

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



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

<b>School Name:</b>	David Louis Memorial School	<b>Tier:</b>	1
<b>District:</b>	Iditarod Area School District	<b>Intervention :</b>	Transformation
<b>Principal's Name:</b>	Matthew Brankman	<b>Phone: (907)</b>	453-5135
<b>Principal's Email:</b>	mbrankman@gmail.com	<b>Fax: (907)</b>	453-5165

**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
<b>2008-2009</b>	8	8	0	0
<b>2009-2010</b>	8	8	0	0

**No**

Did this school have an **Instructional Audit** by a site visitation team? What year?

**Yes**

Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.      NO

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Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds?

**Additional Areas to Consider for Data and Need Analysis:** Check the box for each type of additional data or information that was used to consider the school’s needs and choose the intervention approach.

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> enrollment</li> <li><input checked="" type="checkbox"/> drop-out Rate</li> <li><input checked="" type="checkbox"/> ethnicity</li> <li><input checked="" type="checkbox"/> grade level</li> <li><input checked="" type="checkbox"/> discipline incidents</li> <li>other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> alignment with AK standards &amp; GLEs</li> <li><input checked="" type="checkbox"/> research-based</li> <li><input checked="" type="checkbox"/> implemented with fidelity</li> <li><input checked="" type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input checked="" type="checkbox"/> assessment data used to identify gaps</li> <li><input checked="" type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> effective and varied instructional strategies</li> <li><input checked="" type="checkbox"/> instruction is aligned to AK GLEs</li> <li><input checked="" type="checkbox"/> instruction is differentiated</li> <li><input checked="" type="checkbox"/> system for timely &amp; early interventions for low-performing students</li> <li><input checked="" type="checkbox"/> teachers communicate high expectations to students</li> <li>other:</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> aligned with AK standards &amp; GLEs</li> <li><input checked="" type="checkbox"/> data from classroom assessments guides instruction</li> <li><input checked="" type="checkbox"/> universal screening data for all students</li> <li><input checked="" type="checkbox"/> progress Monitoring data</li> <li><input checked="" type="checkbox"/> other Formative Assessments</li> <li><input checked="" type="checkbox"/> teacher observations</li> <li>other:</li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> student achievement data determines pd priorities</li> <li><input checked="" type="checkbox"/> professional development is job embedded</li> <li><input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards</li> <li><input checked="" type="checkbox"/> teacher evaluation process consistently applied</li> <li><input checked="" type="checkbox"/> teachers receive ongoing &amp; systematic feedback to improve instruction</li> <li><input checked="" type="checkbox"/> teacher mentoring program</li> <li>other</li> </ul>	<p><b>Supportive Learning Environment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> effective classroom management strategies</li> <li><input checked="" type="checkbox"/> schoolwide behavior standards</li> <li><input checked="" type="checkbox"/> attendance policy</li> <li><input checked="" type="checkbox"/> cultural awareness and understanding</li> <li><input checked="" type="checkbox"/> extended learning opportunities</li> <li><input checked="" type="checkbox"/> effective school-parent communication</li> <li><input checked="" type="checkbox"/> parent &amp; community engagement</li> <li><input checked="" type="checkbox"/> Social &amp; emotional services &amp; supports</li> <li><input checked="" type="checkbox"/> physical facilities safe &amp; orderly</li> <li>other:</li> </ul>

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Other	Leadership
<input checked="" type="checkbox"/> master schedule & classroom schedules perception surveys of teachers, parents, or students implementation data for specific program or process	<input checked="" type="checkbox"/> facilitate development & implementation of school goals
<input checked="" type="checkbox"/> administrator and teacher experience & qualifications policies & procedures facilitate learning teacher turnover & attendance rates	<input checked="" type="checkbox"/> analyze student assessment data
<input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. other:	<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	Only 35% of the students scored proficient in Language Arts and Math during the 2009-2010 school year. These percentages represent a moderate improvement in Writing and Math, but a slight decline in Reading over the previous year. DLMS elementary students need more time for targeted instruction on basic skills that are lacking. Secondary students are disengaged in school. Their attendance is spotty. A program transformation is needed to engage students.
Graduation Rate	The Graduation Rate for all students last year was 28.57%. It was 50% for females and 0% for males. DLMS has only graduated two male in the last 6 years. Students are disengaged in the traditional school program. Most parents have not graduated from high school. Students are not held accountable for their academic performance by their parents. There is an extremely high rate of alcohol abuse and marijuana abuse in the homes. DLMS high school students do not see the relevance of their academic program. In order to improve the graduation rate, the school program must involve students in real and meaningful activities that incorporate the Ak Standards and GLE's, into a curriculum that has relevance and meaning to students' lives.
Attendance Rate	The attendance rate reported in the Report Card to the Public is inaccurate. Secondary students have poor attendance, are not engaged in school, and come and go to class randomly. The program must have relevance in order to motivate students to come every day.
ELP Assessment	DLMS students have not progressed on the ELP assessment. Although the students do not speak their Native language, language interference is evident given the Native language background of parents and grandparents.
Instructional Audit or Self Study Tool	
Demographics	DLMS is a Title 1 school, 92% are economically disadvantaged, and 98% students are Athabascan Indian.
Curriculum	The curriculum is a traditional college prep curriculum, yet only 1 graduate in the last 10 years has gone on to college. Students and community are asking for curriculum that relates to life in the village and is aligned with Alaska State Standards. The school curriculum must incorporate projects that sustain life in Grayling. For example, students can learn to read service manuals that will help them to maintain their snowmachines instead of reading Shakespeare. Several years ago, IASD joined with UAF on a construction trades project to build a HUD house. Four high school students spent three months involved in this project. When completed, they had earned 12 university credits, including credits in Math, Carpentry and Communication. Providing students with a curriculum that is relevant to their lives such as this Construction Trades Class, in the village will help them to gain skills that will prepare them for further training and to be contributing community members and community leaders.
Instruction	Instruction must be project-based so that students see the relevance of what they are learning to the community in which they live. In the past, when Voc Ed teachers have been hired to work in Grayling, students have come regularly to school. Three years ago a Voc Ed teacher spent a full quarter in Grayling and worked with students on building a chicken coop for a school-wide project involving raising chickens and selling or giving away eggs to elders. The students were

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	very interested in learning how to mill the wood, and build the coop. This project sustained the students for a large portion of the day, as math and carpentry were integrated into a block schedule. This project is a good example of how to successfully engage students in school.
Assessment	Currently assessment data involves SBA scores, Accelerated Reader, Accelerated Math, Sylvan On-line assessments and teacher-made assessments. In an effort to become more diligent about tracking all of the DLMS students' progress, IASD will pilot AIMS Web next year at DLMS. The teachers will implement the weekly assessments and the benchmark tests, and the Principal will be responsible for tracking each student's progress, reviewing this progress with the classroom teacher, analyzing the interventions, and adjusting instruction accordingly. Additionally, the Full-time Principal will track Sylvan on-line assessment data to track student improvement as evidenced in this program.
Supportive Learning Environment	The community will become more supportive as they see students learning skills which enhance student learning and the economic and social future of Grayling. Parents and community members will be relied upon to help identify voc ed projects that will enhance the community, i.e. repairing stairs on homes, fixing computers in village offices, growing vegetables in the greenhouse to offer families fresh produce, etc. DLMS will continue partnering with the Grayling Tribal Council and other local entities, to identify needs within the community to provide direction for and help with the Work-based projects .
Professional Development	Professional Development will be ongoing throughout the school year, and during the summer months and embedded in the weekly process of collaboration between staff at weekly curriculum meetings.. At the start of the year, all DLMS teachers and classroom aides will be trained on the use of AIMSweb, the new district progress monitoring system for K-8 <sup>th</sup> grade students. The Principal and the DLMS staff will work together with the community to develop each of the strands (Shop, Technology, Agriculture) for the school. The Principal will be responsible for insuring that the GLE's and Alaska State Standards are incorporated into all of the classes, and that there is on-going inservicing of teachers on how to extend instruction through these project-based classes. The Principal and the staff will not only develop curriculum that is relevant to the needs of the village of Grayling, but they will work with all of the teachers to align curriculum with instruction that will engage students. Professional Development will be ongoing. The staff will meet regularly to review curriculum and learning targets to insure that instruction is effective and that assessment information is utilized to plan instruction.
Leadership	The Principal will oversee this project, insuring that all teachers use a project-based approach to teaching, and that Work-based skills and the projects are a means to teach the Alaska State Performance Standards and the GLE's. The Principal will be responsible for progress monitoring, using the data collected from AIMSweb on a weekly basis, and other district assessments, tracking the data, and insuring that interventions are applied in response to the data.
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.**

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The Transformation Model was chosen in particular because of the need to completely transform the Leadership, the Curriculum, School time and Governance at DLMS.

Teachers and Leaders: In order to Transform DLMS, a different type of leadership is needed, and the IASD Board must agree to allow DLMS to operate outside of the regular district curriculum requirements. A new Principal will be hired who is seasoned in tracking student progress on a regular basis, and who has experience in both curriculum development and in operating an alternative school program. The Principal must have the leadership skills to not only work with the school staff and students, but also to build confidence in the community. In their community meetings, the community parents and elders have asked for school to be more relevant to the activities of the community.

A Vocational Education teacher will be hired who can help to incorporate CTE skills into the Work-based daily program from students in grades K-12. It will be important that both the Principal and the CTE Teacher will have the ability to interact with community leaders to establish community-based projects in which students can become involved.

75% of the teaching staff at DLMS turned over for the 2010-2011 school year. Three of the four teachers who taught at DLMS will return for the 2011-2012 school year. Each of these returning teachers has been instrumental in helping to design the transformation model for DLMS School in general as well as the new Teacher Evaluation system. A draft of this new evaluation will be reviewed with the new staff (Principal, CTE Teacher and Classroom Teacher) and revised as needed at the start of the school year. Student growth, as evidenced on AIMSweb progress monitoring, SBA results, attendance statistics and other district assessments, will be factors in teacher evaluation, and determining staff retention and bonuses.

Teachers who are unable to move students forward using this curriculum will have multiple opportunities to improve their teaching practice. In the case of a teacher who is not a good match for this alternative program, he/she will be placed on a plan of improvement, and then terminated in accordance with IASD policy if improvement is not evident in follow-up evaluations.

Recruitment of additional staff will take place through the ATP Website. Incentives, such as reduced housing costs, moving costs for families, and bonus stipends for improved student attendance and academic performance and additional instructional time will be available to school staff.

### Instructional and Support Strategies:

The DLMS curriculum will become primarily Theme or Project/Work-Based for all students, K-12. The DLMS staff will work together with the Principal to develop the three strands: Technology, Shop and Agriculture. DLMS teachers, have been spending the 4th quarter of this school year designing and implementing school-wide projects that address community needs and GLEs. An example follows:

In Grayling there is a problem with plastic bags littering not only the landfill, but the community in general.

DLMS staff proposed a question to the students: Should Grayling ban plastic shopping bags?

From there, the GLEs were reviewed and the staff selected GLE's to target from several different content areas:

Science: Research a local problem and propose a solution.

Social Studies: How do you implement social change?

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L. Arts: Write Informative and Persuasive Writing

Math: Survey, graph and display results on community awareness and opinions about plastic bags.

Art: Recycling plastic for art.

This project involved students from all grades and became an Earth Week Project involving the community on several different levels. It was also a collaborative effort between the school, the tribal council environmental office, local businesses, and community volunteers.

Much of the Professional Development will be on-going planning within the staff, and facilitated by the Principal, district Curriculum Director and community leaders. Ultimately, the epitome of professional development involves staff and community working in collaboration to build change. In the Earth Week project, all staff worked together to design the projects, and involve community speakers. This built capacity by strengthening the professional bonds between staff and the trust between staff and community.

Again, AIMSweb data will be reviewed continuously to track student growth and areas needing reteaching. The Principal will be responsible for reviewing the data regularly with the classroom teachers, and monitoring interventions and instruction.

Time and Support: The school day will be staggered for teachers so that students will have the opportunity to extend their day. High school students can recover credits by participating in more than one strand and/or taking web-based classes. All students will have the opportunity to gain 1:1 tutoring with staff or through on-line Sylvan. Additionally, the school schedule will reflect the rhythm of the village and local businesses and organizations. The shop class will work until 8pm, taking in disabled equipment from the community to repair. This is the time of day when the community and local experts can be utilized to help instruct and participate in the shop program. The staggered schedule will allow teachers the time to collaborate during the work day. Teachers will continue to participate in district-wide curriculum meetings. Weekly staff meetings will focus on analyzing data and using it to target and address student needs. Additionally, the staggered schedule will allow teachers time to collaborate on classroom projects.

The Advisory School Board will continue to meet monthly. DLMS began having elders meetings and these will continue on a monthly basis as well, alternating every two weeks with the ASB. DLMS will conduct ongoing needs assessments throughout the community to determine potential projects which can be incorporated into the school program. Staggering the school schedule to respond to the village schedule will enable community members to better participate in the school's projects.

DLMS will continue to partner with Tanana Chiefs Conference's Early Head Start and Preschool Program staff, designing projects that will enhance their programs, i.e. building bookshelves for homes of 0-5 year olds. Yukon Kuskokwim Health Corporation will continue to work with DLMS on providing Mental and Physical Health seminars for the school and the community. Community members and parents will be invited to join in on the DLMS project-based classes for enrichment and/or to prepare for GED or a high school diploma.

Governance:

The IASD Board and the DLMS Advisory School Board are fully supportive of this project. The IASD Board has written a letter supporting operating flexibility in curriculum, school schedule and teacher evaluation.

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The Principal who is hired will be skilled in data analysis and curriculum development. He/she will ensure ongoing technical assistance to the staff.

**The following is some background on the development of the model proposed in this grant proposal:**

Several meetings have been held in Grayling at David Louis Memorial School (DLMS) during the last 4 months. The Principal has been eliciting information from all stakeholders (students, parents, school staff and community elders) to help explain the low performance on SBA's and the low graduation rate. Students at DLMS rarely graduate in 4 years. Only one student has graduated in 4 years during the last 7 years. Male students rarely graduate at all. Females often drop out, then return when they are 17 to restart high school. Through a series of community meetings, there has been a loud request from all stakeholders to make learning relevant and hands-on. Students who remain in Grayling for high school rarely go on to college, and rarely graduate. They need to learn skills to sustain a productive life in the village. The stakeholders have identified 3 vocational areas in which students should be trained: Computer Technology, Agriculture, and Shop (Welding, Carpentry, Mechanics.)

This plan proposes to transform the curriculum into a *Work-Based Project-Based Program*, designed so that there is a direct correlation between the skills needed to live and work productively in Grayling, and the projects in which students will be engaged. Students will be involved in project-based classes, in which the Grade Level Expectations and the Alaska State Standards will be embedded. Core and Technical instruction will take place on a daily basis. There are several models in which this approach has had success (*Cherokee County Work-Based Learning Program, Wake County Public School Work-Based Program*). These models will be investigated as a starting point for developing a program tailored to the setting and culture of Grayling.

Computer Technology was selected because many households and all businesses rely on computers for data collection, analysis and transmittal. When computers break down, the office is paralyzed. There are no Computer Techs in Grayling. Computer Technology training in both software usage and hardware repair is needed in the community at all levels, including in the home, the office and the school. This sort of expertise will have long-term economic sustainability and will provide a great resource to the community.

Agriculture was selected as another area of concern. Gardening used to be the 'norm' in this community less than 30 years ago, when people lived a subsistence lifestyle. Today, few people know how to garden. Produce is rarely available in the stores, and when it is, it usually arrives half rotten. The Tribal Council has built two greenhouses which sit empty outside the school. One of the DLMS teachers has a strong background in Agriculture through his years of work with Cooperative Extension. Some grandparents in Grayling still hold the knowledge of successful gardening. There is a need for the production of vegetables and flowers through local gardening efforts. Along with gardening, there are other areas in which agriculture can be expanded. The school has been involved raising chickens for the last two years. They would like to continue with this effort, and perhaps add other dimensions. The possibilities are limitless, and would provide a sustainable employment future.

Finally there is a strong need for individuals skilled in traditional shop skills, including welding, woodworking, and mechanics. The village is littered with broken down vehicles, stoves, trailer hitches, with not one mechanic



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who can be hired to fix these things. DLMS students have always shown a strong interest in mechanics, welding and woodworking, but IASD has never had the funds to hire a full-time shop teachers. Through this project to develop Work-Based and Project-Based Curriculum, a program will be developed that incorporates shop projects with rigorous core (Math, Science, L.Arts) and technical instruction so that separate teachers are not needed to teach both sets of skills.

It is our hope that students will become more engaged in school if they are involved in projects related to one of these vocational areas. The *Work-Based/Project-Based Program Curriculum* will be designed in a way that eventually students in grades Kindergarten through 12<sup>th</sup> grade will become involved in ‘real’ work projects that serve a function in Grayling. Primary students may build flower boxes, raise flowers for them, then display these at public buildings. Technology students may create films about the community or solicit broken computers to fix. Shop students may break into work parties that offer their services to fix steps, build shelters, repair snowmachines, etc. With a well developed curriculum in each of these strands, students will leave high school with marketable job skills. They will have rigorous classroom instruction in the methods involved in each strand; they will have practiced the skills through ‘real’ work projects; and they will leave high school with the confidence and the skills to either further their training through college or trade-school, or work in their home communities.

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**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	Timeline	Person Responsible
Reading/Language Arts	Raise each non-proficient student’s SBA by 10% each year.	35%	AIMS web progress monitoring conducted weekly, Sylvan tracking monthly, Woodcock Johnson annually, SBA annually Imbed GLE’s in Work-based technical instruction	Begin August, 2011 Quarterly analysis. Interventions evaluated based on student progress.	Site Principal
Math	Continue to raise Math Scores by 10% each year.	35%	AIMS web progress monitoring conducted weekly, Sylvan On-line tutoring, Imbed GLE’s in Work-based Curriculum.	Begin August, 2011 Quarterly analysis. Interventions evaluated based on student progress.	Site Principal
Graduation Rate	All students graduate in 4 years from entry into	1 graduate in 4 years since 2003	Involve all students in Work-Based Learning that	Assess student credit needs at the start of the 2011-2012 school year. Develop goals	Principal Parents Students Teachers

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	<b>high school.</b>		<b>integrates Core and Technical Instruction to better engage students.</b>	<b>for credits to be earned each quarter with students and parents. Assess progress at parent/student/teacher conferences each quarter.</b>	
<b>Attendance</b>	<b>All students attend 90% of all classes.</b>	<b>Primary, elementary, and Jr. High students currently meet this goal. HS Students regularly attend at least 1 class per day.</b>	<b>Power School is used to collect and analyze attendance data.</b>	<b>August 2011: Each high school student will be assigned an advisor from the staff and a community mentor at the start of the school year. This team will meet monthly for each high school student and quarterly for each Jr. High and elementary student to identify and overcome barriers to meeting attendance goals.</b>	<b>Principal Parents Students Teachers Community Mentors</b>

**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.	Superintendent	May, 2011	June 30, 2011
Describe how the district will replace the principal as part of			

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<p>the school’s transformation model.</p> <p><b>IASD will advertise for a full-time Principal who has a background in alternative and vocational education. The DLMS Advisory School Board will work together to interview and make a candidate selection. The current principal has resigned for the next school year. Specifically, the hiring committee will look for a Principal who has: a) experience leading a school out of failure, b) experience in creating and implementing curriculum for an alternative program, c) success at leading teachers in a K--12 rural setting.</b></p>	Superintendent	May, 2011	June, 2011
<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. N/A</p>			
<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? <b>The current principal was principal of 3 other sites and is departing at the end of the 2010-2011 School Year. IASD would like to use this grant to fund a full-time principal who can clearly focus on the needs of DLMS and will have the time to implement this project.</b></p>	Superintendent	May, 2011	June, 2011
<p>What barriers exist to replacing the principal and how will these be overcome?</p> <p><b>It is occasionally difficult to find adequate personnel who will move to a remote site such as Grayling. Widespread advertisement will be conducted to attract a candidate who will be a good match for this position, with a strong background in Alternative Education.</b></p> <p><b>The Principal will be offered district housing and only be required to pay for utilities, 2 professional development trips, one to an alternative high school in Alaska, and moving expenses for his/her family.</b></p>	Superintendent	May, 2011	June 1, 2011

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B. Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	Superintendent Principal	April 1, 2011	June 30, 2011
<p>Describe the planned evaluation system for teachers, including key dates of implementation</p> <p><b>IASD is in the process of revising the evaluation system for teachers. This revision process will be completed by June, 2011 with input from teachers, school board and district administration. The new revised teacher evaluation document will incorporate the Alaska Standards for Teachers and the teacher observation lenses developed through the Alaska Administrators Coaching Project on which both the Superintended and the Area Principal have received training. This document will be completed by May 15, '11 . DLMS staff will review the document upon the start of the 2011-2012 school year to determine areas needing revision for DLMS</b></p> <p><b>The timeline for implementation is as follows:</b></p> <ul style="list-style-type: none"> <li>● <b>April 15th-April 30th: Gather information and research teacher evaluations.</b></li> <li>● <b>May 1st: Revision committee will present a revised teacher evaluation to IASD teachers at curriculum meeting..</b></li> <li>● <b>May 1st-15th: Revisions made based on feedback from teachers.</b></li> <li>● <b>Maty 26th: Present revised evaluation to school board from approval.</b></li> <li>● <b>August, 2011: New evaluation model presented at in-service to new and returning teachers.</b></li> <li>● <b>August, 2011-September 2011: Evaluation reviewed by DLMS staff to determine appropriateness to this school model.</b></li> </ul>	Superintendent	April, 2011	October, 2011
Describe how the district will take into account data on	Superintendent	August, '11	Oct. 31, '11

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<p>student growth as a significant factor in improvement for teacher evaluations.</p> <p><b>The IASD Administration will work with the DLMS Principal and teachers and the IASD School Board and the local NEA to develop an evaluation system that incorporates mutually agreed upon student data into teacher evaluations. Data that is directly related to improving graduation rate will be the focus (8th grade assessment results to show readiness for high school, student attendance data, and results of above mentioned interim assessments).The DLMS Principal will develop spreadsheets to track each student’s growth through data collected from: AIMSweb, SBA’s, district assessments (DLMS teachers and administrators will develop interim assessments that are aligned with GLE’s and with the project based curriculum in order to better track student progress) and teacher formative and summative assessments. This data will be analyzed together by the teacher and the Principal as part of the bi-annual teacher evaluation process.</b></p> <p><b>By the end of the first semester of the 2011-2012 school year, the IASD School Board in coordination with the DLMS Principal and teachers, and IASD Administration will develop a plan to reward teachers, school leaders and other staff and remove inadequate staff. This plan will be submitted to EED for implementation before the 2nd semester.</b></p>	Principal		
	Superintendent	August, ‘11	Dec. 31, ‘11
<p>How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?</p> <p><b>Teachers are observed multiple times each year by IASD administrators. Observation write-ups are reviewed by the teacher and observer after each observation. At the end of each observation, the teacher and the observer set instructional goals to be met by the next observation.</b></p>	Principal	August, ‘11	February, ‘12 Feb. ‘13 Feb. ‘14

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<p>Whether or not teachers meet their instructional goals will be fundamental to their evaluation. Additionally, IASD will purchase AIMSweb for continuous progress monitoring of student growth. Sylvan on-line assessment results will be reviewed monthly. The Principal of DLMS will review these assessments on a monthly basis with each of the classroom teachers in the areas of Reading, Writing, and Math.</p>			
<p>How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations? <b>The Principal, will conduct a monthly review of the data on student achievement and high school movement through graduation requirements as part of the evaluation process, and set targets for improvement for each student at DLMS as evidenced on AIMSweb (K-8), and Sylvan and teacher assessments 9th-12th) . Teachers will keep an updated checklist of skills to be mastered by each student in their classes. These skills lists will be based upon the GLE’s and the Alaska State Standards, and then assessed regularly through AIMS Web, movement through Sylvan, A.R., A. M and ultimately on the SBA’s.</b></p>	Principal	August, ‘11	Monthly and ongoing Teacher evaluations completed by October 31 <sup>st</sup> and Feb. ‘12 of each year
<p><b>Specifically, the Principal’s evaluation will look at student attendance, student progress at completing course work on time, and improvement as evidenced on AIMSweb progress monitoring in the areas of reading, writing and mathematics.</b></p>			
<p>Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation. <b>The Principal will be expected to work with the teachers in the building and monitoring formative and summative assessments and insuring that teacher methods support student growth. Student growth, especially the areas of high school student attendance and movement through the graduation requirements, will be significant factors in Principal retention.</b> Describe the planned evaluation system for the principal,</p>	Superintendent	October 31, 2011	February 28, 2012

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<p>including key dates of implementation. <b>The Principal will be evaluated biannually by the Superintendent. A part of each evaluation will be the setting of growth and attendance targets for each of the 42 students in the school and quarterly analysis of success at meeting these targets. The first evaluation will be completed before November 1st, and the second will be completed before the end of February.</b></p>			
<p>How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal? The Superintendent and/or the Curriculum Director will review the assessment data results at least every 2 months on all students at DLMS with the Principal. These reviews will involve on-site observations and sit-down conversations with the Principal and teachers at DLMS. Adjustments to student programs will be made based upon student performance results.</p>	Superintendent	September, '11	Ongoing throughout the project
<p>How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation? <b>The Principal will be expected to be completely knowledgeable of all assessments and their results on each student in the building. The Principal will be expected to review assessment results on a regular basis with each building teacher.</b> <b>The Principal will chart the assessment data provided by AIMSweb, Sylvan on-line, Accelerated Reader, Accelerated Math, and Larson Math on a monthly basis, and will conduct a monthly review of these results with the respective classroom teacher on each student in the building.</b></p>	Superintendent	September, '11	February, '12
<p>Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems. <b>A curriculum team composed of teachers and district administrators is currently revising the existing teacher evaluation document. Final revision will be completed before the end of the 2010-2011 school year. All teachers will be inserviced on the new Teacher Evaluation</b></p>	Superintendent	April, '11	October 31, 2011



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<p><b>document at the teacher in-service in August. This instrument will be reviewed by DLMS staff at the start of the '11-'12 school year for possible revisions.</b></p>			
<p>What capacity does the district have to implement a new evaluation system for teachers and the principal? IASD has recently revised and implemented its teacher evaluation instrument. <b>The Superintendent, SPED Director, the DLMS Principal and the Curriculum Director will work together to implement the new evaluation system which is currently being revised by IASD teachers. This will involve early training of all teachers and the Principal on the evaluation system to be used before the start of school. During the first Quarter of the 2011-2012 school year, this instrument will be reviewed by the DLMS staff, to determine its correlation to the DLMS program. Modifications may be recommended to IASD Superintendent and IASD Board for approval.</b></p>	<p>Superintendent DLMS Principal</p>	<p>August, '11</p>	<p>Oct. 31, '11</p>
<p>What barriers exist to implementing this new evaluation system and how will these be overcome? <b>IASD currently has limited administrative Type B staff and occasionally weather prohibits travel to all sites in a timely way. The new Principal hired for DLMS will be Type B certified, and will live on-site and will be in a good position to regularly evaluate teachers within the building. The Superintendent, the SPED Director and the Curriculum Director will also assist in implementing the new teacher evaluation document as they travel to sites to monitor IASD programs.</b></p>	<p>Principal</p>	<p>First Q, 2011-12 School Year</p>	<p>June, 2012</p>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>A. 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.</p>	<p>Superintendent</p>	<p>July 1, 2011</p>	<p>June 30, 2012</p>
<p>Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable)</p>	<p><b>Superintendent</b></p>	<p><b>August, '11</b></p>	<p><b>June, '12</b></p>

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<p>who have increased student achievement and/or high school graduation rates, including key dates of implementation.  <b>The Superintendent will work together with the IASD School Board to determine rewards for school leaders, teachers and other staff. Ideally, school leaders, teachers and other staff who contribute to the positive growth of DLMS, will be rewarded with professional development opportunities that go beyond the regular trainings offered to teachers, and financial incentives for promotion and career growth, such as tuition payments, release time for course work completion, etc. Additionally, financial bonuses will be awarded to staff whose students have demonstrated growth in the area of academic proficiency, attendance and graduation rate. This system of financial bonuses will be developed by the IASD School Board in collaboration with IASD Administration and IASD teachers.</b></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.  <b>The evaluation procedures will be followed to remove inadequate staff. Teachers will be put on an improvement plan when it becomes evident that their students are not improving under their instruction. If, after 2 months, the students are still not making adequate progress, and if the teacher’s practice is not improving, he/she will be given a letter of non-retention in February.</b></p>	<p><b>Site Principal</b></p>	<p><b>End of 1st Quarter</b></p>	<p><b>Feb. 2012</b></p>
<p>What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?  <b>A system will need to be developed in cooperation with the IASD school board for reward and removal of teachers. Once developed, the district administration will not have a problem implementing this system.</b></p>	<p>Superintendent Principal</p>	<p><b>August, 2011</b></p>	<p><b>June, 2012</b></p>
<p>What barriers exist to implementing this new reward and removal system and how will these be overcome?  <b>Barriers include: teachers from other sites will see the system which is being piloted at DLMS as unfair. To overcome this barrier, the system of rewards will be offered to all teachers within IASD.</b></p>	<p>Superintendent</p>	<p><b>Aug. 2011</b></p>	<p><b>June, 2012</b></p>

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>B. 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 &amp; learning and have the capacity to successfully implement school reform strategies.</p>	<p>DLMS Principal Superintendent</p>	<p>August 10, ‘11</p>	<p>Ongoing throughout project</p>
<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"> <li><b>A local mentor will be hired before the start of school to acquaint the new Principal and DLMS staff with the community of Grayling. The mentor will work with staff for the entire school year.</b></li> <li><b>The district’s Bilingual/Bicultural Specialist who works as a district consultant, will go to Grayling during the first month of school to provide orientation to the staff on the Cultural Mini-Units and ways to integrate the teaching of Reading, Writing, and Math into the units. These units were developed several years ago, and are primarily focused on the elementary program. Follow-up training will be provided in classrooms by the Curriculum Director by working in elementary DLMS classrooms with teachers, and modeling their use.</b></li> <li><b>The Principal and the DLMS staff will work closely with the Curriculum Director and the community to develop courses that represent community culture and needs, and Ak State Standards and GLE’s. Lessons and projects will be piloted in classrooms as the curriculum is developed on an ongoing basis throughout the school year. Parents, elders and other community members will be invited to observe and participate in the classes.</b></li> <li><b>IASD Technology Specialist will provide technical assistance in the drafting of the Technology strand of</b></li> </ol>	<p>Local School Board Rep Principal</p> <p>Curriculum Director</p> <p>Principal</p> <p>IASD Tech</p>	<p><b>August, 2011</b></p> <p><b>September, ‘11</b></p> <p><b>July, ‘11</b></p> <p><b>September,</b></p>	<p><b>September, ‘11</b></p> <p><b>October, 11</b></p> <p><b>June, ‘14</b></p> <p><b>June, ‘12</b></p>

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<p><b>the curriculum which will be developed for the school. He will demonstrate and train staff, parents and students on various programs, and how they integrate into the classroom and serve the community’s needs.</b></p> <p>5. <b>Alan Dick, author of the Village Science curriculum will be invited to Grayling to inservice staff on proper use of this curriculum.</b></p>	<p>Director</p> <p>Superintendent</p>	<p>‘11</p> <p>November, ‘</p>	<p>December, 11</p>
<p>How will the professional development be designed with input from school staff?</p> <p>Each IASD staff member develops a Professional Development Plan in coordination with his/her immediate supervisor that is reflective of their professional needs as observed by the supervisor and requested by the employee. The supervisor makes a concerted effort to assist the employee in obtaining the training which is identified in this plan.</p> <p><b>Additionally, through the district-wide Monday morning curriculum meetings, staff give continual input about the type of professional development they need to succeed in their implementation of IASD curriculum.</b></p> <p><b>School staff will work together with the Principal and the Curriculum Specialist, to develop curriculum and design professional development needed to help implement the new curriculum.</b></p>	<p>Superintendent</p> <p>Principal</p> <p>Curriculum</p> <p>Director</p>	<p>August, ‘11</p>	<p>June 30, ‘12</p>
<p>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?</p> <p><b>IASD has a network of professional development resource professionals who have worked with staff throughout the years. Through this network, additional resources are continually being brought into IASD as needs change. Currently, IASD provides professional development based upon classroom observations, needs which are illustrated through student performance data, and Teacher and Principal requests through their annual Professional Development Plan.</b></p>	<p>Superintendent</p> <p>Curriculum</p> <p>Director</p> <p>Principal</p>	<p>August, 2012</p>	<p>Ongoing</p>

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<p><b>During the 2010-2011, IASD established Monday morning curriculum meetings for all teachers and classroom aides to collaborate on correct implementation of IASD curriculum. With this protocol in place, the capacity to improve on this collaboration is improved. DLMS will have time to collaborate during this time, plus the Friday afternoon early dismissal time, which is also in place. Additionally, the maximum inservice days are built into the 2011-2012 school schedule which DLMS may use for professional development geared to the specific needs of the program.</b></p>			
<p>What barriers exist to implementing these professional development strategies and how will these be overcome? <b>The major barrier is tranferral from training to full implementation in the classroom. As much as possible, we try to send teachers in pairs to training. To go a step further, we will make a concerted effort to give teachers release time to collaborate on implementation of strategies learned in their training. Additionally, IASD plans to assign an IASD Job Coach to each teacher. The Job Coach will be a staff member within the district with more experience in the classroom and in the district, and a similar classroom assignment. The Monday morning curriculum meeting time will be an ideal time for teachers to collaborate on new professional development.</b></p>	<p>Superintendent Curriculum Director Principal</p>	<p><b>August, '11</b></p>	<p><b>December 1, 2011</b></p>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>C. 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.</p>	<p>Superintendent</p>	<p>August, '11</p>	<p>June, '14</p>
<p>Describe the ways in which staff will receive financial incentives for achievement gains at this school. <b>The Superintendent will work together with the IASD School Board to develop the plan for financial incentives to</b></p>	<p>Superintendent Principal Teachers</p>	<p><b>September, '11</b></p>	<p><b>January, '12</b></p>

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<p><b>be made available to all staff throughout the district.</b></p>			
<p>Describe the ways in which staff will be provided opportunities for promotion and career growth.  <b>Promotion and Career Growth opportunities are constantly made available to all staff, based upon their job performance and their individual Professional Development Plan, which is updated at the beginning of each school year.</b>  <b>Once staff and supervisors agree upon professional development goals for the year, each seeks opportunities to make the plan a reality. Professional Development occurs through: conferences, on-site mentoring, peer mentoring, visiting other district classrooms, classes, summer training, etc. Each staff member’s success at meeting the goals outlined in their Professional Development Plan is a key part of the evaluation process.</b></p>	<p>Superintendent Principal District Admin.</p>	<p><b>August, ‘12</b></p>	<p><b>Ongoing</b></p>
<p>Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.  <b>The Principal, DLMS Staff and Community will work together to design the schedule needed to best implement this project. Late afternoon and evening classes will be available. Teaching staff, Principal, and CTE teacher will work with parents and community to design the optimal schedule for the transformation project.</b></p>	<p><b>Principal</b></p>	<p><b>July, ‘11</b></p>	<p><b>June, ‘12</b></p>
<p>How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school?  <b>The local Advisory School Board will help to design the kinds of questions needed to screen applicants for the positions contained in this grant. They will participate in the interviewing and hiring process. IASD exhaustively checks references before hiring staff and will continue to do so in hiring staff for this project. Once hired, staff will be networked with other district staff through weekly curriculum meetings and other professional opportunities which support staff. Additionally, new teacher housing is currently being constructed in Grayling to support hassle-free living, which also helps in staff retention.</b></p>	<p>Superintendent</p>	<p><b>June, ‘11</b></p>	<p><b>August</b></p>
<p>What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills</p>	<p><b>Admin. Staff</b></p>	<p><b>June, ‘11</b></p>	<p><b>August, ‘11</b></p>

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necessary to meet the needs of the students in a transformation model? <b>IASD has administrative procedures in place to advertise for, check references on and screen applicants for its job postings.</b>			
What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome? <b>One barrier is finding qualified people who are willing to travel to and live in a remote village site such as Grayling. We will overcome this barrier by extensively advertising the positions until we find individuals who are a good match for our project.</b>			

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
X	A. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. <b>The Superintendent will work together with the IASD School Board to develop parameters for compensating staff whose students show progress on SBA's, and on Graduation Rate. These parameters will be developed for all staff, not just DLMS staff.</b>
	B. Instituting a system for measuring changes in instructional practices resulting from professional development.
	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.	Curriculum Spec/CTE Teacher	July 1, 2011	June 30, 2014
Describe how the district will use data to identify an instructional program that is research-based, or, in the case of	<b>Principal</b>	<b>July, 2011</b>	<b>Ongoing</b>

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<p>a newly-adopted instructional program, how the district used data to identify the research-based program that was selected. <b>The Curriculum Specialist and the Principal will research Work-Based Programs that align with Ak Standards and GLE’s and that will be a good match for Grayling in the areas of Agriculture, Technology and Shop.</b></p>	<b>Curriculum Director</b>		
<p>What capacity does the district have to identify and implement an aligned research-based instructional program? <b>IASD has identified and implemented other research-based programs, i.e. Everyday Mathematics, Techknowledge, 2<sup>nd</sup> Step, successfully over the last 3 years. We are aware of the level of support teachers need in proper implementation of a new program and have had experience in successfully making this happen. By hiring a full time Principal to monitor curriculum implementation, we have a far better chance of proper implementation at DLMS.</b></p>	<b>Principal</b>	<b>July, ‘11</b>	<b>Ongoing</b>
<p>What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? <b>The biggest barrier in implementing new curriculum is going to be training teachers in proper use, and ongoing monitoring of classroom instruction by the site Principal.. We have a fairly new staff at DLMS who were part of the creation of the vision for this project. They are excited for the new challenge.</b></p> <p><b>DLMS teachers are currently collaborating on small projects. Teachers are planning the projects together and aligning them to the GLE’s. At weekly staff meetings, teachers are debriefing the project planning and implementation to help anticipate barriers for next year. Student buy-in has been identified as the largest barrier this year. Teachers are working with parents and other community members (and the Tribal Council) to get buy in from them, which is helping students become more engaged in to the projects. A small project about banning plastic shopping bags in the village has spurred community involvement and has helped the staff identify</b></p>	<p><b>Principal</b></p> <p><b>DLMS Teachers</b></p>	<p><b>April, ‘11</b></p> <p><b>April, '11 Pilot Project for Earth Week/Month</b></p>	<b>Ongoing</b>



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and overcome potential barriers.			
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.	Principal	August 17, 2010	Duration of Project, and beyond.
<p>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.</p> <p><b>IASD teachers are required to document in their weekly lesson plans, assessments they are using in their instruction, how these align with GLE’s and instructional targets and student success in meeting designated targets. In addition, AIMSweb will be used to monitor progress on a continual basis. The full-time DLMS Principal will be responsible for monitoring a strong correlation between assessment data, lesson plans and classroom instruction.</b></p>	Principal	August, 2011	Ongoing
<p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction? IASD will hire a full time Principal who is skilled in data management. Additionally, the IASD Tech Specialist will work closely with the Principal to assist him/her in areas related to technology and data management.</p> <p><b>The full-time Principal will have the time and the capacity to continuously monitor the correlation between assessment data and classroom instruction. This task is totally realistic, due to the fact that there are less than 50 students projected in DLMS. He/she will make regular classroom visits, document these observations, and hold follow-up debriefings. District created interim assessments and results of weekly Aims Web assessments will be used along with Sylvan, Lindamood Bell and other assessment data to inform and differentiate instruction.</b></p>	Principal Curriculum Director	August, ‘11	Ongoing

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<p>What barriers exist to using student data to inform and differentiate instruction? <b>Time has always been a barrier. Teachers and Principal scrutinize the data before school begins each year, heavily correlate instruction to the data, and then, oftentimes, the class may take a different turn. With a full-time Principal, teachers will be held more accountable to continually update and respond to the dat. A strong sense of teamwork will develop, and neither will lose sight of the data.</b></p>	Principal	August, '11	Ongoing
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## (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
X	<p>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. <b>We are proposing the hiring of a full-time Principal at DLMS to oversee development and correct implementation of the new curriculum, and to determine areas needing modification.</b></p>
	<p>B. Implementing a schoolwide response to instruction/intervention (RTI) model.</p>
	<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>
X	<p>D. Using and integrating technology-based supports and interventions as part of the instructional process. <b>Sylvan on-line Tutoring will be increased so that all students receive at least 3 hours per week of additional tutoring in the areas of Reading and Math. Sylvan will be used with identified at-risk students who are in the 4th grade and older. Other interventions used are Larson Math, Accelerated Reader and Accelerated Math, and Lindamood Bell Reading Intervention.</b></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>

## 3. Increasing Learning time and creating community-oriented schools

### i. Required Activities

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>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).</p>	Principal	August 22, '11	Ongoing
<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><b>Students will attend Sylvan on-line supplemental tutoring for a <i>minimum</i> of 3 additional hours per week in their area of need, either Reading or Math. This tutoring is targeted to their needs as indicated on Sylvan testing. This additional tutoring will begin during the first week of school. In addition to the normal 5.5 hour school day, DLMS will add 30 minutes per day for targeted instruction starting on the 1st day of the 2011-2012 school year. Results of AIMS Web assessments and district assessments will be used in conjunction with Sylvan assessments, Woodcock Johnson, WRAT and other IASD assessments, to pinpoint areas of need. Evening and weekend classes will be held as well. During this time, work-based projects will extended into the community, where students will continue to offer their services. For example, the school shop will be opened in the evenings so that community can bring in items needing repair. Students will work along-side their CTE Teacher, local experts and community members to repair these items.</b></p> <p><b>The Agriculture Strand will extend into the summer months, through harvest time in September and the first semester of each year.</b></p> <p><b>Teachers will be offered a stipend for teaching classes and</b></p>	<p><b>Principal</b></p> <p>Science Teacher (Also he is an Agriculture Specialist)</p>	<p><b>August, '11</b></p> <p>May, 2011</p>	<p><b>Ongoing</b></p> <p><b>Nov. 1, '11 and ongoing throughout project</b></p>

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<p><b>days beyond their contract. Sylvan and other interventions mentioned above will also be available to DLMS students in the summertime.</b></p>	Principal	June 30, '11	Ongoing
<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. <b>Sylvan tutoring represents targeted instruction in identified areas of need and will continue for all students K-12 needing continued intervention. Targeted instruction will be in the core academic areas and will occur daily. Project-based classes will extend into the afternoon, evening and weekend as students provide services to the community, applying their skills, i.e. by re-networking computers at an office building. These extensions in student schedules will provide opportunities for students to apply knowledge learned in their classes, extend their learning and their school day. Increased school hours will also provide enrichment activities that are directly tied to the Alaska Standards and GLE's.</b></p>	Principal	August, '11	Ongoing
<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. <b>Teachers have two hours built into their WEEKLY schedules for collaboration, planning and professional development, in addition to 10 days of In-service. One hour occurs every Monday morning before school begins for Curriculum meetings, district-wide by eLive and VTC, and one hour each Friday afternoon there is early dismissal for site collaboration. Additionally days may be added on to teacher contracts for further planning.</b></p>	Principal	August, '11	Ongoing
<p>What capacity does the district have to establish schedules and strategies that provide increased learning time? <b>IASD has many years of experience working with Lindamood Bell Learning Process which has involved providing increased learning time for struggling readers. Also, IASD has operated summer school in most of our communities and summer reading programs in our school libraries. Additionally, Sylvan on-line has been added during the 2010-2011 school year at DLMS for additional</b></p>	Superintendent		

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<p><b>tutoring time.</b></p> <p>What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?</p> <p><b>Older students often resist increasing their school day. We will overcome this struggle by making the Work-Based curriculum more relevant to their lives. Students will provide valuable services to their community, such as repairing their vehicles, providing fresh produce to families and repairing computer problems for agencies and homes. Many of these services will be offered by DLMS students after regular school hours. Students will feel valued for the services they are provided. Community members will rely on them for their expertise. Everyone will have a vested interest in extending the day so that these services can be offered more fully. A fee will be charged for many of the services. Students and staff will determine how this money will be used. Paying students for their services is a possibility.</b></p>	<p><b>Principal Teachers</b></p>	<p><b>August, '11</b></p>	<p><b>Ongoing</b></p>
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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	<p>Principal</p>	<p>August, 2011</p>	<p>Ongoing</p>
<p>Describe how the district will provide ongoing mechanisms for family and community engagement.</p> <p><b>Family and community members will be involved (have already been involved) in the development of the Transformation of DLMS. The community of Grayling has already offered a plea to make school more relevant and project/work- based. Regular informational meetings will be held, newsletters will be sent out, and radio interviews will be scheduled on local KSKO Radio to inform the public about the progress of the project. Students will survey the community regularly to determine further services that are needed.</b></p>	<p>Principal</p>	<p>July 1, 2011</p>	<p>Ongoing</p>
<p>What capacity does the district have to provide ongoing mechanisms for family and community engagement?</p> <p><b>IASD keeps family and community informed and engaged</b></p>	<p>Superintendent Principal</p>	<p><b>August, '11</b></p>	<p><b>Ongoing</b></p>

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<p><b>through: KSKO informational messages, quarterly newsletters, town meetings as administrative staff travel, and collaboration with each village’s tribal council. These mechanisms will continue.</b></p>			
<p>What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?  <b>Many of our students come from families that struggle with extreme substance abuse. Oftentimes these parents are difficult to engage. Tanana Chiefs conference has recently engaged families in their Early Head Start Program. IASD is collaborating with TCC to help this program succeed. YKHC has recently employed a Substance Abuse Counselor to assist in Grayling. IASD will continue to make a concerted effort to work with these entities to further establish these programs which will improve family and community engagement.</b></p>	Principal	July, ‘11	Ongoing

**(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
X	<p>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.  <b>DLMS will offer to partner with all local agencies to develop a list of projects that students can create that will help these agencies. For example, students in the Technology strand may take on a project to help network computers for the tribal council office, or students in the Shop strand may offer to help rebuild the steps at the City office building or ramps an elderly homes; students in the Agriculture strand may offer to build flower boxes and fill them with tasteful flower arrangements to be distributed at public buildings (post office), and to hang at people’s homes. This type of community service will be a key component to this project. It will build self-esteem and also further connect students to their community in a positive way. By the spring, 2012, each of the strands will be operating to the point of providing services to the community.</b></p>
X	<p>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.                      The school day will be extended and restructured for the secondary students so that services provided to the community will be available in the late afternoon and the early evening when the community is most active. Also, this restructuring will allow for time during the day for classroom meetings, at least</p>

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	monthly advisory meetings with each student, a family member and a local mentor. The elementary classrooms already have a class meeting schedule built into their daily schedule. The secondary classes will add a period for class meetings.
	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.
	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.	Superintendent Principal	July 1, '11	Ongoing
What different operational flexibility will the school have in relation to staffing? <b>The Superintendent and the IASD Curriculum Director will work together with the Principal, CTE Teacher, DLMS Staff and the community to develop the optimal calendar, staffing pattern, class schedule, and operational flow of the school. The Principal has complete operational flexibility to design innovative projects, K-12 and a school schedule that supports community needs. We are looking for something new to Transform this school.</b>	<b>Principal</b>	<b>August, '11</b>	<b>August, 2012</b>
What different operational flexibility will the school have in relation to school calendars and instructional time? <b>The school calendar and the school day will be designed based upon the cycle of the village. For example, for the Agriculture Strand, students and staff may participate in an intense summer project of gardening, landscaping and fishing.</b>	Superintendent Principal	<b>August, '11</b>	<b>August, 12</b>
What different operational flexibility will the school have in relation to budgets? <b>The Superintendent will work together with the Business Manager to facilitate smooth fiscal operation of the program. The Business Manager will in-service staff on</b>	<b>Business Manager</b>	<b>August, '11</b>	<b>Ma, '12</b>

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<b>budgeting procedures at the start of the school year, and on the parameters of the grant.</b>			
<p>What capacity does the district have to grant operational flexibility to the school?  <b>The school will be given operational flexibility, with close monitoring and support by district office staff. IASD operated the first Charter School in Alaska and has also successfully overseen many other large grants (ANE Grant).</b></p>			
<p>What barriers exist to granting operational flexibility to the school and how will those be overcome?  <b>Barriers include ‘thinking outside the box’ and helping all stakeholders believe in the process of close collaboration, and change. The key will be ongoing collaboration and communication with all stakeholders.</b></p>	<p>Superintendent Principal Curriculum Director</p>	<b>August, ‘11</b>	<b>Ongoing</b>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	Target Date for Completion
		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).	Superintendent	July 1, 2011	Ongoing
<p>Describe how the district will provide ongoing, intensive technical assistance and related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.  <b>If funded, IASD will immediately seek a Principal who is knowledgeable in Alternative Education and Project-based/Work-based curriculum development. Working together with the Principal, the IASD Curriculum Director will help to align Ak State GLE’s and Standards with potential classes for the three strands, beginning at the secondary level. The IASD Technology Director and the Curriculum Director will also provide on-site technical assistance during the first month of school</b></p> <p><b>There is currently an agriculture specialist on staff at DLMS who will work together with the Principal for both</b></p>	<p>Superintendent IASD Curriculum Director IASD Technology Director</p>	<p>July 1, 2011 On-site 1<sup>st</sup> month of school On-site First month of school</p>	Ongoing throughout the project



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<p><b>curriculum alignment and course/project descriptions.</b>  <b>The transformation will be to change the focus from a traditional, college prep curriculum, to teaching the GLE's through projects. Instead of looking for projects that fit into our curriculum, we will start with engaging projects that support community needs, i.e. a mechanic shop to repair local 4 wheelers, a greenhouse to grow fresh produce, etc. and design projects that incorporate GLE's and support the projects. GLE's will still be covered, but in relevant ways that engage students who are not successful in typical, college prep classes.</b></p> <p><b>The IASD Technology Specialist is currently developing K-12 Technology Curriculum for IASD. This curriculum is being aligned with State Standards and GLE's and will serve as the backbone for the Technology strand of the program.</b></p> <p><b>The IASD Curriculum Director will work together will the DLMS team to help infuse State Standards and GLE's into all of the projects designed for DLMS.</b></p>			
<p>What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?  <b>We have spent this school year providing ON SITE technical support to all staff, through peer mentors, consultants, on-line webinars, district office specialists, VTC conferences, weekly curriculum meetings, etc. We will continue to provide intensive ongoing support through these and other means.</b></p>			
<p>What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?  <b>Sometimes administrative staff is spread thin at the beginning of the school year with every one of our 7 sites needing 'immediate' assistance. Because this project will be a pilot project, we will dedicate administrative support First to Grayling at the start of the school year.</b></p>			

**(4) Providing Operational Flexibility and support**

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



## (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
X	<p>A. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.</p> <p><b>DLMS will be the only school within the district that will have a full-time Principal plus a full time Voc Ed Teacher. These two professionals will be new to DLMS. They will have the authority to work with the community of Grayling to design a curriculum and a schedule that interacts with the culture of the community. The project based curriculum will provide DLMS students with an alternative path to graduation, distinct from the regular IASD graduation requirements, but meeting the same level of rigor. The curriculum will be designed to support activities and economic needs of the community while providing students with the skills necessary to succeed in college or vocation training after graduation. Students will be expected to learn the items stated in the Alaska State Standards, and the GLE's, however, the particular course requirements may vary from those required of the other 6 IASD sites.</b></p>
	<p>B. Implementing a per-pupil school-based budget formula that is weighted based on student needs.</p>

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## Transformation Model



### 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.

	<p>Family and Community Engagement: Community Forums will begin immediately upon program funding (April and May). A committee in Grayling will be established to work together with IASD administration to set school/project goals, and begin hiring the two key staff: School Principal and Vocational Education Teacher. SIG funds will <b>not</b> be used for this activity.</p>
	<p>Rigorous Review of External Providers:</p>
	<p>Staffing: Screening will begin immediately for the Principal and the CTE Teacher positions. We hope to hire for both positions, before June 1<sup>st</sup>. They will need to move to Grayling, get to know the community and begin working on curriculum development. SIG funds will <b>not</b> be used for this activity.</p>
	<p>Instructional Programs: Three curriculum projects will be designed for middle and high school students before the start of school: one each in the area of Technology, Shop, and Agriculture. The Curriculum Specialist will work on the development of these projects during the month of July, 2011.</p>
	<p>Professional Development and Support: The IASD Administrative staff will provide orientation and support to newly hired staff.</p>
	<p>Preparation for Accountability Measures: The Principal will be enrolled in an AIMSweb training session prior to the start of school, if he/she is unfamiliar with the program. Each K-8 student will be set up in the program prior to the start of school. All K-12 student SBA and other test scores will be updated in PowerSchool and in student permanent records. The Principal will familiarize him/herself in each K-12 student’s assessment progress. The Principal will also become knowledgeable of each high school student’s graduation progress.</p>
	<p>Other:</p>

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## 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	737,769	737,000	737,000	737,000
Local Funds	0	0	0	0
SIG 1003(g) Funds	0	491,606	495,454	498,253
School Improvement 1003(a) Funds	18,956	10,383	10,383	10,383
Title I, Part A: Improving Basic Programs	72,164	50,000	50,000	50,000
Title I, Part C: Migrant Education	0	0	0	0
Title II, Part A: Teacher and Principal Training and Recruiting Fund	0	0	0	0
Title II, Part D: Enhancing Education Through Technology	0	0	0	0
Title III, Part A: English Language Acquisition	0	0	0	0
Title IV, Part A: Safe & Drug-Free Schools and Communities	0	0	0	0
IDEA Part B	14,200	14,200	14,200	14,200
Carl Perkins	0	0	0	0
Other: Child & Nutritional Services	48,573	48,573	48,573	48,573

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Other: SFSF funds (other funds for districtwide programs are not included in this amount)	<b>29,701</b>	<b>0</b>	<b>0</b>	<b>0</b>
Other: JOM-Cultural Activities	4375	4375	4375	4375
Other: State Library Funds	6300	6300	6300	6300
Other: IMLS Federal Library Funds (Through Tribal Gov'ts.)	7000	7000	7000	7000

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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
N/A	N/A

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><b>Funding:</b> Once the model is established for project-based learning with a strong CTE orientation, the curriculum for the school will be adopted. Teachers will continue to be hired as they are today, to teach the newly established DLMS curriculum. With curriculum established, DLMS can go back to a Principal Teacher position plus three (3) teachers, as exists today with the expectation that teachers will incorporate work-Based/Project-Based curriculum into their classrooms. Title 1 and other federal dollars will continue to be used to support interventions as needed.</p>
<p><b>Hiring Practices:</b> Staff will be hired who can sustain the Project-based/Work-Based CTE model established throughout the 3-year project.</p>
<p><b>Supporting Professional Development:</b> Professional Development is ongoing throughout the school year to all staff and school sites, and oriented to the particular needs of each site. This will continue for DLMS after completion of the grant period.</p>
<p><b>Changes made in Policies and Practices:</b> Changes in Policies and Practices, such as curriculum delivery, will be documented throughout the project, and will continue after the grant ends. The IASD School Board will be informed of and asked to approve of changes as they come up.</p>
<p><b>Other:</b></p>

# Alaska Department of Education Early Development

## NARRATIVE DESCRIPTION of PROGRAM BUDGET

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

District: Iditarod

School: David Louis Memorial

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2011-2012

School ID: 210120

COA	Account Title	Budget Amount	Narrative Description
<i>REQUIRED</i>		<b>TOTAL</b>	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.
310	CERTIFICATED SALARIES	\$149,000.00	Principal 1.0 FTE - est. \$74,000 Curriculum Specialist/CTE Teacher - est. \$65,000 Staff incentives: \$10,000
320	NON-CERTIFICATED SALARIES	\$26,300.00	Classroom Instructional Aide - 4 hours/day @ \$25/hour Curriculum Mentors (temporary) 25 days @ \$300/day
360	EMPLOYEE BENEFITS	\$69,648.40	Employee benefits including health insurance - \$17,500, TRS@12.56%, worker's compensation@.85%, FICAMedicare @1.45%, unemployment @3.5%, FICA @7.65%, PERS@22%
390	TRANSPORTATION COSTS	\$2,000.00	Transportation costs @\$1000 x 2 employees
410	PROFESSIONAL & TECHNICAL	\$144,000.00	Sylvan Online tutoring services for 20 students 1 hour/day @ \$60/hour for 120 days - \$144,000
420	STAFF TRAVEL	\$4,500.00	Mentor and oversite travel to school site. Estimated at \$900/trip including travel and per diem - \$4500
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES		
450	SUPPLIES/MATERIALS/MEDIA	\$74,000.00	Supplies & materials for each CTE strand: agriculture, classic shop & technology plus the purchase of 10 computers for Sylvan Online tutoring stations and the technology strand 1200/computer - Total \$74,000
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
	UNALLOCATED		
<b>Subtotal</b>		\$469,448.40	Expand cells as needed
Indirect 4.72%		\$22,157.96	
<b>Total (rounded)</b>		<b>\$491,606.00</b>	