers through Bering Strait Education Association in adopting iObservation for use next year. The principal evaluation instrument, aligned with *Standards for Alaska's Administrators*, was developed at one of the BSSD Leadership Academies with input from all principals.

What capacity does the district have to implement a new evaluation system for teachers and the principal? BSSD has the capacity to develop an evaluation instrument with school board approval. Per the negotiated agreement with teachers, we must involve teachers in the development of procedures and/or instruments. We worked with BSEA for teacher involvement and support of iObservation. The other evaluation procedures are already in place.

What barriers exist to implementing this new evaluation system and how will these be overcome? Our main challenge is cultivating a professional culture where teachers understand that our efforts are designed to increase their capacity to incorporate effective instructional practices through a comprehensive evaluation system and not to non-retain staff. Most people view evaluation as a threatening situation. We will help teachers understand how iObservation will help them become better teachers through several professional development sessions and by working with them during collaboration time to discuss more effective ways to improve student achievement.

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Transformation Model



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	Sue Johnson	August 2011	May 2014
<p>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, including key dates of implementation.</p> <p>Universal screening tools for reading, writing, and math will be put into place. The district office will analyze AIMSweb assessments in reading, writing, and math quarterly. This will allow teachers and principals to apply interventions to ensure student growth. Administrators will analyze annual SBA results to determine increased student achievement. Although the SBAs will be the major factor in determining increased student achievement, it will not be the only one. Consistent improvement on AIMSweb scores will also be taken into account.</p> <p>BSSD is phasing in a graduation pathway program that will better prepare students for postsecondary opportunities. We feel that this will be more relevant to students and will, therefore, increase the graduation rate. It will be phased in during the entirety of the SIG.</p> <p>Staff will be rewarded with a professional subscription, round trip tickets to go into and out of the site each year, opportunities to participate in numerous staff development trainings, and paid Internet service at home. Teachers and principals will be provided with a mentor and the ability to have paid travel to another site in order to observe another teacher.</p>			
<p>Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so. We will follow the site progress plan to address the identified needs at the site level with specificity, clear expectations, and timelines so that the need is truly addressed and progress can be monitored. We will also use the observation and evaluation documents already in place for teachers. Teachers are observed formally three times per year with both the best practices and the areas of concern noted. Following the evaluation process presented in section B, adequate work and documentation will be in place for teachers to have not only time, but support and training, to improve. If that does not occur by the time that contracts are issued in the spring, that staff person will not be offered a contract.</p>			
<p>What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff? The district has an excellent working relationship with both the regional Board of Education and the local teacher bargaining unit. The superintendent has staff that is definitely capable of working together to research and then create the required reward and removal systems.</p>			
<p>What barriers exist to implementing this new reward and removal system and how will these be overcome? One barrier is that the reward system will only be implemented in a SIG site; therefore, there is opportunity for misunderstanding by non-SIG sites. We will overcome these barriers through constant and consistent communication.</p>			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	Sue Johnson	August 2011	May 2013
<p>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), including key dates of implementation. (Add rows as needed to use a separate row for each specific activity or strategy.)</p> <ol style="list-style-type: none"> iObservation will be the evaluation tool. This training will occur during the first month of school. The training will include face-to-face training as well as webinars. The training will focus on the various tools involved in the process and the roles and responsibilities of the personnel from teacher to principal to site evaluator. Collaboration time. Although Stebbins has designated collaboration time, it is used differently throughout the school. We will provide professional development on a structured format for effective collaboration that focuses on increasing student achievement. This will involve looking at student data and identifying students who are not making progress or who are starting to regress. It will also focus on identifying at-risk students as early as possible and getting them back on track to graduate. Additionally, it will focus on identifying at-risk students by the 7th grade and implementing interventions that will get students on track to graduate. External consultants. We will work with individuals (Charlie Crangle, Kim Blommel) who, in the past, have conducted instructional audits of schools and districts for the Department of Education & Early Development and who are currently working with the schools at Gambell and Savoonga in our district. Since they have already worked in our district, they are familiar with our system and can use that knowledge to expedite the process in Stebbins rather than starting from the beginning. They will work with site and district office staff on a quarterly basis to use EED’s self study tool to set and evaluate goals based on areas of identified need. RtI specialists. TIERS (Teams Intervening Early to Reach Students) Group specialists Holly Adkins and Lauren Giovingo, RtI consultants from Louisiana State University, will work with the staff to further implement the RtI model in academics. TIERS Group will visit on-site once each quarter during the school year and will schedule Internet-based consultations each month between the site visits. Positive Behavior Intervention System (PBIS). At this point there is not an effective behavior plan for the school. PBIS is a process that will guide the Stebbins staff in developing specific behavior expectations schoolwide and interventions to correct them when they are not followed. TIERS Group will deliver the foundational training and Gay Jacobson, a certified trainer, will be the on-going contact from the district office. Success for All (SFA). There will be additional training on site in the areas of reading, cooperative learning, and classroom level interventions for all staff. Staff will be expected to implement SFA with fidelity. The principal and SFA facilitator will make daily walk-throughs to ensure that the reading program is being taught with fidelity. The principal and facilitator will meet weekly to discuss what they are viewing and if necessary, which teachers need further instruction or modeling to ensure fidelity. 			

7. **Balanced Math.** We will provide ongoing training on the Balanced Math program developed by the Leadership & Learning Center headed by Douglas Reeves. The Balanced Math program is designed to implement teaching strategies that help students develop both procedural and contextual knowledge and understanding in mathematics.
8. **Alaska Parent Information and Resource Center (AKPIRC).** Karin Halpin will travel to Stebbins to work with the staff and the Language and Cultural Liaison (LCL) on parent involvement. During each trip she will work with the staff on ways to involve parents and community members in the school in a meaningful way. She will also conduct a Community Café for two reasons: 1) to help get people talking about ways to improve the school and get parents involved in their child’s education and 2) to provide a model for how to conduct discussions during Community Café. Over time others will facilitate the cafes, giving them training and experience for sustainability.

How will the professional development be designed with input from school staff? During this year we conducted a professional development survey. Staff at Stebbins expressed interest in creating meaningful lessons, decreasing discipline issues, increasing teamwork, and developing parent relationships. These are all topics that will be incorporated in the professional development of RtI/PBIS, AKPIRC, Balanced Math, and SFA. As the staff incorporates the training that they receive, other needed topics will arise. Sue Johnson and Gay Jacobson will work with the staff to provide those professional development opportunities at the time they are needed.

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?

BSSD has always had an effective staff development department. Our philosophy is that professional development must align to district goals (i.e., board goals, strategic plan, district/site improvement goals, adopted programs). Additionally, the district seeks out high quality, research-based professional development and looks to provide deep and ongoing training instead of short-term drive-bys. The district has long-standing, excellent procedures in place for planning and delivering professional development.

The SIG director and other district office staff will support Mr. Pickner to ensure that he has everything he needs to support and train his staff.

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

We will provide compensated time for collaboration of staff as they align the curriculum, rewrite the levels, focus on student achievement and test scores, implement AIMSweb and plan for interventions and PBIS. We will also provide the time for teachers to complete the STEPP/SST. There is a specific time on two afternoons planned in the schedule that is specifically designated for collaboration. Part of the focus for teachers and principals will be ensuring that they are meeting the goals of this project with fidelity.

Stebbins is experiencing significant turnover. In FY10, the certified turnover was 30% (6/20). Although the deadline for contract return has not arrived, it is anticipated that the turnover will be about the same this year. It is a challenge to keep moving the school forward in terms of professional development while continuing to go back and train new staff. We will overcome this barrier by doing a detailed accounting and documentation of BSSD professional development, continuing to train research-based strategies we have identified so that it is not something new each year, and by continuing to work on our internal capacity to deliver our own basic training.

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	Sue Johnson	August 2011	May 2014
<p>Describe the ways in which staff will receive financial incentives for achievement gains at this school. Because we have specific financial incentives in place for two other SIG sites, we will offer the same incentives to the Stebbins staff. If there is indication that these incentives are not strong enough, we will consider going to a monetary re-signing bonus. We feel that it is important to retain a trained and experienced staff that performs well.</p> <p>The incentives that will be offered are:</p> <ul style="list-style-type: none"> • Membership to professional subscription of their choice • Visits to successful sites to collaborate with other teachers making gains in student achievement • Reimbursement for the cost of Internet in their homes • Round trip ticket from Stebbins to Nome 			
<p>Describe the ways in which staff will be provided opportunities for promotion and career growth. We will support the Stebbins staff with the following:</p> <ul style="list-style-type: none"> • Attendance at state and national conferences • Stipend for taking content area courses that lead to school improvement • d support for enrollment in masters program and/or leadership track. Each teacher who enrolls in a master’s program will receive \$300 per completed course. • We currently have a salary schedule whereby certified staff can increase their salary by taking additional courses. As we support the Stebbins staff in taking courses, we are also promoting their advancement on our salary schedule. 			
<p>Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. Going into FY12, the Stebbins staff is currently working on their school calendar. They have been given the flexibility to designate spring break days, Christmas vacation days, and the five student contact days that have to be adjusted due to five days of professional development for the staff at the beginning of the school year. They also have the ability to design their own daily schedule. This flexibility along with the incentives mentioned above are designed to create more teacher buy-in that leads to recruitment and retention. BSSD is working with Bering Strait Education Association to ensure that all changes being made for Stebbins either concur with the negotiated agreement or will be approved through a memorandum of agreement.</p>			
<p>How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school? BSSD is in the process of receiving contracts from teachers for FY12. We also have a process in place called “dream sheets” whereby teachers express their desire to stay at their current site, transfer to a site they name, or resign. Once the staffing pattern is known for Stebbins, the Director of Human Resources will look at all dream sheets from around the district to see which teachers would like to transfer to another site and specifically to Stebbins. For those wanting to transfer to Stebbins, it will be determined if they are a good fit for SIG activities and improving student achievement. Additionally, the DHR will look at teachers who want to transfer but not necessarily to Stebbins. Strong teachers will be contacted to see if they will consider Stebbins. Incentives mentioned above will help recruit and retain teachers at the site.</p>			



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

The district has an excellent working relationship with both the regional Board of Education and the local teacher bargaining unit. The superintendent has staff that will work together to research and then implement the required rewards. With these incentives in place at our other two SIG sites, the foundation is in place.

What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome? There are no real barriers. One possible consequence, though, is the possibility of misunderstanding and dissatisfaction at other schools in the district with some schools getting incentives not being given to schools who are already doing an adequate or above adequate job, i.e., making AYP. We will continue to overcome this barrier through constant and consistent communication with all staffs and by giving others in the district the opportunity to transfer (if they are a good fit) to Stebbins.

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

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing teacher and school leader effectiveness that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
<input type="checkbox"/>	(B) Instituting a system for measuring changes in instructional practices resulting from professional development.
<input type="checkbox"/>	(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.

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	Sue Johnson	August 2011	May 2014
<p>Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly adopted instructional program, how the district used data to identify the research-based program that was selected.</p> <p>We are a data rich district with all of the state mandated tests and some of the district mandated tests analyzed through spreadsheets, graphs, charts, and pivot tables. We conduct ongoing analysis whenever new data is generated.</p> <p>We recognized many years ago that our reading scores were low and adopted the research-based Success for All (SFA) reading program. This program has been approved by the U.S. Department of Education as a scientifically based reading program and a comprehensive school reform program. The Success for All Foundation (SFAF) has compared its program with Alaska's GLEs and has found that there is a high degree of alignment. Recently we have looked more closely at SFA and find that teachers who do not deliver the program with fidelity do not have increased student achievement in their classrooms. Therefore, we will mandate fidelity in the program at Stebbins. Additionally, we are investigating the</p>			

Consortium on Reading Excellence (CORE) as a supplement to SFA and to help teachers teach reading skills in the content areas. Using SFA, reading scores have improved from 43% proficient in 2008 to 56% proficient in 2010; however, Stebbins needs to show greater improvement.

Our recent work in the area of mathematics has been to improve students' contextual knowledge in math alongside their procedural knowledge. To this end we use the Balanced Math approach. This is our third year of using Balanced Math and we are not seeing scores rise in Stebbins as they are at other sites in our district. Math scores in Stebbins went from 40% proficient in 2008 to 32% proficient in 2010. We are taking a close look at the fidelity of the teaching strategies that should be used.

We use the 6+1 Trait approach to writing instruction and have a writing trainer/facilitator in the district office who will give Stebbins additional support. Writing scores have also risen from 32% proficient in 2007 to 34% proficient in 2010.

The decision to employ each and every one of these items was based on a thorough and ongoing examination of student data. We utilize both formative (Scholastic Reading Inventory [being replaced by AIMSweb at Stebbins], EED and Anchorage formative assessment tools, rubrics, etc.) and summative (HSGQE, SBA, TerraNova, district end-of-level exams, etc.) to determine where we are and are not making progress.

For many years our instructional delivery program has been the BSSD standards-based model that is based on the concepts of mastery learning. Students move forward based solely on demonstrated mastery of performance standards. Our model, the BSSD Instructional Model (BSSDIM), is aligned to the state standards and GLEs. Although there are many great aspects to our system, we find that pacing is an ongoing issue, in part due to too many standards. We also find that our dropout and graduation rates are not what we want for our students. In an effort to rectify those deficiencies, Stebbins will use solely the Alaska GLEs. From experience with Savoonga and Gambell, we have learned that it has been a tremendous burden on teachers to implement the BSSD with its many standards and do the work required for school improvement. Therefore, teachers in Stebbins will be able to use a reduced number of our standards that speak directly to the GLEs. This will allow them more time to concentrate on SIG activities as well as increase the pacing for students.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation. Since Stebbins will be using the State GLEs, their instructional program will be vertically aligned. Much work and research has gone into developing the GLEs and we feel that moving to them will allow teachers to concentrate on essential skills that have both scope and sequence. Stebbins will begin using the GLEs in FY12 in reading, writing, and math. In FY13 they will phase in science. The BSSD standards will be used for the remaining subjects until EED develops GLEs in additional areas.

Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations, including key dates of implementation.

As part of 2011-2016 five-year strategic plan, BSSD will abandon district-created standards and adopt the Alaska State content and performance standards, as well as the grade level expectations for reading, writing, math and science, and Alaska History.

The curriculum resources used in each content area will be aligned to the grade level expectations. These resources include:

Math: Envision Math for grades 1st through 5th, Holt for grades 6th through 12th.

Science: Harcourt (HSP) Science Program for grades 1st – 8th, Prentice Hall Life Science, Physical Science, and Earth Science for grades 9th – 12th, Glencoe for advanced high school chemistry and physics.

Social Studies: Teacher's Curriculum Institute for grades 1st – 8th, Holt U.S. History and Modern World History for grades 9th – 12th, Teacher's Curriculum Institute Economics and Civics for grades 9th – 12th,

and Alaska History is resource based.

Writing: Write Source for grades 3rd – 12th.

Reading: Success For All and Reading Edge for grades K-8th, Reading Edge for grades 9th – 12th.

Alignment will include identifying the GLEs within each resource so teachers know exactly where GLEs are presented as well as the context in which they can develop their lesson plans. In addition, teachers will be required to identify the GLEs in their lesson plans and the activities that will be used to instruct and assess students' knowledge and mastery of GLEs. Finally, BSSD will create common formative and summative assessments based on the GLEs that will be used in all BSSD sites as a basis to diagnose and progressing students through grade levels. Alignment activities will occur during collaborative professional development activities during the 2011-2012 school year. These activities will take place at least three times during this time.

What capacity does the district have to identify and implement an aligned research-based instructional program? The district has the capacity to modify the instructional program as needed. For years we have built and modified the BSSDIM to the point that it has become unrecognizable from its original intent and is overwhelming for teachers to implement with fidelity. We now realize that we need to reassess our system and revise it in an organized manner. We will do this for Stebbins for FY12 so that they can concentrate on aspects of school improvement. Reducing our number of standards to match the state standards and GLEs is in the draft strategic plan that we will present to the BSSD Board of Education for their final approval in September. We are confident that it will be approved.

What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? One of the barriers to adopting solely the AK GLEs might be the concern of Stebbins teachers who worked to write BSSD's plethora of standards. We have considered teacher participation and input to be one of the strengths of our system. Teachers worked to develop standards aligned to the GLEs, to unpack those standards, to formulate lessons to teach those standards, and to develop end-of-level tests to assess mastery of the content. They had buy-in and felt ownership for BSSDIM. At the same time these teachers also felt overwhelmed at teaching so many standards and recognized that it affected the pacing of students. This spring we will involve teachers in reducing the number of standards to the GLEs. Part of their training at the beginning of school will be an overview of the standards for which the students will be responsible. The materials that were developed that support the GLEs will still be used, giving teachers that sense of ownership.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Sue Johnson	August 2011	May 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, including key dates of implementation and specific assessments that have or will be used.

BSSD has a sophisticated student data system (DART) in place. Not only does it track progress on all of BSSD's standards, it also houses results of state and local standardized tests (HSGQE, SBAs, ELP, TN3, PPVT, ESP). Teachers are able to see on a single page where students are in relationship to mastery of standards within their current subject levels. The testing module within DART allows teachers to look at individual components of each test for their group of students. From this they can see students with similar weaknesses and strengths within the group. The testing module also has an individual page for each

student to show the results of all of the standardized tests the student has taken. This allows the teacher to compare data among tests to look for consistencies and fluctuations, giving the teacher a better overall view of the student in particular subjects. One of the modules in DART provides teachers, the principal, and site evaluator with the number of quarters a student has spent in a specific level of instruction. This is paramount in helping teachers see the urgency in creating and implementing pacing plans for students.

Within the classroom the use of formative and summative assessments varies from teacher to teacher. Through SIG activities, teachers not using formative assessments in the classroom will begin doing so and those already using them will refine their knowledge and use of them.

Stebbins School will implement AIMSweb to examine student needs at a Tier 1 level. Secondary teachers will be given adequate training and coaching on developing common assessments and formative assessments to guide their instruction and student activities. Teachers and staff will be given additional training in data based decision making, equipping them with the skill set to analyze and interpret school, grade, and individual student data. Part of each collaboration meeting will be looking at data and determining whether the teachers are meeting the needs of the students.

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

BSSD promotes the use of data at every level, including student, class, grade, school, and district. Our student data system has a comprehensive testing module housing standardized data back to 2005. Dr. Degan, our district test coordinator, develops Excel workbooks for each site with spreadsheets, graphs, and pivot tables with drill down capabilities. Teachers have access to this data within two weeks of receiving the electronic results from the testing company. Teachers are instructed in the use of the EED formative assessment website and resources for their classroom use. The site as a whole writes the school improvement plan and teachers individually write classroom improvement plans. These are initially written at the beginning of the year and are evaluated and rewritten quarterly for their reading, writing, and math classes.

Part of the SIG activities for Stebbins will be the implementation of AIMSweb for progress monitoring. Teachers will be trained in its use and will be expected to use it on a regular basis.

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

There are no significant barriers. We realize that due to teacher and staff turnover, the data system that the school and district utilizes needs to be the subject of more intensive training. New teachers are trained in the basics but have difficulty understanding and navigating the whole system and using it to its fullest. A sophisticated data culture needs to be promoted within the school. Currently teachers and staff are in the acquisition phase of utilizing all types of data. The opportunity to examine, discuss, and interpret data on a school, grade, class, and student level needs to be made available. Part of the extended time this project supports will be used for that purpose.



(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for comprehensive instructional reform that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(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.
<input checked="" type="checkbox"/>	<p>(B) Implementing a schoolwide response to instruction/intervention (RTI) model.</p> <p>As with most aspects of a Response to Intervention (RtI) model, close collaboration is needed among general education, special education, and specialist staff. There are many considerations that school leaders and district personnel must take into account to effectively plan for school wide implementation. These considerations include evaluating Tier 1 core instruction, school wide screening, identifying students at risk, selection of interventions, and scheduling. Time must be dedicated for the analysis and interpretation of student data. Teachers and school staff must be given appropriate professional development opportunities to allow for these practices to become routine in their classrooms and school.</p> <p>The district has already taken steps to begin RtI/PBIS efforts in Stebbins; however, there is much room for improvement and scaling up of these efforts. The school staff has had an orientation to Response to Intervention and Positive Behavior Support Intervention that included a broad overview of RtI and a needs assessment for the school. There is also a plan for the school and action items concerning some aspects of RtI/PBIS. Through SIG activities the RtI/PBIS efforts will be enhanced greatly. The district and school will be able to dedicate time and resources to a) increase the fidelity of Tier 1 core curriculum for academics and student behaviors, b) provide training for teachers and staff to appropriately utilize and monitor for Tier 2 and Tier 3 interventions, and c) build a data culture within the school that will assist in program evaluation and the analysis and interpretation of group and individual student data. To fully implement RtI/PBIS, Stebbins School will complete a self-assessment to guide them through the process of building consensus, infrastructure, and implementation. Also included in the planning will be discussions of available resources. Being a certified trainer for PBIS, Ms. Jacobson will be available to work with teachers as they implement PBIS.</p> <p>Stebbins already uses the district model of Solutions Team. Teachers who are concerned with student attendance, behavior, or academic issues refer them to the Solutions Team. They provide information about what interventions have been tried and then work with team members to find additional interventions. Data is kept on how the student responds to the intervention and there is a ‘case manager’ for each student who works closely with the teacher submitting the referral.</p> <p>Tier 1 will continue to utilize Success for All as the core reading curriculum and a new math core curriculum began this year. The school will continue to monitor the integrity of implementation as well as provide assistance to secondary teachers with core curriculum in subject areas. A concentrated effort will be given to scale up differentiation and effective instruction within core and subject area classes. Professional development and coaching will be offered as well as implementing observations and integrity checks in the classroom in an effort to improve student response to instruction. Tier 1 behavior processes will begin with the implementation of Positive Behavioral Interventions and Supports (PBIS). Stebbins School will create and establish school wide expectations, rules, and consequences. General classroom management will be emphasized and monitored. Early warning systems will be designed and implemented for those students who have chronic absentee and tardy problems. In an effort to monitor the core curriculum and to identify those students who are at risk, the school will implement AIMSweb for reading, math,</p>



	<p>behavior, and subject areas. Realizing that these tasks are large undertakings, the school can plan to begin with one academic area and behavior and gradually build in the other academic areas. The school will also focus on community and parental involvement in Tier 1.</p> <p>A systematic effort on the part of the school and district will be required to begin and sustain Tier 2. The focus of Tier 2 will be students identified with marked difficulties in academic areas and whose response to Tier 1 efforts places them at risk for further difficulty. To implement Tier 2 interventions for these students the school will need to identify scientifically based interventions across the academic domains, develop a system of progress monitoring, and create detailed procedures for consistent implementation of these interventions. Principals, teachers, and staff will give consideration to the scheduling of Tier 2. Roles and responsibilities will be determined depending upon the interventions selected and the availability of staff.</p> <p>Tier 3 is designed to deliver the most intensive, scientifically based programs to close the instructional gap that the student is facing. Stebbins School has in place a Solutions Team that can function in the capacity of the problem solving team for the RtI model. This team will be charged with the creation of specific skills or needs based interventions for academic areas as well as behavior. This team will be responsible for having regular meetings focused around problem solving, selection of interventions, progress monitoring, and data analysis of individual students. All members of this team will receive appropriate training to enable them to choose and monitor appropriate academic interventions. Likewise, training will take place regarding functional behavior assessments and behavior intervention plans. This team will also ensure that protocols are in place to ensure consistent implementation of the interventions.</p> <p>BSSD has the capacity to implement AIMSweb at Stebbins School. Because we implemented it this year at Gambell and Savoonga, we are familiar with its operation and capabilities. District office staff members have received ongoing coaching and will be available to Stebbins to help with training and to ensure that teachers use it by the end of the first quarter. One district office staff member is currently being thoroughly trained and will be the main support person. Stebbins will use the same RtI trainers as Gambell and Savoonga so the rapport and communication lines with the district are already established.</p> <p>Implementing RtI is not without its barriers. Teacher turnover with the constant need to begin again at the beginning is one of the greatest barriers. Another is parent/community and school partnerships. These challenges can be overcome through consistent coaching methodology and the use of structured skill development modules from the RtI coaches. This project will support district office personnel’s travel to Stebbins on a more frequent schedule and for longer periods of time in order to be a resource and guide for RtI activities.</p>
<input type="checkbox"/>	<p>(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.</p>
<input type="checkbox"/>	<p>(D) Using and integrating technology based supports and interventions as part of the instructional process.</p>



☒	<p>(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.</p> <p>As we have looked at our BSSDIM, graduation rates, dropout rates, and other aspects of secondary education, we feel that our current system is not meeting the needs of our students districtwide. Stebbins's graduation rate for FY10 was 22.58% while the district's was 47.47%. Both cause concern. As did most school districts, BSSD responded to NCLB by focusing on core subjects such as reading, writing, and math throughout the grade levels to the exclusion of courses that would be of interest to students (i.e., vocational courses, music, art, physical education). Although the core courses are important, we recognize that not all of our students want to go to college and that the elimination of non-core courses caused a drop in interest in school. This, along with our overabundance of standards, caused many high school students to either drop out or take five or six years to complete our requirements. To remedy this, BSSD has begun steps to reduce the number of standards needed to complete a course and to develop a system that reintroduces interesting non-core courses to the curriculum. We call this 10 + 2. It is part of the strategic plan being presented to the BSSD Board of Education in September for approval. Presentations have been made to the school board, local advisory education committees, school staffs, and communities throughout the district. The response has been overwhelmingly positive for the change. The 10 + 2 system will teach the core subjects through the tenth grade. These will be the same for all students. Beginning in eleventh grade, students will choose one of three pathways to follow: College Readiness, Career & Technical, and Community and Participation. For the last 2 years of high school the courses become applicable to what the student wants to do after graduation. Although different courses will be offered in each strand, every course will be equally rigorous and relevant. We hypothesize that by offering pathways that are interesting, relevant, and for which a student sees an application that the graduation rate will increase as the dropout rate decreases.</p> <p>This change is mentioned here because Stebbins School will be a part of the districtwide phase in stage during the SIG period. The timeline will begin in FY12 and total implementation will be in FY15. We expect this program to be more meaningful to the students; thus, increasing the graduation rate and facilitating student transition into a productive adult life.</p>
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(3) Increasing Learning time and creating community-oriented schools

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).	Sue Johnson	August 2011	May 2014
<p>Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.</p> <p>The district has begun working with this site to implement a schedule that provides increased learning time for instruction in core academic subjects. Presently the school day begins at 8:15 (breakfast), 8:45 (tardy bell), 3:00 (kindergarten dismissal), 3:30 (elementary dismissal); 3:45 (middle/high school dismissal). The current schedule gives 32.5 school hours per week, 130 school hours per month, and 1215 school hours per year. With the increase of 1 hour per day, Stebbins will have 37.5 hours per week, 150 hours per month,</p>			

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<p>and 1350 hours per year. Additionally the staff will have an extra week of training. Therefore, the hours will increase by 5 hours per week, 20 hours per month, and 180 hours over the course of the year.</p>
<p>Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.</p> <p>The staff is currently working on a schedule that will increase the instructional time for core content areas. SFA/reading time will remain 90 minutes (elementary) and 60 minutes (MS/HS); however, all other academic core subjects will extend to 60 minutes each (math, writing, and science). The site will also use increased time for cultural activities such as carving, dancing, drum building, beading, and skin sewing. These things are important to the community and to individual students' self-esteem. They will also use the additional time for specific interventions in reading, writing, and math</p>
<p>Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p> <p>The school will hold a reduced schedule one day per week (though not reducing instructional time in reading, writing, or mathematics) by wing (elementary and MS/HS) in order for staff to collaborate on instructional issues pertaining to that wing and student achievement. There will be a regular format to the meeting and notes will be kept regarding topics of discussion/work. No less often than every four weeks, the school will hold a minimum day to examine data including student progress and pacing and to make decisions regarding placement and remediation and enrichment activities. Professional development will occur on a regular basis to focus on RtI, PBIS, the school's self-study, AIMSweb, SFA, iObservation, book club activities, best practices, and reviewing school and classroom improvement plans.</p>
<p>What capacity does the district have to establish schedules and strategies that provide increased learning time?</p> <p>There is the expertise available at the district office through administrators and teacher/facilitators to work with our external consultants and sites to develop and implement schedules and strategies that will not only provide for increased learning time but will ensure that the time is used effectively and efficiently as well.</p>
<p>What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?</p> <p>Fatigue is always a factor of increased time. This is true for both teachers and students. Teachers will be paid for the extra hour each day so, even though they may tire toward the end of the day, they will know that they've been compensated for that hour. BSSD held a VTC explaining the extra hour per day so everyone signing a contract knows that it is expected. For the students it is somewhat different. We will address their fatigue factor by scheduling the core subjects earlier in the day and keeping the non-core and electives toward the end.</p>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.	Sue Johnson	August 2011	May 2014
<p>Describe how the district will provide ongoing mechanisms for family and community engagement.</p> <p>Working with Alaska Parent Information and Resource Center (AKPIRC) this school will implement a collection of family and community engagement programs including Strengthening Families through Early Care and Education (Community Cafes), Solid Foundation: Student Success Within a Strong School Community, and the Language and Cultural Liaison Program.</p> <p>Strengthening Families: This model employs a new way of looking at families focusing on strengths instead of weaknesses through Community Cafés. These cafés are hosted by parents and include the school, faith-based organizations, and service programs. Guided conversations use community wisdom and parent input to impact policy, practice, and action to improve students' lives. The initial conversations</p>			

include 5 protective factors that need to be in place for a family to ensure a child's well-being and success. The five factors are parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.

Solid Foundation: This research-based program developed by the Academic Development Institute (ADI) takes a school team (equal numbers of parents and school staff) through the process of examining what is in place, what is working, and what is missing and then filling in the missing pieces. Through Solid Foundation, a school can address school improvement through a comprehensive look at the school's parent involvement policies and practices. Working with the external facilitator, the school team will work through 10 efficient steps to assess the current strengths and challenges, develop a 2-year plan, and implement the plan. Karin Halpin will be the external facilitator and there is no cost to the school for Solid Foundation.

Language and Cultural Liaison (LCL) Program: AKPIRC provides monthly trainings to the LCL who visits families weekly in their respective homes and shares information about each child's progress in school. Prior to the visit the LCL touches base with each teacher to get an update on each child in the family. These visits really help prevent problems and help build relationships between the home and the school. The LCL works with the teachers to help them learn more about the culture of the community. Also included in the LCL's work are monthly workshops that focus on a variety of topics from supplemental educational services (SES) to preparing for parent-teacher conferences to being more involved in the child's education. Our professional development for Stebbins's LCL next year will focus on the how to help the LCL help the families be more involved in their child's education. This grant will support 20 hours per week of LCL time. This is in addition to the work the current Parent Liaison does under the Title I program.

What capacity does the district have to provide ongoing mechanisms for family and community engagement?
We have a Parent Liaison already employed and basic structures such as School – Parent Compacts and Code of Cooperation in place that will fit nicely into the 3 outlined programs above. Working with AKPIRC, Sue Johnson will be able to strengthen this partnership and help the principal take the ownership of the family and community engagement program.

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

There are many basic social structures in Stebbins that are lacking such as consistent law enforcement, social services supports, and safe houses. Organizations such as the local Native corporation, the tribal council, the city council, law enforcement, and the village based counselor will be encouraged to attend trainings and meetings with the school and parents to become more involved in making a better life for Stebbins's children. Partnering with AKPIRC will begin the process of building foundations and strength from within the village structure in order to then begin helping support the education of the students.

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

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing learning time and creating community-oriented schools that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(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.
<input checked="" type="checkbox"/>	(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(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.	Sue Johnson	August 2011	May 2013
<p>What different operational flexibility will the school have in relation to staffing? Although teachers are hired for a specific assignment (grade level or subject), the principal has the flexibility and authority to assign staff where needed. If it is determined that a teacher is not suited for a position and another teacher is, then the principal in consultation with the appropriate district office personnel can change the assignment. This does not violate the contract or negotiated agreement.</p>			
<p>What different operational flexibility will the school have in relation to school calendars and instructional time? Stebbins has the ability to formulate its school calendar within the parameters of the district calendar. All schools in the district have the same beginning and ending dates. There are also some specific professional development dates designated. Within those parameters the Stebbins staff will be able to designate on site inservice days, vacation days, spring break days, and some required workdays. The site also makes the daily schedule with flexibility as to starting and ending times. They do have to meet the state's number of minutes per day and BSSD's designated number of minutes for core classes.</p>			
<p>What different operational flexibility will the school have in relation to budgets? BSSD uses the site-based budgeting concept as much as possible. Stebbins staff is currently in the process of developing their operating budget for next year. They have the opportunity to look at the needs of their school and students and allocate funds as they feel is best. The budget will then be sent to the district office and looked over by an administrator. If there are no major concerns, the budget will be incorporated into the district's budget presented to the school board for approval. SIG budget funds will, of course, be used for the activities for which they are awarded.</p>			

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What capacity does the district have to grant operational flexibility to the school?
 BSSD’s school board supports school improvement. The local teacher bargaining unit is working with us in order to move forward with this project. Many of the issues have already been addressed this year in the work being done in Gambell and Savoonga. The district office has designated Sue Johnson as the School Improvement Coordinator for Stebbins. She has several years of experience in this arena having previously worked with Koyuk and St. Michael, both of which were Level 5 sites that are now off of the School Improvement list. We want this project to be successful and will give Stebbins reasonable leeway to make it happen.

What barriers exist to granting operational flexibility to the school and how will those be overcome?
 The major barrier will be everyone understanding the project. Students and parents will question the extra hour each day. Teachers at Stebbins will have added duties and flexibility that other teachers in the district won’t have. Communication will be the key. Parents will be informed not only of the changes but why Stebbins is making them and how they will benefit the students. Stebbins teachers will be trained on their role with regard to this project. We will clearly define all that we do by delineating the key points and sharing with all concerned. We will have regular checks to make certain we all understand the process and address any discrepancies as soon as they are noted.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Sue Johnson	August 2011	May 2014

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.

Through our SIG with Gambell and Savoonga, BSSD already has established contact and rapport with many of the people who will help us. These people have been contacted and are willing and available to expand their services in BSSD to include Stebbins.

- Charlie Crangle, external evaluator, will make quarterly visits to use the self-study tool with the staff and create/evaluate goals.
- Sue Johnson, district office Coordinator of School Improvement, will make monthly multi-day visits to the site to monitor all pieces of this grant.
- Kelly Nelson, SFA consultant, and Tammy Dodd, district SFA Specialist, will make monthly visits and/or webinars to monitor implementation of the reading program.
- TIERS Group, RtI consultants, will make quarterly visits to monitor/evaluate the implementation of the RtI/PBIS program.
- Karin Halpin, AKPIRC education specialist, will support the parent and community engagement programs.
- AIMSweb training will initially be conducted for Stebbins teachers and administrators in August. This will be a two-day training led by the company. We already have a person in the district office designated as our AIMSweb facilitator. By then she will have gone through numerous modules available to her and will attend the August training. District office administrators will be trained on accessing and analyzing data from the system. Each school will have an AIMSweb facilitator to set up the testing calendar, make sure all students are tested, and to help generate and analyze reports.

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<p>What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?</p> <p>The district has a high level of capacity to ensure the school receives ongoing, intensive technical assistance and support and is committed to this project. We have already arranged for the technical assistance and support listed above. The local bargaining unit is working with us to ensure that items such as extended time for professional development that are outside of the negotiated agreement are covered by an MOA. Because much of this has been worked out with Gambell and Savoonga, Stebbins will be able to hit the ground running.</p>
<p>What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?</p> <p>There are no major barriers to technical assistance and related support. The staff knew before they signed their contracts that we are applying for funds to implement these additional programs at Stebbins. They understand that they will receive additional training and they welcome it. The staff wants to do what is best for students.</p>

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for providing operational flexibility and support that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
<input type="checkbox"/>	(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input checked="" type="checkbox"/>	Family and Community Engagement: \$500 for a community meeting to explain the changes that will occur for FY12. It is important for that to occur before summer.
<input type="checkbox"/>	Rigorous Review of External Providers:
<input type="checkbox"/>	Staffing:
<input type="checkbox"/>	Instructional Programs:
<input checked="" type="checkbox"/>	Professional Development and Support: \$1,040 to purchase <i>Classroom Instruction That Works</i> and <i>The Art and Science of Teaching</i> this spring so that teachers will have them over the summer.
<input type="checkbox"/>	Preparation for Accountability Measures:
<input checked="" type="checkbox"/>	Other: \$16,000 to order Corrective Reading so that it will be on site before the school year begins. We want to have it on site before the teachers leave for the summer so that they can become familiar with it.

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 three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011, 2011-2012, 2012-2013, and 2013-2014).

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds	144,000	144,000	144,000	144,000
Local Funds	0	0	0	0
SIG 1003(g) Funds	0	527,111	442,695	378,205
School Improvement 1003(a) Funds	0	0	0	0
Title I, Part A: Improving Basic Programs	175,500	175,500	175,500	175,500
Title I, Part C: Migrant Education	43,000	43,000	43,000	43,000
Title II, Part A: Teacher and Principal Training and Recruiting Fund	1,000	1,000	1,000	1,000
Title II, Part D: Enhancing Education Through Technology	1,000	1,000	1,000	1,000
Title III, Part A: English Language Acquisition	2,000	2,000	2,000	2,000
Title IV, Part A: Safe & Drug-Free Schools and Communities	0	0	0	0
IDEA Part B	28,722	28,722	28,722	28,722
Carl Perkins	1,000	1,000	1,000	1,000
Other:				
Other:				
Other:				
Other:				

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention
Title I-C, Migrant	We will use these funds to provide instructional enhancement activities for students who miss school for subsistence activities.
Title II-A, Teacher/Principal Training	The two professional development areas for BSSD in FY'12 will be AIMS Web and STEPP. Funds from Title II-A will support training in these two areas.
Title II-D, Technology	Improvement in instructional technology, ongoing professional development, and equipment will be supported by Title II-D funds.
Title III-A, Eng. Lang. Acquisition	These funds will be used to improve student vocabulary and to provide high interest books to be read at home.

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 look to continue to fund as much of these activities as possible without getting into issues of supplanting or putting the district in financial peril. BSSD has long done an exemplary job in terms of financial management and is currently in a strong position financially as a result. Several of our non-Tier I sites are considering or starting to implement interventions but without the training that Stebbins staff will receive. As we learn more about the effectiveness of these programs, our district-wide professional development will move in that area. By the end of this grant, SIG activities will be embedded in the Stebbins educational culture and will be sustained by the staff with continued support from the district office.</p>
<p>Hiring Practices: All potential employees are given an overview of the site for which they are being recruited. Our district website (bssd.org) has videos of each village with narrative to orientate the potential employee. Additionally, those recruiting also present the educational program, including challenges, at the site. As we recruit new teachers for Stebbins, we will certainly present the educational status and programs. Over the next three years, this will change as we implement SIG activities and student achievement rises. We expect to be able to paint a rosier picture in three years. It will still take dedicated teachers to sustain and increase the achievement. We will seek teachers who are not only a good fit for the village but also an excellent fit for the program. Recruiting, hiring, and retaining teachers who have experience with AIMSweb, RtI, SFA, etc., will strengthen the program as well as its sustainability at the end of the grant period.</p>
<p>Supporting Professional Development: BSSD is in the process of developing a multi-year professional development plan for the entire district. We feel that the programs (RtI, PBIS, AIMSweb, etc.) that are being put into place in Stebbins will benefit the entire district. As district office and site personnel receive training and become proficient in delivering and using these programs, they will be able to train new staff at their site. One of the things BSSD is considering for some of the programs is the train the trainer concept so that we have several people in the district who can train new staff. Title I funds can also be used for sustaining professional development.</p>
<p>Changes made in Policies and Practices: Working with our SIG sites has caused us to look at some of our policies and practices and change them. Those policies and practices that prove successful over the three-year period of this grant will remain in force. Those that did not contribute to student achievement or school improvement will be analyzed to see if they need tweaking or discarded. We doubt that there will be any because this scrutiny will be applied throughout the grant and change will occur as needed. We will not continue policies and practices that are not effective.</p>
<p>Other:</p>

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Bering Strait

School: Tukurngailnguq (Stebbins)

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2011-2012

School ID: 070120

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	\$246,368.00	~0.165 FTE School Improvement Coordinator to oversee the SIG = \$16,022 (with the other 3 SIG sites, this provides 100% of her salary) ~.5 FTE School Improvement Assistant to support AIMSweb and analyze data = \$33,702 ~5 additional days for training: Mean daily rate=\$336.72 X 5 days x 20 certified staff = \$33,672 ~24 additional days x mean daily rate of \$336.72 x 20 certified staff = \$162,972
320	NON-CERTIFICATED SALARIES	\$30,165.36	~5 additional days for training at the beginning of the year: Mean daily rate = \$150.36 x 14 paraprofessionals x 5 days = \$10,525.20 ~4 additional days for training during the school year: Mean daily rate = \$150.36 x 14 paras x 4 = \$8420.16 ~Language Culture Liaison (LCL): 15 hours/week x \$22/hour x 34 weeks = \$11,220
360	EMPLOYEE BENEFITS	\$82,451.29	~Certified employee benefits @ 27.51% = \$67,775.84 ~Classified employee benefits @ 48.65% = \$14,675.45
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL	\$85,175.00	~TIERS Group for training and consultation in RtI = \$50,000 ~Cost of Self-Study = \$25,000 ~AIMSweb Training = \$4,675 ~iObservation 3-day Training = \$5,500
420	STAFF TRAVEL	\$13,785.00	~Gay Jacobson, SIG Coordinator, to Stebbins: airfare = \$160; per diem = \$45 x 5 days = \$225. Total per trip = \$385 x 9 trips = \$3,465 ~AKPIRC travel from ANC: \$600 x 4 visits = \$2,400 <u>Teacher Recruitment/Hiring/Retention</u> = \$7,920 ~RT ticket to Nome = 396 x 20 staff = \$7,920
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES	\$1,200.00	~AIMSweb: \$6/student x 200 = \$1200
450	SUPPLIES/MATERIALS/MEDIA	\$25,880.00	<u>Supplies and Materials</u> = \$12,960 ~Head Sprouts for interventions = \$3,500 ~Parent Involvement supplies (incentives, materials for family corner, etc.) = \$2,000 ~iObservation materials = \$4,500 ~Professional development materials = \$2,960 <u>Teacher Recruitment/Hiring/Retention</u> = \$12,920 ~Magazine subscription: \$50 x 19 = \$950 ~Home Internet: \$70/mo x 9 mo = \$630/person x 19 staff = \$11,970

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Bering Strait

School: Tukurngailnguq (Stebbins)

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2011-2012

School ID: 070120

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	\$5,700.00	Teacher Recruitment/Hiring/Retention = \$5,700 ~Stipend for taking school improvement related courses \$300 x 19 staff = \$5,700
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
	UNALLOCATED		
Subtotal		\$485,024.65	Expand cells as needed
Indirect 3.75%		\$18,188.42	
Total (rounded)		\$508,913.00	