

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

District Name: Iditarod Area School District

Address: PO Box 90

City: McGrath **State:** AK **Zip:** 99627

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

Contact Name: Karen Ladegard

Position: Superintendent

Address: PO Box 90

City: McGrath **State:** AK **Zip:** 99627

Phone: 907-524-3033 x. 221 **FAX:** 907-524-3217

Email: kladegard@iditarodsd.org

District Signature

Karen F. Ladegard
District Superintendent (Printed Name):

907-524-3033 ext. 221
Telephone:

X
Signature of the Superintendent:

March 28, 2011
Date:

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

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

District Name: Iditarod Area School District

Address: PO Box 90

City: McGrath **State:** AK **Zip:** 99627

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

Contact Name: Karen Ladegard

Position Superintendent

Address: PO Box 90

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Phone: 907-524-3033 x. 221 **FAX:** 907-524-3217

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Signature of the Superintendent:

March 28, 2011
Date:

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

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

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

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

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

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

SCHOOL NAME	AK School ID Number (#####)	Tier (I, II, or III)	INTERVENTION MODEL (TIER I AND II ONLY)			
			Transformation	Turn-around	Restart	Closure
David Louis Memorial School		210120	X			

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

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

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

The following District Office Staff will be involved in the implementation of this model:
Superintendent: Karen Ladegard: M.A. Curriculum and Instruction, UAF; BS Psychology, Monmouth College; Type B Administrative Certificate, UAF; 6 years teaching, 4 years Principal, 4 years Curriculum Director/Teacher, 4 years Assistant Superintendent, 1 year Superintendent, 5 years UAF Assistant Professor, Education Department.

Business Manager: Isabelle Harrington: BA Rural Development Small Business Management, UAF; 33

years School District Experience, including 28 years as Business Manager.

Technology Director-Robin MacAlpine: BA W. Washington State Univ. 15 years Experience in Technology: Apple Certified/Mac Technician, MacintoshSystems Support Specialist, Macintosh Consultant.

Curriculum Director: Christine Harrington: BA Elementary Education, UAA; 4 years Elementary Teacher, 1 year Teacher Mentor IASD.

Special Education Coordinator:Julie Gregory: BS Elementary Education, Andrews University, SPED Endorsement, UAA, Type B coursework, 15 years Teacher, 9 years SPED Teacher and Classroom Teacher and 4 years SPED Case Manager

All District Office Staff will be returning next year. The Curriculum Director position is new for next year. This position will replace the Area Principal position in the Yukon sites. Although the position is new to IASD, the teacher who was hired has taught in IASD for 3 years, served this school year (2010-2011) as a mentor teacher to several teachers within the district, and also worked as an in-service presenter at several in-services.

Additionally, there is a Principal Teacher in each of our seven (7) school sites. In some cases, this person holds a Type B Certificate.

Three of the four teachers at DLMS will return for the 2011-2012 school year. Of these teachers, 3 teachers were new to DLMS this year. Of the 7 Principal Teachers at IASD for the 2010-2011 school year, 5 will be returning for the 2011-2012 school year.

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

IASD does the following to provide instructional support, professional development and other technical assistance to its staff:

- 1) During the first month of each school year, all staff work together with their Principal Teacher to develop a Professional Development Plan. This plan sets out professional goals to be met during the school year. In developing this plan, the Principal Teacher and the appropriate Administrative staff work together with each staff member to establish targeted training to help meet the goals, including travel to conferences, peer mentoring, on-line classes, university support, etc. These Professional Development Plans are reviewed periodically throughout the school year, and become the backbone of staff evaluation. For staff wishing to change their instructional practice, mentors are identified to work with the teacher on-site, as well as in the teacher mentor's classroom.

- 2) Weekly Monday morning curriculum meetings are held involving all instructional staff via eLive and VTC. These meetings are designed for teachers to meet weekly in grade-area groups for the purpose of:
 - Building a cohort of teachers (by grade and by content area taught) who can share curriculum delivery successes and challenges.
 - Revising curriculum and developing common assessments.
 - Helping teachers network on a regular basis.
- 3) On-site curriculum specialists and teacher mentors have been hired to work in classrooms with struggling teachers for several weeks at a time on a regular basis.
- 4) Sylvan on-line has been contracted to provide 1:1 tutoring services to students in 5 out of 7 IASD schools this year in the areas of Reading and Math.
- 5) An itinerant Technology Specialist and Special Education Director travel at least quarterly to all sites providing on-site training and monitoring.
- 6) IASD contracted for four years with Lindamood Bell Learning Processes to provide paraprofessional training in LBLP reading intervention. IASD staff are now trained to deliver the program.
- 7) Teachers are regularly provided the opportunity to travel to other IASD sites to observe peers teaching, and to share curriculum implementation strategies.

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

IASD has the flexibility to change policies and procedures. Policy Changes occur regularly through IASD Board review and approval. Procedural changes are made administratively. All board members sit on IASD committees, and through the committee process, Board members are oftentimes involved in the process of making procedural changes.

IASD Board Policy 6000(a) states: "The Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum."

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

If funded, IASD will seek advice from DEED on other districts we should contact to learn about the successful implementation of a Transformation Model in other schools.

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

SFSF funds have been used during the 2010-2011 year to pay for Sylvan on-line tutoring services (in five of IASD's seven sites), to increase para-professional time for intervention services, to purchase several web-based reading and math intervention programs, and to hire Youth Advocates who have helped to implement Social-Emotional curriculum in many IASD schools as well as to host after school tutoring sessions. While SBA results on DLMS students who participated in Sylvan on-line will not be available until Spring testing is completed, students from other IASD sites who participated in this intervention program during the previous year, showed an average of a 50 point gain in their HSGQE scores. We are very anxious to see the gains made by students at DLMS after their participation this year in this intervention.

The increase in para-professional time through SFSF Funds has enabled IASD to offer LBLP Reading intervention to younger students. With additional aide hours, reading intervention has been offered at the K, 1st and 2nd grade levels for struggling readers, whereas previous to these funds, IASD was only able to serve 3rd Grade+ struggling readers. This earlier intervention has closed the reading gap and helped students perform closer to grade level.

Larson Math, Accelerated Reader and Accelerated Math licenses were purchased with these federal funds as well. These web-based programs have been used as a supplement to regular classroom instruction. Teachers report that they have helped build student independence in their learning, as well as increase academic confidence, motivation and skill development.

Through the Youth Advocate Program at DLMS and the implementation of Kelsoe's Choice and 2nd Step Social Emotional Curriculum, there has been an improvement in the number of referrals to the office for disciplinary reasons. Additionally, 50% of the students are regularly participating in after-school tutoring and showing a dramatic improvement in homework completion and understanding.

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

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

IASD only has one Tier 1 school, David Louis Memorial School (DLMS). This application is intended to serve that school as described above in B1a-e).

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

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

DLMS is a Tier 1 school due to its low graduation rate. Students drop out, or exhibit spotty attendance once they enter 9th or 10th grade. When DLMS has been able to hire a part-time Voc Ed teacher, high school students have shown greater interest in school and have come for the Voc Ed classes, then left school for their other 'academic' classes. DLMS has never been able to sustain a Voc Ed teacher full time due the financial constraints to put limited dollars into other more pressing academic needs: Reading, Writing, Math, Science. The purpose of this proposal is to: a) build a vocational education curriculum that incorporates rigorous Reading, Writing, Math and Science standards K-12 that relate to village needs, b) to find a teacher who can work together with existing staff to show them how to incorporate the activities in this curriculum on a daily basis in their regular classes and c) continue to offer targeted tutoring through Sylvan as a supplement to the regular academic program. Through these efforts, it is our hope that students will become better engaged in school at the high school level because of the improved curriculum relevance, and will exhibit improved academic skills through targeted tutoring and curriculum change.

IASD will advertise for a CTE Curriculum Specialist who is skilled in Curriculum Development, CTE Standards and Village economic systems. Screening for this position will involve advertisement through ATP, as well as through the IASD website. Preference will be given to an individual who has worked in rural communities, drafted curriculum and has a working familiarity with vocational education standards and ways to integrate them with Language Arts, Math and Science Standards. A hiring committee involving district office staff, DLMS Principal Teacher, DLMS ASB, plus other teachers and Board members in IASD who are knowledgeable in Vocational Education, will be involved in the screening and selection process.

IASD will continue to contract with Sylvan on-line to provide tutoring services to DLMS students in the areas of Reading and Math. While we will wait to see the test results from DLMS for this school year, the results have been favorable for students from other IASD sites who have participated in Sylvan tutoring last year.

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

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

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and

- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school (described above in B.2).
- (3) The LEA must describe actions it has taken, or will take, to—
- Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

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

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

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

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

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received
Graduation Rate: What can we do to improve this rate?	03/22/11 4p-6p		6	2		2		The staff discussed ways to make the curriculum more relevant to students wishing to remain in the village. They came up with a 3-Strand curriculum based upon: Technology, Shop and Agriculture.
School	03/08/11	7	2	1	1			School Priorities: Overwhelmingly elders

Improvement	4:00-5:30pm	Elders						ask to make school more 'relevant' and 'hands-on.'
School's Future	03/07/11, 12-12:30 03/11/11, 12-12:30 03/22/11 Noon-12:30		3	1	1		20 students	What do students want DLMS to 'look like?' What direction should it take? What needs to happen to keep students in school and help them graduate in 4 years? Students overwhelmingly ask for vocational education classes: welding, gardening, computer technology, shop, mechanics, small engine repair, etc.

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

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

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

NOTE: An LEA’s budget must cover all three years of the grant, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

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

application.

1. Complete the following budget overview chart

District SIG Budget Overview	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Full Implementation School Year			
School Name					
David Louis Memorial School	0	\$491.606	\$495.454	\$498.253	1,485,313
Total Budget		491.606	495.454	498.253	1,485.313

- 2. Attach a complete budget and narrative for each school for the any pre-implementation activities planned through June 30, 2011, plus all three years, 2011-2012, 2012-2013, and 2013-2014 for which SIG funding is requested. Please note that pre-implementation activities may continue after June 30, 2011, but those activities would be funded during the 2011-2012 fiscal year budget. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget and Narrative Form #05-07-071 found on the department website under Forms & Grants:**

<http://www.eed.state.ak.us/forms/home.cfm>

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

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

The LEA assures that it will—

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

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

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

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Karen F. Ladegard, Superintendent- Iditarod Area School District

Name & Title of Authorized Representative

Signature of Authorized Representative

Date March 30, 2011

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