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

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

School Name:	Raven Correspondence School	**Tier:**	II
District:	Yukon Koyukuk School District	**Intervention :**	Transformation
Principal's Name:	To be hired	**Phone: (907)**	n/a
Principal's Email:	To be hired	**Fax: (907)**	n/a
Director:	Andrea Berg	**Phone: (907)**	644-8590
Director's Email:	aberg@yksd.com	**Fax: (907)**	374-9440

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

☒ **SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.

☒ **Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.

☒ **ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2008-2009	13	7	57.1%	28.6%
2009-2010	13	7	50%	42.9%

☐ Did this school have an **Instructional Audit** by a site visitation team? What year?   **No**

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

☒ Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds?   **N/A – School will not be served as a Title I School**

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

Demographics	Curriculum
☐ enrollment	☐ alignment with AK standards & GLEs
☒ drop-out Rate	☐ research-based
☐ ethnicity	☐ implemented with fidelity
☐ grade level	☐ schedule for review & revision of curriculum
☐ discipline incidents	☒ assessment data used to identify gaps
☐ other:	☐ review process to determine if meeting needs of all students

Instruction

☐ effective and varied instructional strategies

☐ instruction is aligned to AK GLEs

☐ instruction is differentiated

☒ system for timely & early interventions for low-performing students

☐ teachers communicate high expectations to students

☐ other:

Assessment

☐ aligned with AK standards & GLEs

☐ data from classroom assessments guides instruction

☐ universal screening data for all students

☒ progress Monitoring data

☐ other Formative Assessments

☐ teacher observations

☐ other:

Professional Development

☐ student achievement data determines pd priorities

☒ professional development is job embedded

☐ teacher evaluation process is aligned to AK teacher standards

☒ teacher evaluation process consistently applied

☐ teachers receive ongoing & systematic feedback to improve instruction

☐ teacher mentoring program

☐ other

Supportive Learning Environment

☐ effective classroom management strategies

☐ schoolwide behavior standards

☐ attendance policy

☐ cultural awareness and understanding

☐ extended learning opportunities

☒ effective school-parent communication

☒ parent & community engagement

☐ Social & emotional services & supports

☐ physical facilities safe & orderly

☐ other:

Other

☐ master schedule & classroom schedules

☐ perception surveys of teachers, parents, or students

☐ implementation data for specific program or process

☐ administrator and teacher experience & qualifications

☐ policies & procedures facilitate learning

☐ teacher turnover & attendance rates

☐ School improvement plans, Title I plans, grant application plans, etc.

☐ other:

Leadership

☒ facilitate development & implementation of school goals

☒ analyze student assessment data

☒ leaders assist staff in understanding & using formative & summative assessment data

☒ leaders monitor delivery of instruction

☒ leaders monitor implementation of school improvement plan

☐ leaders ensure staff trained in AK GLEs

☐ leaders have support from district office or others

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	The Annual Measurable Objective (AMO) for determining a school's ability to meet AYP increased to 82.88% proficient in Language Arts and 74.57% in Mathematics in the 2010 – 2011 school year.

SBA data for Raven Correspondence School (Raven School) from the past two years demonstrates that our students are performing at higher levels of proficiency in reading, writing and mathematics than in previous years. However, some of our students are still at-risk of academic failure.

Raven Student Performance on Alaska SBAs in Reading

Year	Proficient	Not Proficient
2008	83.9%	16.1%
2009	78.9%	21.1%
2010	87.2%	12.8%

Raven Student Performance on Alaska SBAs in Writing

Year	Proficient	Not Proficient
2008	73.3%	26.7%
2009	69.3%	30.7%
2010	73.7%	26.3%

Raven Student Performance on Alaska SBAs in Mathematics

Year	Proficient	Not Proficient
2008	62.1%	37.9%
2009	56.2%	43.8%
2010	63%	37%

In 2010, SBA data revealed that 36.9% of our third through tenth grade students were not proficient in mathematics; likewise, 26.3% were not proficient in writing and 12.8% were not proficient in reading.

To improve our students' scores on SBAs, Raven school needs to ensure 1) all Individual Learning Plans (ILP) are written to include proficiency level needs across appropriate subject areas; 2) staff identifies and prescribes curriculum and as-needed, supplemental materials that can be used to target specific identified areas of academic need; 3) staff writes Individual Remediation Plans for all students not proficient as determined by SBA or HSGQE scores; and 4) increased targeted training is provided for parents and students to help them understand the SBA/HSGQE score, and attain the skills necessary to demonstrate proficiency.

Graduation Rate	The Raven School has been identified as a Tier II school because its graduation rate is 50%, which is less than the state standard of 55.58%. Below is the rate of graduation by special population groups:
	• Males graduated at a rate of 54.1% while females graduated at a rate of 51.9%;
	• African Americans graduated at a rate of 33.3% while Alaska Native/American Indian students graduated at a rate of 50%;
	• Asian/Pacific Islander students graduated at a rate of 11.1% and Hispanic students graduated at a rate of 35.7%;
	• Caucasian students graduated at a rate of 56.8%;
	• Currently, there are 33 active $5^{th}/6^{th}$ year seniors; 7 of the 33 have not passed one or more sections of the HSGQE and 1 of the 7 is on an IEP.
	The graduation rate has been declining annually since the school's inception. We believe this low graduation rate is reflective of the fact that Raven School often attracts students who have dropped out of traditional high schools or who are trying to recover credits lost by frequent moves between schools. These high-risk students are drawn to Raven because of the flexible nature of correspondence education, which allows them to recover credits, pass state assessments and earn their diplomas within a schedule that suits them.
	Unfortunately, these students often lack the supports provided by families who are determined to see their children succeed or who are simply able to effectively educate their children. Due to Raven School's high teacher-student ratio (about 1:100) and lack of resources, these students often find themselves floundering with the curriculum and dropping out (or aging out) before they graduate. <u>Increasing the resources available to Raven School students, parents and teachers will result in effective programs and interventions tailored to meet the individual needs of every student regardless of his/her home situation</u>.
Attendance Rate	Attendance rates for Raven School are reported at 100% due to the nature of a correspondence school. RCS is a statewide correspondence school that serves students within a homeschool setting. Due to the nature of the program, daily attendance is reported at 100% for our overall enrollment. To monitor this, RCS will calculate the rate of return for Quarterly Reviews and Work Samples for each reporting period ending November 30, January 31, March 31, and May 31.
ELP Assessment	Raven School had 7 students identified as ELP in both 2008-09 and 2009-10. With an overall student enrollment of 1,058, the percentage of ELP students is 0.7% and is not considered a significant factor in overall school improvement.
Instructional Audit or Self Study Tool	Not applicable: Raven School did not conduct an instructional audit and did not complete the self-study tool.
Demographics	The **drop-out rate** has been steadily increasing since the school's inception in 2002; it is troublesome that Raven School went from a dropout rate of 0% in 2003-2004 to a high of 8% (43 students) in 2009-2010. We attribute this disquieting trend to our growing population of students who are at-risk. Some of the factors that increase the likelihood that these students will drop out of school are: 1) low economic status; 2) limited English proficiency; 3) low educational attainment of parents; and 4) high mobility. <u>By increasing the resources available to high-risk students, their parents/guardians, and their RCS advisory teacher</u>, Raven School will help these students develop the skills and strategies necessary to surmount their barriers and succeed in their educational and vocational pursuits.
	Data from Brightways student management system indicates Raven's current enrollment to be 1019. This includes:

- 537 K – 6th grade students
- 130 7th & 8th grade students
- 71 9th grade students
- 80 10th grade students
- 83 11th grade students
- 85 12th grade students
- 33 12th + grade students

30 of RCS student population is comprised of students in grades K-3rd grade. During the 2010-2011 school year, 88 Kindergartners enrolled for the first time. This is consistent with past trends. 71 of these elementary students will have taken the SBA for the first time with scores being reported back to the district the end of May. Beginning with the 2011-2012 school year, all students in grades K-3 grade will be given the opportunity to participate in MAPS assessments. Students determined to be making limited progress through the review of quarterly work samples and monthly contact, will be placed on intervention plans to include the option of MAPS benchmarks for early intervention. Using 2011 SBA/HSGQE results as a baseline, students in 3rd – 12th grade who have not demonstrated proficiency in Reading, Writing and/or Mathematics will be required to participate in quarterly MAPS assessments. These identified students will also be required to participate in a specific amount of extended learning time activities each quarter. The amount of time that will be required for these identified students will be determined at a planning meeting once a Principal is hired, but prior to full inception of the project.

35% of RCS student population is comprised of students in grades 9-12th grade with an average estimate of 60 students entering high school each year at the 9th grade. Assessment data for all incoming freshmen will be reviewed to identify students at risk. All students who are identified as not-proficient in one or more area of the SBA at the 3rd – 12th grade level will be placed on an intervention plan to include participation in quarterly MAPS assessments throughout the year.

While Raven has met the participation rate this past year, we continuously monitor student attendance at required SBA testing sessions annually. We will continue to work with families and students to ensure that they are reminded of these testing dates. All families sign a participation form when they enroll or re-enroll in Raven School. This creates an awareness that their child is expected to participate in all required testing sessions annually. For students in grade 12 that need to demonstrate proficiency in one or more sections of the HSGQE to meet graduation requirements, RCS will continue to develop Individual Remediation Plans. Beginning the 2011-2012 school year, the Individual Remediation Plan will include a

month by month checklist to monitor progress in addition to the MAPS benchmarks. Raven School currently has 68 students who have been identified as students with special needs. These students have an Individual Education Plan (IEP). There are 2 .50 FTE special education teachers who provide support to these students. The district's Special Education Director works with all special education teachers in the district, including Raven School, to ensure that policies, procedures and regulations are strictly adhered to.

Raven Correspondence School (RCS) is a high-quality K-12th grade public school of the Yukon Koyukuk School District. RCS operates as a state-wide correspondence school which is publically funded by the Alaska Department of Education and focuses on providing educational support and oversight to families and students who have chosen to home-school. RCS current enrollment includes 1019 students grades K-12 throughout

	the state. There are currently five Raven offices statewide. They are in Anchorage, Delta Junction, Fairbanks, Juneau, and Wasilla.
	Raven School promotes student success and youth well-being by cultivating partnerships with parents while equally sharing responsibility of providing students with a high-quality educational experience. Parents are supported in their role as parent-teachers so that all students become life-long learners.
	Raven Correspondence School is fully accredited through the Northwest Accreditation Commission, formerly Northwest Association of Accredited Schools. The accreditation process ensures that our school is promoting and maintaining a well-balanced educational program and meets or exceeds standards considered essential for quality education. Guided by special regulations and district policy and procedures, RCS certified teachers work with families to create individualized learning plans (ILPs) for students enrolled in our school. The ILPs are custom-designed and are used by RCS teachers, students and parent-teachers to best meet the educational needs of the individual student. Through thoughtful collaborative efforts, ILPs are aligned to curriculum that is aligned to appropriate grade level expectations (GLEs) for each subject of study. All ILP goals are linked to standards and focus on student performance, implementation and accountability.
	Ongoing communication between the RCS teachers, students and parent-teachers is critical in order to maintain a positive learning environment that is effective. Parent-teachers are required to submit quarterly student progress reviews complete with work samples. Families are also required to maintain monthly contact to discuss current progress and needs. In addition, all students in grades 3-12 are required to participate in Standards Based Assessments and the High School Graduation Qualifying Exam as appropriate.
	Many parents chose to home school their children because they believe their child is not receiving the attention they need through the traditional brick and mortar school environment. Home schooling also provides their children with more targeted instruction, customized curriculum based on specific academic needs. Parents of children with special needs chose home schooling because it gives them the ability to receive one-on-one instruction in a friendly, safe environment. Although some families chose to home school because of their belief system, this is no longer the trend of home school families. Our program is enrolling more and more families because they are not satisfied with the level of instruction and support their child has received through the traditional public school setting.
Curriculum	The use of *assessment data to determine and evaluate gaps* in learning has not been routinely employed at Raven School. Students are required to participate in SBAs and HSGQEs, and RCS teachers incorporate results into the development of the Individual Learning Plan (ILP). ILPs are created by the parent-teacher and the advisory teacher to guide instruction and define student learning goals. Although the ILP is developed using assessment data results, there is not a current system in place to ensure the ongoing monitoring of student progress. Raven School recognizes that the use of formative and summative assessment data is an essential tool when working with families to determine and evaluate gaps in learning, and with increased resources, it will become a crucial element for the development of each student's ILP.
Instruction	Progress reports completed by parent-teachers have been an integral tool in Raven School's *system for timely and early interventions for low-performing students*. Ideally, parents will submit their child's progress report to the teacher of record, who will then review it to determine 1) whether the student is performing at the level of his/her same-age peers, and 2) the steps necessary to implement an intervention to

	ensure the student catches up in a timely matter.
	Unfortunately, because many students' parents choose to delay the start of their school-year (often as late and later than October), progress reports are sometimes not submitted until well after the start of the second quarter, meaning that if the student is showing potential signs of delay, they will not be addressed in time to adjust their next quarter's curriculum. While it may seem like an intervention that is only delayed by a few weeks should not drastically hinder the student's ability to perform, it must be remembered that this at-risk population often enrolls in Raven School performing at a level well-below proficient. Not identifying their learning gaps quickly could mean the difference between graduating and dropping/aging out.
	Because progress reports have proven themselves to be an inefficient tool for identifying those students in need of an intervention, <u>Raven School acknowledges the need for a more proactive approach for quickly identifying and assisting those students requiring an early intervention.</u>
Assessment	*Progress Monitoring data*: Teachers base their assessment of student progress on evaluation of a student's Individual Learning Plan (ILP). This assessment is determined, in part, by quarterly progress reports submitted by the student's parent. Advisory teachers work with families to ensure that curricula is appropriate for the student's grade level, and that it meets state standards and GLEs. Submitted ILP progress reports must include a student work sample (i.e. graded assignment, project or portfolio) of student work sample. ILPs are not directly linked to student performance on SBAs or HSGQEs, so assessment data does not directly influence student goals and is not currently monitored closely by the teacher or parent.
	Additionally, when a student does not pass the HSGQE or fails to show progress in 1-2 progress reports, the advisory teacher and parent develop an Individual Remediation Plan that targets improvement. However, follow-up is challenging due to teacher caseloads and parent resistance. <u>Raven School realizes the need to implement a progress monitoring tool that will allow for ongoing academic monitoring, to assess student performance on SBAs or HSGQEs and to use that data to target specific areas of need when updating/creating ILPs;</u> this need will be met by 1) implementing the use of Measurement of Academic Progress (MAP) assessments; 2) implementing specific and targeted training for our parent-teachers on strategies that can improve student performance on SBAs; 3) using data from MAPs assessments and SBAs to inform daily instruction that is more targeted to meet very specific student needs; and, 4) utilizing our graduation coaches to ensure that MAPs assessments are conducted and ongoing monitoring occurs. Raven School will also develop a plan to increase communication (written and verbal) between parent-teachers, RCS teachers, and parent liaisons to ensure meaningful follow-up occurs in a timely matter.
Supportive Learning Environment	*Effective school-parent communication* can be challenging in a correspondence school setting. While working with home school families would appear to be ideal for communicating directly with a student's parent-teacher, the reality is that many of the families would prefer not to deal with a school institution, which is encumbered by standardized testing, progress reports and high school graduation qualifying exams. We have tried, with limited success, to increase communication through online surveys, the Raven School website and an online newsletter. While teachers are required to conduct meaningful monthly contact with each student, one-on-one communication is not the most frequent mode of communication with parents, particularly parents of low-performing students.
	Currently, Raven teachers are only required to have individualized contact with parent-teachers (i.e. phone calls, emails, face-to-face meetings) once a month. All other

	communication occurs globally in the form of newsletters, website, and general audience emails. In evaluating our current structure, we realized that the existing forms of communication most often used by Raven staff are not frequent enough to allow for ongoing formative assessment of student progress. Therefore, <u>Raven School has identified a need to create an improved plan for meaningful/direct communication</u> between advisory teachers, parent-teachers, and parent-liaisons.
	Along the same lines, ***parent and community engagement*** is challenging and, admittedly, low. A review of parent participation in district surveys data revealed that participation has ranged from 0% (2004, 2007, 2009) to 33.4% (2008). While we have tried to engage parents through the establishment of Parent Advisory Committees (PACs), they are all but defunct due to low participation. Because Raven School values parental input and involvement, <u>the school recognizes a need to better articulate the roles and responsibilities of every parent who participates on the PAC</u>. Doing so will ensure that each new PAC member is aware of and agrees to do all that is necessary to adequately serve the populations they represent.
	Additionally, while we have created a family liaison position within each school site area (Anchorage, Delta Junction, Fairbanks, Juneau and Wasilla), this position has not been extremely effective because their roles have not yet been clearly articulated. <u>In order to realize these positions' full potential, Raven school needs to:</u> 1) define the position and ensure that each parent liaison knows and understands his/her role within the organization; 2) hire a principal to monitor and support the liaison as he/she seeks to increase parent and community engagement; and 3) host monthly meetings with the principal and all of the liaisons to discuss common needs and challenges, as well as strategies to address them.
Professional Development	At this point, ***job-embedded professional development*** in Raven School has not been fully adapted because it is difficult to determine where exactly professional development should occur in a correspondence setting which does not include traditional classrooms. However, <u>Raven School understands the need for frequent, job-imbedded professional development that seeks to do the following</u>: 1) increases RCS teachers' quality and effectiveness as educators; and 2) develop RCS teachers' ability to build the capacity of the parent-teachers they support to provide more effective instruction in their homes.
	The Raven School ***teacher evaluation process is consistently applied***. However, the criteria through which teachers are evaluated are not relevant to the needs of a correspondence teacher who does not provide the actual instruction to students; rather he/she provides educational support, guidance and resources to parents. In order to ensure Raven teachers are effectively incorporating the strategies provided by the professional development described above, <u>Raven School has identified the need for a revised evaluation process</u> that adequately assesses the ability of a Raven teacher to educate the parent-teachers he/she supports.
	While there is currently a system in place for regular evaluation of teachers (however inadequate), at this time, Raven School ***teachers do not receive ongoing and systematic feedback to improve instruction***. Raven School does not currently have a principal but instead relies on the Director of Distance Education and Assessment for the entire Yukon Koyukuk School District to direct school activities. This position, while able to ensure that school activities occur and that minimum standards are met, does not have the capacity to regularly assess and provide ongoing feedback to teachers. Because evaluation has no meaning without a system for providing consistent, ongoing feedback, <u>Raven School has identified the need for a school principal</u> whose role will include monitoring and providing support to Raven teachers.

Leadership	There is, quite simply, a lack of leadership at Raven School. While the school is able to function day-to-day through teacher and parent commitment, support from district office administration and staff, and general oversight by the Director of Distance Education and Assessment, <u>Raven School realizes a critical need for a school principal</u> to carry out the following leadership activities: 1) facilitate development and implementation of school goals; 2) analyze student assessment data; 3) assist staff in understanding and using formative and summative assessment data; 4) monitor delivery of instruction; and 5) ongoing monitoring of the implementation of the school development plan.

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.

We are choosing to implement the Transformation model at Raven School. Currently, Raven School is characterized by limited guidance and support for teachers, parent-teachers and students. Research was conducted to ensure inclusion of effective components of the transformation model as it would apply to a similar unique school structure; however, there is limited to no research in respects to this model being applied to a correspondence school; therefore, thus RCS would serve as a pilot project and demonstrate the effectiveness of implementing the Transformation Model within the structure of a correspondence program, and could be replicated with other correspondence programs.

The Transformation Model was chosen because **there is a crucial need** to transform our school into a highly responsive and adaptive collaboration between district administration, teachers, parents and students based on student assessment data, teacher performance and school leadership. Our current situation has compelled us to diagnose our needs and then examine our structure more closely to establish the changes that must occur. Through our needs analysis and stakeholder meetings, <u>we identified the areas below as necessary not only to improve graduation rates in Raven School, but also to positively impact the overall climate and performance of the school</u>. In order to fully implement the Transformation Model, RCS will hire a 1) school principal; 2) a counselor who will specifically work with identified high-risk students; and 3) two certified graduation coaches. Additionally, Raven School will implement the use of Measurement of Academic Progress (MAP) Assessments to monitor ongoing progress of students in grades K - 12. Implementing a plan for formative assessment will allow RCS teachers to know how their students are progressing and identify specific areas in which they need additional remediation. This information is necessary to make instructional adjustments (such as trying differentiated instructional approaches, re-teaching or offering extended learning opportunities that are more targeted to meet a student's individual needs. Use of a structured plan for formative assessment will provide RCS teachers with a system for analyzing and reporting data, and using the data to help parent-teachers target instruction that will specifically meet the needs of their child. Utilizing MAPS assessments, student individualized learning plans will reflect a focus on identified areas of need. The certified RCS teacher will work with the parent-teacher to ensure appropriate curriculum and supplemental materials are used to target instruction. Parent teachers will be provided training to effectively implement curriculum and provide direct instruction to target areas of need. The certified teacher will monitor progress through monthly contacts and quarterly progress reviews. In addition, the certified teacher will analyze the MAPS benchmark data and work with the parent as appropriate to ensure progress.

Additionally, RCS will utilize a growth model to impact teacher and principal evaluations. Based on SBA/HSGQE data, the program will measure growth made within each core content area. MAPS benchmarks will be conducted quarterly to monitor progress, and to address specific student deficiencies in skill attainment. Growth will be determined based on MAPS national norms for growth within a one year time period. Teachers who fail to have 80% of their students showing growth (as compared to national norms) will be addressed within the teacher evaluation tool. These teachers will be provided with additional training that targets the use of effective instructional strategies for increasing student proficiency. The data will be used to target explicit areas of need, instead of trying to implement the latest professional development available that

is not specifically intended to meet our teacher's individual needs. Further, parent-teachers will also be given opportunities for additional training related to the analysis of data and instructional skills determined to increase proficiency.

Key Elements of Transformation Model	Raven School's Identified Needs	Potential Impact of Transformation Model
Developing and increasing teacher and school leadership effectiveness	• Absence of effective school leadership (principal) • Absence of on-going, job-embedded professional development • Outdated, irrelevant teacher evaluation • Low graduation rate • Increasing dropout rate	• Strengthen school leadership • Create system of job-embedded professional development that is relevant and able to meet the unique needs of correspondence education • Perform teacher evaluation based on student growth to improve teacher and student performance • Establish teacher incentives to increase teacher motivation
Comprehensive instructional reform strategies	• Low graduation rate • Increasing dropout rate • Student data (SBAs, HSGQEs) not used to determine student need or as a basis for ILPs or Individual Remediation Plans (IRP)	• Provide teachers and parents with training in use of formative assessments (MAPs) as basis for ILPs and IRPs • Promote continuous use of student data in development of ILPs and as basis for IRPs throughout all grade level enrollments • Focus RCS attention on graduation requirements and students falling behind on meeting them
Providing operational flexibility and support	• Staff overburdened with no direct school leadership • Raven School leadership vacuum • Differentiate school structure to meet needs of correspondence program	• Expand role and number of support staff to better support student needs and address low rate of graduation and rising dropout rate. • Develop staff incentives to improve student outcomes and think outside their traditional role in correspondence education. • Engage district in providing technical assistance and support; and increase investment in school transformation
Increasing learning time and community support	• Lack of teaching "community" due to structure of distance education • Ineffective parent-teacher engagement strategies • Weak parent-teacher participation in school surveys and Parent Advisory Committees	• Incorporate academic enrichment and support activities into regular and consistent after-hours learning communities (Challenge Hour) • Implement "parent teacher" workshops to build parent capacity for using proven strategies for increased academic achievement

	(PACs)	• Host teacher in-services in one location that allow all staff to collaborate, plan and attend professional development together • Enhance the role of the PAC including professional development aspects

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

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

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	**Timeline**	
Reading/ Language Arts	To improve the academic achievement of RCS student in LA (reading & writing)	76%	SBAs will be conducted annually in the spring for all students in grades 3 – 10th. Student assessment data will be analyzed and compared to the set baseline and goal during a collaboration meeting of RCS staff. Teachers will identify students who are in need of additional remediation and those students will be put on an Individual Remediation Plan (IRP). Data comparison will be presented in a report to district administration and school board. Targeted instruction will be provided to all parent-teachers on using the data to inform the teaching process.	Annually upon release of student data to district; 1st school board meeting after release of data.	Principal/ Director of Distance Education and Assessments
Math	To improve the academic achievement of RCS student in mathematics	63%	SBAs will be conducted annually in the spring for all students in grades 3 – 10th. Student assessment data will be analyzed and compared to the set baseline and goal during a collaboration meeting of RCS staff. Teachers will identify students who are in need of additional remediation and those students will be put on an Individual Remediation Plan (IRP). Data comparison will be presented in a report to district administration and school board. Targeted instruction will be provided to all parent-teachers on using the data to inform the teaching process.	Annually upon release of student data to district; 1st school board meeting thereafter.	Principal/ Director of Distance Education and Assessments
Graduation Rate	To improve the graduation rate of RCS students	50%	Graduation rate will be examined and will be compared to baseline and goal. Comparison will be presented in report to district administration and school board. Students who are identified as at-risk of graduating will be targeted to receive additional support from an RCS graduation coach.	Annually at end of correspondence school year (June 30); 1st school board meeting thereafter.	Principal/ Director of Distance Education and Assessments/ Counselor

Goal 1: To improve the academic achievement of RCS students in Language Arts (Reading & Writing)

Objectives	Annual Outcome Targets
Objective 1.1: To increase the percent of $3^{rd} - 10^{th}$ grade students who score proficient or above in Reading on the State of Alaska Standards Based Assessment as compared to baselines set in 2010.	**Outcome 1.1:** An average of 10% more students will score proficient in Reading on the SBAs during year 1 of the project (7% increase during year 2 & 7% increase during year 3) as compared to baselines set in 2010.
Objective 1.2: To increase the percent of $3^{rd} - 10^{th}$ grade students who score proficient or above in Writing on the State of Alaska Standards Based Assessment as compared to baselines set in 2010.	**Outcome 1.2:** An average of 10% more students will score proficient in Writing on the SBAs during year 1 of the project (7% increase during year 2 & 7% increase during year 3) as compared to baselines set in 2010.
Objective 1.3: To provide ongoing evidence that will guide and inform daily instruction in language arts.	**Outcome 1.3:** 100% of $3^{rd} - 10^{th}$ grade students not proficient in language arts will participate in the Measurement of Academic Progress (MAP) assessment for language arts quarterly.

Goal 2: To improve the academic achievement of RCS students in Mathematics

Objectives	Annual Outcome Targets
Objective 2.1: To increase the percent of $3^{rd} - 10^{th}$ grade students who score proficient or above in Mathematics on the State of Alaska Standards Based Assessment as compared to baselines set in 2010.	**Outcome 2.1:** An average of 12.3% more students will score proficient in Mathematics on the SBAs during year 1 of the project (12.3% increase during year 2 & 12.3% increase during year 3) as compared to baselines set in 2010.
Objective 2.2: To provide ongoing evidence that will guide and inform daily instruction in mathematics.	**Outcome 2.2:** 100% of $3^{rd} - 10^{th}$ grade students not proficient in language arts will participate in the Measurement of Academic Progress (MAP) assessment for mathematics quarterly.

Goal 3: To improve the overall graduation rate of Raven School students.

Objective	Annual Outcome Targets
Objective 3.1: To increase the percent of RCS students who graduate from high school on time as compared to the baselines set in 2010. (the target will be to meet and/or exceed the State's target for graduation rate for AYP).	**Outcome 3.1:** Of the students identified as at-risk on not graduating, 35% more will graduate on time during year 1 of the project (with an increase of 7.5% during concurrent years) as compared to baselines set in 2010.

RCS will utilize MAPs benchmarks to monitor progress throughout the school year. The counselors will conduct quarterly graduation audits to ensure students in grades 9-12 are on target for earning credits per graduation requirements. For students who are not on target, an intervention plan will be developed in collaboration with the certified teacher and student. Certified teachers will continue to monitor through monthly contact and quarterly progress reviews. An Individualized Remediation Plan (IRP) will be developed for students in grades 11-12 who are not proficient in one or more section of the HSGQE. A Starfish Plan will be developed for each student grades 3-10 who are within ten points of proficiency within one or more areas of the Standards Based Assessment. Progress on implementation will be monitored each quarter by review of parent contacts made by teachers, scheduled trainings provided and the development of intervention plans for students showing insufficient progress. RCS will use the implementation timeline provided as a checklist to monitor each element of the model.

All incoming Kindergarten students are assessed using the Kindergarten Profile and through an entrance interview conducted by an RCS teacher. Students who do not meet the set indicators on the Kindergarten Profile would be targeted to participate in the primary MAPs assessment. Re-enrolling students in 1st & 2nd grade who fail to turn in Quarterly Progress Reports and sufficient Work Samples during the submission window, would be required to participate in MAPs assessments to determine areas in which remediation may be necessary. Students identified as not proficient by MAPs assessment results would be targeted for additional remediation through extended learning hours (Challenge Hour, tutoring, individual/small group work sessions).

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.	Director of Distance Education and Assessment	May 1, 2011	June 30, 2011

Describe how the district will replace the principal as part of the school's transformation model.
Raven School does not currently have a principal. Implementing the transformation model will allow us to replace our current situation of having no principal with the hiring of an effective school leader who will foster an environment within the school in which participative leadership can and will occur. Shared leadership encourages collaboration and growth, and moves staff toward high engagement and commitment. Having a shared commitment to ideas, values, respect, goals and ownership will nurture engagement and provide staff with an opportunity to have a voice as well as the responsibility to influence decision-making, which in turn will encourage a shift from only attendance and compliance to high attention and engagement. **Hiring a principal, who has the ability to cultivate our vision, is the <u>first step</u> of the school's transformation**.
Upon notice of a grant award, and using the criteria described below as the framework for the position posting, the Director of Distance Education and Assessment, in collaboration with District Administration, will conduct an internal search following district policy. The job will be posted in-house for five days. If a best-suited candidate cannot be found and hired through an internal search, the district will conduct a national search to find a best-suited candidate to fill the principal position at Raven School. If an external search is needed, the job will be posted out-of-house until a best-suited candidate is found and hired. Interviews will be conducted by the district's interview team during the third week of June 2011. Once interviews and reference checks are complete, the hiring committee, inclusive of district administration and school board members, will offer the job to the best-suited candidate.

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

What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model?
The district has the capacity to hire a principal with the abilities and competencies to lead Raven School through the transformation model. The district will use the following criteria to evaluate all principal candidates:
1.   Principal understands the philosophies behind home schooling;
2.   Principal understands the unique educational challenges facing rural Alaska;
3.   Principal is fully committed to Standards Based Assessments and the use of SBAs and other

assessments as the basis for school improvement and student growth;

4. Principal has experience working with distance education;
5. Principal has experience in school improvement;
6. Principal has experience in using assessment and student data to transform instruction;
7. Principal has the skills and knowledge to lead teachers and support staff through intensive change while increasing teacher and student performance;
8. Principal understands the purpose of communicating the school's vision, and has the ability to realize the potential of staff members so that they can have optimal opportunities to learn and grow; and,
9. Principal has the skills and knowledge to implement strategies for increased family engagement.

What barriers exist to replacing the principal and how will these be overcome?
Currently, the primary barrier to hiring a principal is funding. Raven School does not have the resources to hire a principal at current funding levels.

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.	Director of Distance Education and Assessment	July 1, 2011	Ongoing

Describe the planned evaluation system for teachers, including key dates of implementation.
YKSD will implement a teacher evaluation tool using the following research-based action principles (Perlman and Redding, 2011, pp. 91-92):

1. Include multiple people in conducting evaluations. All evaluators should have experience in the classroom and the team should include individuals with expertise in the subject or grade level of the teacher being evaluated.
2. Provide high-quality training for those conducting evaluations.
3. Incorporate teacher self-reflection and personal goal-setting in the evaluation process.
4. Provide annual high-quality orientation for teachers and administrators to ensure understanding of the purpose and criteria for performance evaluation.
5. Evaluate a variety of teacher skills and knowledge, using a selection of valid and reliable evaluation tools.
6. Require evaluators to provide timely, clear, and constructive feedback.
7. Link the evaluation process with the district's collective and individualized professional development programs.
8. Use the evaluation results to differentiate among educators when granting leadership opportunities and making other decisions.
9. Differentiate among teachers at different stages in their careers, in specialized roles, or working with high-risk students and students with special needs. Consider teaching context when deciding upon which instruments to adopt and when determining how to use the results of the evaluation.
10. Develop a review process and communication plan to gauge teacher and administrator perceptions and concerns about the evaluation system, and revise the system as necessary.
11. Standardize and document the evaluation process.
12. Evaluate the performance of school leaders in a similar manner.

The tool will be fully researched and developed in July 2011.
July 1, 2011: The Director of Distance Education and Assessment, in collaboration with the Raven School Principal, will research and develop an evaluation tool for correspondence teachers that uses student

growth data as a primary indicator.

August 2011: The evaluation tool will be presented to teachers at the teacher in-service prior to the start of the school year. Teachers will be encouraged to provide feedback and additional considerations for the evaluation tool and can voice ideas and concerns during the in-service.

September 2011: The evaluation tool is presented to the Parent Advisory Committee (PAC) for review.

October 2011: The evaluation tool is presented to the School Board and district administration for review.

December 2011: The revised evaluation tool is presented to the School Board and district administration for final approval.

January 2012: Evaluation content and format is distributed to teachers.

January 2012-June 2012: Teacher evaluations conducted, that include student growth data. Evaluations presented to teachers in accordance with district policy.

2012-2014: Ongoing teacher evaluations beginning with each school year.

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

The Director of Distance Education and Assessment will research and develop teacher evaluations based on student growth data in the correspondence school setting. Because of the unique nature of correspondence schools, this evaluation will examine 1) the use of student assessment data (MAPs and SBAs) with the student and parent-teacher as a basis for development of the ILP; 2) the use of student assessment data, particularly HSGQE data as a basis for the development of the IRP; and 3) student graduation rates.

Prior to the beginning of the 2011-2012 school year, teachers will be expected to review/analyze the historical data of all students who have not demonstrated proficient levels in reading, writing and/or mathematics. During the initial evaluation meeting in August, teachers will share their plan for how the data will be used while working with parent-teachers on the development of specific student ILPs. It is expected that the data will inform how the ILP is written to specifically include a student's area of need and the strategies for addressing the need.

Teachers will be expected to 1) incorporate student assessment data into the ILPs; 2) address identified needs based on their data analysis into the ILPs and IRPs; and 3) incorporate discussions of these factors in their meaningful monthly collaborations with parents. Additionally, teacher evaluations will include data reporting the number of their students who are not proficient in reading, writing, or mathematics in grades 3 – 12. Further, teachers will work with RCS counselors to determine which students in grades 9-12 are lacking credits for graduation. All ILPs and IRPs of these students will be examined to determine whether or not credit issues have been addressed appropriately.

Within the homeschool model, the parent serves as the primary teacher providing instruction to the student and gathering ongoing informal assessments. Work samples and assessments are reviewed regularly by the certified RCS teacher before verifying the assigned grades. Some parents choose to use curriculum or coursework that is graded by an outside institution who would then submit the grade to RCS for verification. To determine ongoing progress, RCS will utilize MAPs benchmark assessments. MAPs is a norm-referenced assessment that will be administered within set testing windows each quarter. RCS teachers will be provided with administration guidelines and training to ensure testing consistency. The principal and teacher will review their data, specifically MAPs, to verify if student growth has occurred. Student growth will be determined based on growth indicated by NWEA-MAP national norms. The principal will provide ongoing support, interventions and professional development to assist teachers in meeting the needs of all students. If a teacher does not adjust their current practice to address lack of student growth, their evaluation will reflect these deficiencies.

Our current teacher evaluation process includes two formal observations. With the addition of Challenge Hour, teachers will have increased opportunity to be observed working directly with students individually or in small groups. Some teachers will work with students via our distance delivery system (online blackboard with data pad and headphones/mic) if there are students who are unable to attend an activity at one our RCS locations.

As students enroll in the program, parents are made aware of and sign a form indicating their support of participation in all required assessments. The MAP assessment will be used to measure each student's progress on academic growth. MAP assessments are designed and will be used to target student's academic performance in language arts and mathematics. The fact that the tests are tailored to an individual student's current achievement level provide accurate and reliable evidence of what a student knows and can do. Parents have expressed that this is something that is important to them, therefore, RCS does not expect parents to be resistant to implementing this new assessment.

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

Due to the nature of correspondence education, observation-based assessments of teacher performance will include observations of 1) distance education activities, 2) meaningful monthly parent collaborations, 3) the number of after-hour Challenge Hour activities conducted with students, and 4) the number and quality of parent-teacher capacity-building workshops conducted. In addition to two formal evaluations, the principal will conduct informal observations quarterly. Because education does not take place in a traditional classroom setting, the principal will evaluate the teacher's interaction with parents via distance delivery, face-to-face meetings, and while conducting a Challenge Hour activity. Evaluation will include teacher observation throughout each of the above instructional activities. Additionally, the use of Raven's database, Brightways Learning System, a web-based data management system designed specifically for distance education programs, will serve as a tool to monitor meaningful contact between RCS teachers and parent-teachers and will be monitored closely by the principal. The principal's review of contact logs will also ensure accountability. The results of all teacher observations will be compiled and shared with teachers during their post-observation conference. Feedback will be provided by the principal to the teacher and they will have an opportunity to discuss. The feedback will be used for the teacher and principal to work together to determine how the teacher can meet the needs of their students.

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

Collections of professional practice will occur throughout the school year for Raven School teachers and will be used to inform teacher evaluations in the following key areas: 1) planning and preparation; 2) learning environment; 3) instruction guidance and support; and 4) professional responsibilities.

Teachers will actively record all *planning and preparation* activities regarding their monthly collaborations with parents and students. Teachers will be provided with the tools to record these activities, which will include, among others, data on student achievement, curricula used by students, academic or credit issues of students, and student support systems. Teachers will show that each contact is prepared with insight into individual student's assessment and achievement data. Teachers will also show that the *learning environment* of each student and family is taken into consideration because home school families and students enrolled due to failure at traditional institutions often require different and innovative approaches. Evaluations will reflect each teacher's assessment of the student's learning environment including parental support and type of curriculum used.

Teachers will document the *instruction guidance and support* they provide to each student through meaningful monthly contacts, Parent Advisory Committee (PAC) meetings, and ILP/IRP development. Documentation of activities will be reflective of individualized student support and guidance as well as philosophical or curricula-related guidance in relation to the general Raven School student population. Each teacher will monitor progress of student growth using MAP assessment data. If adequate student growth is not achieved, the principal will work with the teacher on implementing new strategies that will improve current levels of support being provided to parent-teachers.

Teacher evaluation will include an examination of *professional responsibilities* through 1) documentation of a teacher's ability to incorporate student assessment data, student alignment with graduation requirements (credits and HSGQE scores), and student progress into instructional records; and 2) through assessment of teacher timeliness and accountability. Professional responsibilities include: recognizing the special needs and talents of each student and routinely incorporating them into the instructional process;

connecting students with additional resources to support identified needs and talents; maintaining accurate and complete instructional records for each student; and participating in professional development that aligns with school improvement goals.

Describe the planned evaluation system for the principal, including key dates of implementation.
The principal will be evaluated using an evaluation tool which includes the following research-based characteristics (New Leaders for New Schools, 2009):

- Student outcomes
- Teacher effectiveness
- Leadership actions

This tool will measure effective school leadership and include characteristics of the school that support student learning and a teacher's ability to teach. The tool will be aligned with ISLLC standards and will be fully researched and developed in July 2011. The principal will be evaluated by the Director of Distance Education and Assessment. The evaluation will include the effectiveness in oversight of student growth data and implementation of student intervention plans.

May – June 2011: The Director of Distance Education and Assessment, in collaboration with the District Administration team, will research and develop an evaluation tool for the principal that acknowledges the specific challenges of correspondence education and uses student growth data as a primary indicator. The tool will include a method for teachers to evaluate the principal as well as the Director of Distance Education and Assessment.

July 2011: The evaluation tool will be presented to the principal prior to the start of the school year. The principal will be encouraged to provide feedback and additional considerations for the evaluation tool.

September 2011: The evaluation tool is presented to the Parent Advisory Committee, School Board and district administration for review.

October 2011: The revised evaluation tool is presented to the School Board and district administration for final approval.

November 2012: Evaluation content and format is distributed to principal.

December 2011-June 2012: Principal evaluation is conducted, which will include student growth data. Evaluation is presented to principal in accordance with district policy.

2012-2014: Ongoing principal evaluations beginning with each school year.

Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.
The principal evaluation will use student growth data (MAPs, SBAs, HSGQE) as a primary indicator of performance. Use of data from the HSGQE and graduation rate data will also be an indicator. The principal will be evaluated on the following in regards to student growth data: 1) an increase in the percentage of teachers using student growth data as the basis for development of ILPs and IRPs; 2) an increase in the percentage of teachers incorporating student growth data into meaningful monthly collaborations, PAC meetings and use of data for the development of Challenge Hour learning; and 3) an improvement in the overall graduation rate of Raven School. Growth within these indicators will demonstrate the principal has adequately fulfilled his/her role within the Transformation Model.

How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?
Principal evaluations will occur two times annually. The evaluation will be based on 1) student outcomes; 2) teacher effectiveness; and 3) leadership actions (instructional, community and visionary). The evaluation will incorporate the following observation-based assessments into our principal evaluation: 1) observations of both in-person and video-based school staff meetings; 2) observations of teacher professional development activities; and 3) observations of in-person site visits to each school site.

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

and will be used to inform the principal evaluation in the following key areas: 1) instructional leadership; 2) community leadership; and 3) visionary leadership.

The principal evaluation will examine *instructional leadership* by examining principal performance in strengthening teaching and learning, ensuring that professional development activities align with school improvement needs; conducting data-driven decision making; and promoting teacher and self-accountability. *Community leadership* will be examined through observations and documentation of the principal's incorporation of shared leadership among educators, parent-teachers and students; close relations with parents and others; ability to communicate the school's vision; and advocacy for school capacity-building and resources. The principal's *visionary leadership* will be evaluated by principal performance in modeling for energy, commitment, entrepreneurial spirit, values and conviction that all children will learn, as well as inspiring teachers and parents with this vision.

The principal will monitor student growth using MAPs assessment results. If students are not indicating growth as they should, the principal will meet with the RCS teacher, or may need to meet with the parent-teacher directly. If it is determined by the Director of Distance Education and Assessment that adequate student growth has not occurred, the Director will meet with the principal to discuss current administrative practices and suggest other leadership strategies that will need to be implemented to improve student learning.

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

Teacher and principal evaluation systems have not yet been designed but will be based on what research indicates as effective guidelines for supervising and supporting successful teachers and leaders. A committee will be developed to include representation of the teachers and principal who will: 1) research evaluation tools; 2) collect input regarding the development of the initial evaluation; and 3) provide an initial review of the developed evaluation. Teachers and administrators will have the opportunity to review the initial evaluation and provide feedback for revisions prior to the final development of the evaluation.

What capacity does the district have to implement a new evaluation system for teachers and the principal?

The district has the capacity to conduct evaluations for teachers and principals. The structure for this is already in place. The district's capacity to implement a new evaluation system for teachers and the principal is framed by 1) the development of a committee to research, review and develop an initial evaluation for review; 2) the assurance that the evaluation system aligns to Alaska teaching standards as well as recently developed new teacher job descriptions for distance education; and 3) the context of organizational structures, such as available resources and pre-existing practices, to fully support an innovative and new evaluation system.

Through our restructuring process, the district has already established: 1) the support of our local school board and MYEA (Middle Yukon Education Association) union; 2) a common understanding of what effective instruction looks like; 3) a system for administrators to monitor and provide support to their teachers; 4) the execution of ongoing job-embedded professional development through PEAK Learning (Performance Excellence for All Kids) that focuses on supporting the implementation of essential concepts, strategies, techniques and processes that are research-supported for increasing student academic achievement and motivation to stay in school and graduate; and, 5) the tools and resources needed to improve overall teacher effectiveness. We believe these structures provide a strong framework for successfully implementing a new evaluation system.

What barriers exist to implementing this new evaluation system and how will these be overcome?

Existing barriers to implementing this new evaluation system include: 1) some administrators who currently perform evaluations have not been adequately trained on how to effectively conduct an evaluation; 2) teachers have not been required to make positive changes as a result of their evaluations; 3) teachers and administrators are not enhancing their professional growth based on their evaluations; and 4) teacher resistance to greater demands being placed on them or to the implementation of the multiple measures that a new evaluation system will bring.

The district has many organizational structures in place that support effective leadership and improved teacher effectiveness, and that will support overcoming barriers that may emerge. Our new vision has established the direction in which our district is heading and reflects our school's values and commitments, and reason for being. Fostering an environment of realized potential allows our school staff to feel valued and know that they have something unique to contribute. The district also uses professional collaboration to improve the level of teacher effectiveness as its professional development foundation. With this, professional development is no longer viewed as one more thing we have to do, but instead defines "how we do our work." Additionally, the district will work in concert with the union by providing the union with a copy of the newly-developed teacher evaluation. This will create an awareness of what the expectations are of those teachers working within a School Improvement model. A letter outlining teacher expectations will be included with all teacher contracts so that a teacher is aware of the job expectations prior to signing their contract. The new evaluation tool and expectations will be reviewed and clearly articulated annually during our fall in-service for certified staff.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates, and remove those who, after ample opportunities to improve, have not done so.	Director of Distance Education and Assessment; Principal	May 2012	June 2014

Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates, including key dates of implementation.

Research indicates that there is a need to identify and reward school leaders, teachers, and other staff who have increased student achievement and/or graduation rates. Research suggests that the highest-performing teachers raise their students' achievement by about half a standard deviation more each year than do the lowest-performing teachers. This is significant in that it is equivalent to about half a grade's worth of learning. It also shows that it is equivalent to half the difference between the achievement of the typical child and that of a seriously disadvantaged child.

Our staff performance-based system will be based on 1) quantitative data about student performance; and 2) qualitative information such as an administrator's evaluation or parent evaluations. By considering both quantitative and qualitative data, the entire contribution of the person being identified for a reward can be considered. Data from MAP assessments (as well as summative assessment data from SBAs & HSGQE) will be used to identify the amount of growth individual students demonstrate. The targeted amount of growth for students will be based on the NWEA-MAP national norms for growth in a one-year period.

Our staff performance-based incentive system will involve significant staff input at each stage of development and implementation, set clear performance goals, use multiple measures of performance, provide monetary incentives that are large enough to affect staff behavior, and be subject to rigorous evaluations of program implementation. Staff would be identified and rewarded based on the overall growth of their group of students. Rewards would include teaching supply stipends, opportunities for supplemental professional development, school leadership roles, and credit stipends for coursework completed that addresses our at-risk population, data analysis and implementation of curriculums. In addition to individual rewards, other rewards may include instructional team incentives, and/or incentives to teach classes that are particularly hard to staff.

Some of the performance measures determining staff incentives may be: 1) teacher ability to increase the

capacity of parent-teachers to fully implement effective strategies with their children; 2) staff directed workshops for families specifically targeted to meet identified instructional needs; and 3) staff growth toward meeting their individual professional goals. <u>The staff performance-based incentive system will be established by January 2012 and will be ongoing thereafter.</u>

RCS staff provided solid input on how to measure progress in addition to graduation rates that includes use of interest inventory surveys, completion of life skills course after identification, steady progress on weekly coursework, maintaining regular contact with their assigned graduation coach. Teachers thought skills like maintaining a job while attending school should also be considered along with the development and completion of an intervention plan that would be completed with support from the graduation coach and would outline individual goals. Preliminary surveys have already been conducted.

July 1, 2011: Hire counselor and graduation coaches

November 15, 2011: Identify high-risk students

August, 2011: Teacher target workshop calendars created

End of Each Quarter (October 31, January 31, March 31 and May 31): Quarterly student progress-monitoring (and on-going throughout remainder of the quarter with specific checkpoints)

August (annually and ongoing): Freshman academy and senior seminars in the fall and then ongoing follow up with individual meetings throughout the year with an intervention plan review **occurring in June** Teacher incentives would occur **twice annually in March and then again in June** for adequate review of progress and data analysis once SBA/HSGQE scores are received. Graduations occur in May and June with the academic year for all students ending June 30.

Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Effective teachers and leaders establish a cycle with students of 'require, coach, assess', until students master the standards. It is only after the master teacher assures every student has met the standards that he/she assigns a final grade. Because we expect our teachers to use this model for evaluating of students**, it is reasonable to expect that the district does the same when evaluating its teachers to ensure they improve their professional practice.** We will increase teacher quality through the provision of providing all the supports necessary for them to become effective teachers. Goals and expectations will be clearly defined and articulated. If a teacher does not show growth, after multiple supports have been provided and ample time has been given for implementation, they will be put on a plan of improvement. The plan of improvement will include goals and targets for meeting those goals. The plan will be monitored frequently. Teachers will be re-evaluated only after ample supports have been provided and time for full implementation has occurred. Teacher growth will be continuously monitored with the first formal evaluation to be completed by November 15th. Teachers failing to show growth will be put on an improvement plan collaboratively designed by the principal and teacher. The objectives of the improvement plan will be monitored weekly and reviewed by January 31. Teachers showing growth at that time will be eligible for the growth incentive; teachers who continue to fail to show growth will be placed on at Tier II improvement plan. Teachers who fail to show growth at this level would be recommended for reassignment and/or non-retention.

What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?

The district has the capacity to implement a new reward system and removal system based on the following: 1) the district has the infrastructure needed to fully support a newly developed reward and removal system; and 2) currently the district has a good working relationship with the teacher union. The teacher union supports all aspects of the district's school improvement plan and understands the impact of master teachers on improved student academic growth.

Being a district in corrective action with the State Department of Education has required us to redesign our educational infrastructure as a basis of efforts to improve student academic achievement and to establish the changes that must occur in order to increase our overall effectiveness. The district's infrastructure is aligned with all aspects of our school improvement plan and has built a strong foundation which can support both the development and implementation of a new reward system and/or removal of teachers, school leaders and other staff. Further, a clear accountability plan has already been established through our restructuring process and

includes 1) a data driven system for accountability which involves collecting, disaggregating, and analyzing data and then using data results to inform overall instructional decision-making and for instituting school reform and, 2) an action plan implementing a teacher recruitment and retention plan.	

What barriers exist to implementing this new reward and removal system and how will these be overcome?

The primary barriers to implementing this reward system are 1) teacher resistance; and 2) a lack of clear performance measures for teacher improvement. To address these identified barriers, a new evaluation tool will be developed that clearly articulates expectations for which teachers will be evaluated. To ensure that clear performance measures for teacher improvement are used, teachers will engage in their design and development. To reduce teacher resistance, teachers will be included in the overall development and implementation of the reward and removal system.

Additional barriers we've identified in implementing a teacher removal system include 1) teacher tenure; and 2) the collective bargaining agreement. Although not impossible, going through the process to remove a tenured teacher does present challenges. To overcome these barriers, the district will work in concert with the union by providing the union with a copy of the newly developed teacher evaluation. This will create an awareness of what the expectations are of those teachers working within a School Improvement model. A letter outlining teacher expectations will be included with all teacher contracts so that a teacher is aware of the job expectations prior to signing their contract. The new evaluation tool and expectations will be reviewed and clearly articulated annually during our fall in-service for certified staff.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	Principal	August 2011	June 2014 (and on-going)

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.)

Job-embedded professional development refers to teacher learning that is grounded in day-to-day practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). Research shows three types of job-embedded professional development (PD) for teachers: 1) PD that takes place in the classroom, in real time, with current students, and is centered on issues of actual practice; 2) PD that takes place in the classroom in nearly real time, away from students, and is centered on issues of actual practice; and 3) PD that takes place in the school, shortly before or after instruction, away from students, and is centered on issues of actual practice (Croft, et. al., 2010). The execution of the first two types of job-embedded professional development in a correspondence school is unrealistic as there is no official classroom; therefore the third type of professional development will be the primary form of job-embedded PD opportunities provided for RCS staff and parent-teachers.

Job-embedded professional development will be provided in ways that researchers say are effective. This includes developing professional learning communities, providing ongoing coaching for parent-teachers, and development of individual professional growth/learning plans. Professional learning communities for RCS teachers and parent-teachers will be a time to 1) collaborate and share teacher responsibility for all students; and 2) expose teachers and parent-teachers to instructional strategies or knowledge they did not have access to previously. RCS teachers have already received some PEAK training on effective coaching strategies. More training is needed and will be provided during the 2011-2012 school year. With PEAK training, our desire is to grow our own teachers as coaches who will then provide ongoing support using a coaching model for parent-teachers. Parent-teachers will not receive PEAK training directly, but will receive the benefits that PEAK training provides as they work in close collaboration with their RCS teacher and as strategies are modeled for them. Coaching will be provided by RCS teachers to their parent-teachers. This will allow the RCS teacher to model a lesson with a student while the parent-teacher observes. Likewise, the RCS teacher will have the opportunity to observe the parent-teacher teaching a lesson to their child. This collaborative model 1) allows parent-teachers to receive individualized and contextualized support tailored to meet their students' needs and to address specific problems of practice; 2) provides numerous opportunities for parent-teachers to reflect upon areas of personal instruction styles and strengths; and 3) provides essential support to parent-teachers as they implement new strategies with their children. RCS teachers will develop their own professional growth plan with the help and support of the principal. These plans will be developed to help the teacher understand what professional development opportunities they should engage in as well as to track their professional growth in a specific competency area.

RCS teachers are assigned to families based on a review of student/family needs. However, because RCS works within a family model supporting the family as a whole rather than assigning individual students to an RCS teacher, it is necessary for RCS staff to regularly collaborate and work together to meet the needs of individual students. Raven strives to hire teachers who are highly qualified in core content areas. This has been an ongoing challenge because of the structure of a correspondence program. Raven has a highly qualified teacher in each of the following content areas: Elementary Content, Middle School Content, Middle School Language Arts, English (high school), Middle School Science, Middle School Social Studies, Math (high school), Geography, World History/American History, Physical Science, Earth Science, Physics, Biology, Life Science, Chemistry, Middle School Math content, and Art. Additionally, all Raven school vendors have gone through a rigorous approval process to be considered as approved vendors. All district teachers, including Raven, who are not highly qualified in a core content area are on a highly qualified teacher plan. These teachers receive support from the district as they work toward becoming highly qualified.

Our ongoing, job-embedded professional development will focus on increasing graduation rates, effectively working with high-risk student populations, decreasing dropout rates, developing ILPs and IRPs

using student assessment data, and adapting traditional instructional techniques to correspondence education to better meet the needs of high-risk students. Professional development will link school and individual improvement goals with purposes and use of the time created for professional development. Staff will have the opportunity to participate in professional development using the following strategies:

Strategy	Rationale	Key Implementation Dates
Collaborative two-day teacher and staff in-service followed by weekly half-day updates. Teachers work in large and small teams alongside support staff.	Bringing all staff together at the school start promotes unity of vision, and continuing connections promote professional development and team coordination	• August in-service prior to start of school year • Weekly "teacher connections" via tele- and web-conferencing during school hours
Teachers and staff develop differentiated PD growth plans guided by formative teacher evaluation data as well as formative and summative student assess-ment data to address a teacher's specific challenge areas. Structure of PD will be determined by individual teachers and staff, to include 30 minutes per week and will extend beyond traditional workshops.	Facilitating access to individual PD activities such as peer observation, reflection, mentoring, data analysis activities, lesson study, or teacher self-assessment and goal-setting will allow teachers and staff to choose PD activities according to their comfort with differing strategies and their interest. Activities can occur on the school-site, and can be chosen and tailored to address individual teacher and staff PD needs.	• Development of teacher/staff plans introduced at start of school year. • Teachers and staff develop individual plans by September 30 of each year. • Plans discussed with principal individually by October 30 of each year. • Principal and teacher-set objectives for professional development success and monitor the outcomes.
Teachers and staff examine PD strategies supported by rigorous research, develop a priority list of those they see as critical to both their development and school improvement, and they will present this to principal.	Professional development relevant to school improvement goals and based on research will directly address school improvement and teacher/staff development and needs.	• Teacher/staff develop PD list of strategies at start of school year. • Principal pursues implementation of PD strategies as time and resources allow with established annual schedule set by December each year.
Teachers and PAC will survey parent-teachers to identify specific areas of need, and develop a prioritized list of workshops and seminars that address parent-teacher needs.	To strengthen overall effectiveness, activities must be provided to increase the capacity of our parent-teachers to effectively implement proven strategies with their children that improve student achievement and increased motivation to stay in school.	• Teachers initially examine parent-teacher surveys by end of September (and then ongoing throughout the year) • Each RCS teacher will be responsible for providing 2 parent-teacher trainings

How will the professional development be designed with input from school staff?
Professional development will be designed with input from school staff in several ways. As described above, teachers and staff will participate in a collaborative two-day in-service at the beginning of the school year based around the changes and professional development necessary to implement the SIG. During this in-service, teachers and staff will begin developing individualized professional development plans for the school year based on differentiated needs and student data, and they will work with the principal to implement a professional development plan that is realistic. Teachers and staff will have the opportunity to research professional development topics and to develop a prioritized list of areas that they and the principal feel are critical to improving their professional practices and school improvement. Further, RCS staff and parent-teachers are surveyed and given the opportunity to provide input on specific professional development that they feel is needed. Training on using MAP assessments will be mandatory for all staff.

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?
The district has the capacity to fully support professional development in Raven School by 1) sustaining a school culture among teachers in which continued learning is considered an essential aspect of professional practice; 2) assisting principals to identify effective instructional facilitators; 3) supporting principals to plan and sustain professional development implementation; and 4) encouraging principals to align teacher evaluation with professional development. Through ongoing professional development, RCS teachers and parent-teachers will learn new instructional strategies and have greater opportunities to collaborate, both of which will enable them to become more effective.

Professional learning is at the core of school improvement. In order for it to be successful, it must be conducted as an ongoing process, not just a one-time approach. Continued practice of methods and strategies is crucial for teachers to feel comfortable enough to begin implementation. The district will continue its successful use of professional collaboration to improve and maintain effective levels of teacher quality among all staff as its professional development foundation. Raven School will expand upon this model to build capacity among its parent-teachers so they are equipped with the tools and knowledge they need to 1) use the PEAK framework for instruction; 2) design learning experiences that enhance content proficiency; and 3) support student motivation for learning.

Professional development activities will focus on meeting the different needs of families and the varied approaches they use to develop their child's education. Because the instructional program used by each family varies greatly, the district will focus professional development on 1) increasing parent-teacher capacity for improved instruction; and 2) working with each family to address student performance and graduation.

In Raven School, parent-teachers work in collaboration with their assigned Raven teacher to implement an instructional program that aligns with the specific needs of the children being served. Research indicates that the support parents provide for their children's learning at home has a greater impact on overall achievement when compared to other forms of involvement (Marzano, 2003). When parents serve as co-teachers (i.e. parent-teachers), they communicate important messages to their children about the value of education.

To build the capacity of our parent-teachers, we will specifically focus on three strategies: 1) creating relevant, concrete experiences, using a coaching model, for parent-teachers to receive individualized and contextualized support tailored to meet their child's needs; 2) provide essential support to parent-teachers as they implement new strategies with their child; and 3) work with each family to address student performance and graduation as well as to develop ILPs and IRPs that are reflective of student growth data. Providing ample support, feedback and long-term follow up for parent-teachers to help them successfully integrate new strategies and/or practices into their daily instruction will increase their capacity to conduct more targeted and meaningful instruction. This collaborative model of professional development allows participants to build a strong knowledge base and receive ongoing coaching, and it provides opportunities for them to reflect on practices and then, change practices (if necessary) as they gain and share expertise.

What barriers exist to implementing these professional development strategies and how will these be overcome?

Barriers to implementing these professional development strategies are: 1) lack of time in teachers' instructional schedules to allow common time for collaboration and planning; 2) staff members are overcommitted to non-instructional duties or responsibilities; and 3) lack of funds for the purchase of materials and resources to support instruction or professional development.

The first barrier must and will be addressed through the development of a school culture in which continued learning is considered an essential aspect of professional practice, and ample time is allotted each week for professional development activities. The second barrier will be addressed through additional staff hires using SIG funds. We will hire a counselor to identify students with low SBA scores, low HSGQE scores and a lack of credits for on-time graduation. We will hire graduation coaches to work specifically with these high-risk students. This will remove the burden of non-instructional duties from teachers who already work within a 100 to 1 student-teacher ratio. Finally, we will use SIG funds to support professional development facilitation or other professional development activities.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	Director of Distance Education and Assessments	May 2012	Ongoing

Describe the ways in which staff will receive financial incentives for achievement gains at this school.

Teachers will receive financial incentives for school achievement gains according to the following:

- Performance incentives based on multiple measures of strong performance.
- Implementation of workshops designed to increase parent teacher capacity.
- Increased professional growth as measured through evaluation and steps taken to meet individual professional goals.
- Data (MAPs, SBAs, HSGQE) to measure whether student growth in reading, writing and math has occurred and to what degree.
- Individual or school-wide performance incentives.
- Transparent and fair award system.

MAPs and SBA/HSGQE data will be used to determine staff eligibility for incentives. Growth would be determined based on MAPS national norms for growth within a one year time period. Performance indicators would be determined by MAPS and the SBA/HSGQE skill sets. Further, qualitative information collected will be used as well.

Teacher performance incentives are aligned to the vision of Raven School and the design of the evaluation system. A rubric, specifically designed to align with the unique expectations of teaching within a correspondence program, will be created that establishes research-proven indicators of effective teachers. Rubrics will focus on the sub-categories of student academic growth; teacher ability to provide opportunities to increase the capacity of parent-teacher instructional effectiveness; and increased professional growth. Using a rubric will offer an objective means to evaluate teacher effectiveness.

Teachers will be assessed using a five-point scale, where a scale of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator.

Teachers will be trained on the details of the rubric so they have a complete understanding of the standards for which they will be held accountable. Incentive assessments will take place twice annually, and teachers

will be provided with extensive feedback on their performance through scheduled post-conferences. Post-conferences will give teachers an opportunity to discuss and address areas in which they can improve. Teacher evaluators will be required to present evidence that supports their reasoning for assigning a specific score to the teacher as a way to increase relevancy and credibility.

Describe the ways in which staff will be provided opportunities for promotion and career growth.
Each staff member will receive tuition for one conference or training that can be applied towards recertification or salary step changes within the school district. These include professional development opportunities that provide credits that may lead to promotion or career growth. Further opportunities may include serving on district committees, being selected as a lead teacher for one of the Raven offices, or attendance at a national conference.

Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.
Due to the nature of correspondence education, our teachers are not restricted to working within the school calendar. Certified staff is required to work 190 days throughout the full year and can already tailor the structure of these days to fit their individual needs (with the exception of red-letter days that are mandatory for all staff). These flexible working conditions are one of the programs strengths that our teacher's value. This strength is seen as a recruitment and retention asset.

How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school?
The district administration team seeks to identify and recruit highly qualified staff. Because all of our Raven offices are on the road system or in a city, many teachers working at rural district sites are eager to be placed in the Raven program. This make recruiting qualified staff fairly easy because there is always a large pool from which to choose. We believe the following skills are essential for staff to make achievement gains within Raven School: 1) a willingness to make significant changes to the ways in which they guide instruction and provide educational support; 2) attention to all students' readiness, interests, learning needs/profiles; 3) decision-making based on student growth data; and 4) flexibility in working with a diverse set of parents and students. These skills will be incorporated into staff recruitment and selection criteria and used in the development of staff evaluations as a basis for teacher retention decisions. The district makes a concerted effort to hire teachers who are highly qualified for the position in which they are being interviewed and considered. This presents challenges as all of our hired teachers teach multiple grades and subjects. All teachers must be highly qualified in all of the core content areas they teach. As part of our retention efforts, the district provides ongoing support for all teachers working toward becoming highly qualified in an area they are not. Support provided to teachers includes study guides, and other resources needed to prepare for a Praxis II exam, as well as the reimbursement of exam fees, and travel costs associated with taking the exam. Additionally, professional development opportunities are offered as part of our teacher/principal retention efforts and to increase leadership development and capacity within the district.

What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?
Meeting the needs of quality teachers is important if we are to retain our highly effective teachers. Current retention strategies include targeted professional development; programs for Praxis examination preparation; reimbursements for costs associated with taking a Praxis exam such as travel, lodging, per diem and testing fees; and an established exit interview process for all teachers leaving the district to diagnose why they decided to leave. Increased opportunities for training in core subject areas are provided for teachers as they work toward becoming highly qualified in each core academic area they are teaching. Teachers not highly qualified in a core content area are put on a highly qualified teacher plan which is monitored quarterly. The Director of State and Federal Programs meets with these teachers quarterly to 1) discuss progress toward becoming highly qualified; 2) discuss additional support the teacher needs to reach their goal; and 3) discuss other opportunities to participate in professional development that is geared toward their highly qualified needs. Another strategy the district is considering is accelerating the

recruitment timeline to ensure our schools can hire the best possible teachers available.

The district will incorporate the recruitment and retention strategies of staff into operational procedures for Raven School. The district will create policies that allow teachers to advance as instructional leaders, master teachers, and PD facilitators while continuing to teach students for part of their workday or week. It will also develop a system-wide culture of collaboration and support for professional advancement that becomes a standard procedure within the educational system. Further, a system-wide culture of collaboration and support for professional advancement will be developed that becomes a standard procedure within the educational system.

What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

Although the district has a large pool of qualified candidates from which to draw for certified positions within Raven School, several barriers have been identified: 1) funding; and 2) teacher tenure. Funding barriers will be overcome with the use of SIG monies. The district will address teacher tenure challenges in a number of ways. Job descriptions for Raven School openings will clearly and specifically outline all required qualifications based on RCS needs, district needs and the new evaluation system. Many district-wide tenured teachers do not have home school or distance education experience nor do they have in-depth knowledge of curriculum, alignment and mapping. All tenured teachers applying for a position with Raven School will be interviewed; however, if they do not acquire the necessary skills set or do not meet specific qualifications, they will not be offered the position.

(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
☐	(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) 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.	Director of Distance Education and Assessments	July 2011	June 2012
Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly-adopted instructional program, how the district used data to identify the research-based program that was selected.			

In Raven School, parent-teachers and certified RCS teachers work together to design the instructional programs for the students enrolled. A student's individual learning plan (ILP) is develop by the RCS teacher in collaboration with the parent-teacher. The courses identified for study are then aligned to curriculum that best meets the needs of the student's ability and learning style. Individual learning plans and curriculum are aligned to the grade level expectations (GLEs). Upon initial approval, curriculums are aligned to the GLEs and reviewed to meet other program requirements. All program curricula undergo a review and approval process by the Regional School Board. GLEs are also embedded within the data base where ILPs are developed and progress reviews are completed. All students enrolled full time with RCS are required to take reading, writing and math each year unless they have met graduation requirements at the 12th grade level. For students who are dual enrolled, RCS works with the schedule provided by the other school to ensure academic needs are being met.

While parents are allowed to design an instructional program that fits their child's needs, they are required to use an approved curriculum that meets state standards and GLEs. Should a parent develop an instructional program using a curriculum that is not already approved by the district, they are required to fully justify the instructional program using the following questions as a guideline:

1. *What evidence exists that the program is effective?*
2. *Does the evidence involve measures of student impact, or is it limited to expert opinion?*
3. *Are student gains in learning modest in regard to costs in time, training, and materials?*
4. *Does the evidence include comparisons with other practical, but less costly, alternatives?*
5. *Is the evidence tied to an individual or has the program worked well with different teachers?*

While parents have chosen to educate their students within a homeschool setting, the certified teacher is still actively involved in monitoring progress and working with the parent-teacher to ensure success. The teachers work with the students through the parent-teacher, thus providing oversight and additional training and support, the certified teacher will have an impact on student achievement especially with the students who are identified as at risk. Teachers have initial impact when they review SBA/HSGQE scores and discuss these with the parent and address how those scores might guide or change the courses/curriculum on the Individual

Learning Plan for the year. When students are not proficient in one or more areas, the teachers discuss strategies and supplemental materials that can be used to address these areas of need. With the inclusion of MAPS benchmarks, additional data will be available at shorter intervals to monitor progress and adjust the learning plans as needed. In addition, parents will be provided additional training and be included during the Challenge Hours to be better prepared to work directly with their students in the targeted areas. Teachers will continue to review work samples during the quarterly progress reviews and work with parents as appropriate given the students progression through the curriculum.

Once a parent teacher has justified their reason for wanting to use a particular curriculum, and if the Raven teacher agrees that it aligns with State of Alaska GLEs, the request will go through a final process for approval. First, it is submitted to the Director of Curriculum & Instruction for review. Then it goes to the curriculum committee. Finally, it is submitted to the PAC and then our local school board for final approval. To provide academic support and instruction, RCS encourages parent-teachers to include courses on the ILP that are overseen by outside institutions such as Brigham Young University and North Dakota Center for Distance Education. High school students are also encouraged to take dual-credit courses with the University of Alaska through their campus based programs and extension offices.

The role of the parent-teacher is to work with the certified teacher to develop the ILP, select appropriate curriculum, implement the instruction of the curriculum and provide work samples/assessments to verify progress. Student work samples are required for each content area in which a student is enrolled. Work samples are submitted quarterly and reviewed by the certified RCS teacher. Student progress will be monitored by completion of coursework, submitting required paperwork, MAPs assessments, and participation in the SBA/HSGQE as appropriate.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.

<u>The district will ensure that each instructional program is vertically aligned</u> from one grade to the next by doing the following: 1) providing support (technical, expertise, and resources) for an alignment process that considers resources, context, and intended outcome; 2) maintaining capacity-building efforts for school staff and administration that help them work with parent-teachers to address instructional adjustments and needed resources; and 3) supporting capacity-building for parent-teachers to understand the importance of implementing an instructional program that is vertically aligned. Core curricula is aligned across grade levels, and include scope and sequence, core content curriculum maps, and pacing guidelines. Currently, the district's approved curricula are all vertically aligned. Instructional programs go through a semester approval process. If a parent-teacher wants to implement a new curriculum, they must work with their assigned RCS teacher to ensure the curriculum is aligned with GLEs and has a scope and sequence. Once the RCS advisory teacher has reviewed the curriculum, the request is submitted to the curriculum committee and School Improvement Director for review before finally being submitted to the board for approval.

Key Dates for Curriculum Alignment Checks:
> **October 31:** RCS teacher preliminary review of curriculum completed
> **Within 30 days of preliminary review**, Curriculum Committee and School Improvement Director review of program
> **Two weeks prior to next scheduled board meeting**, curriculum recommendations presented to the board secretary to be reviewed at the board meeting

Key Dates of Complete ILP Review for Alignment:
> **December 31:** First scheduled review
> **June 30:** Second scheduled review

In addition, the district will also review ILPs for alignment on an as-needed basis determined by presentation of new instructional programs by parent-teachers.

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

The district will ensure that the instructional program is aligned with the Alaska grade level expectations by doing the following: 1) providing support (technical, expertise, and resources) for an alignment process that considers resources, context, and intended outcome; 2) maintaining capacity-building efforts for school staff and administration to help them work with parents to address instructional adjustments and needed resources; 3) supporting capacity-building for parent-teachers to understand the importance of implementing an instructional program that is aligned with the Alaska GLEs; and 4) providing in-depth training for RCS teachers and parent-teachers on full use of Brightways. Alignment is verified upon the creation of the ILP, which occurs at the time of enrollment. Enrollment time varies because Raven School is required to have open enrollment throughout the year. Progress/Quarterly grade deadlines are October 31, January 31, March 31, and May 31 annually.

Key Dates for Reporting and ILP Alignment Checks:
> **October 31:** First quarter progress reports due
> **January 31:** Second quarter progress reports due
> **March 31:** Third quarter progress reports due
> **May 31:** Fourth quarter progress reports due

Key Dates of Complete ILP Review for Alignment:
> **December 31:** First scheduled review
> **June 30:** Second scheduled review

In addition, the district will also review ILPs for alignment on an as-needed basis determined by presentation of new instructional programs by parent-teachers.

What capacity does the district have to identify and implement an aligned research-based instructional program?

The district has extensive experience in identifying and implementing research-based instructional programs.

The district has the capacity to implement an aligned research-based instructional program based on two factors: 1) use of Brightways data management system; and 2) current infrastructure of support and resources.

Brightways manages student and family demographic information, ILP course design and materials, student progress including course grades and transcripts, program communications and custom reports. Brightways includes dynamic parent, teacher and administrative portals, with online access to current data and planning tools. Additionally, this system provides the ability to select, schedule and monitor progress toward mastery of Alaska Grade Level Expectations and Content Standards.

Brightways provides standards-based Individual Learning Plans which delineate course by course materials used, assessment formats, and supplemental materials and activities to accomplish the course goals. The course goals in the core subject areas include integrated Alaska standards (GLE and Content) for each grade level and subject area. The integrated standards can be selected in whole or in part and across subject and grade levels for each individualized course. Easy curriculum mapping tools organize standards-based coverage throughout the year and track student progress toward mastery of each standard added to the course. These tools help both the certified advisory teacher and the parent-teacher plan, monitor and adjust teaching and learning to best cover the standards throughout the school year.

The standards-driven learning plans are supported by progress/grade reports, and include skill-tracking for performance courses such as keyboarding, music, art and PE. Evaluation of student work is additionally supported by uploaded work samples which are stored within Brightways.

The district has extensive experience working with curriculum providers and parents to ensure that all approved instructional programs are aligned with state standards and GLEs and are based on research. We will employ that experience in our work with parents and teachers as they implement instructional programs for their students.

Currently, the district implements PEAK professional development and uses this experience to inform further efforts. Through PEAK professional development, curriculum activities support Alaska grade level expectations by implementing a standards-based practice approach district-wide. For example, teachers are learning how to: 1) identify (through practice and repetition) standards they to address; 2) identify the prerequisite knowledge and skills students need before new the standard is taught; and 3) unpack the standards to determine what students need to understand and achieve to meet a specific Alaska GLE. Teachers are also learning how to design assessments to determine if students have developed the particular skills and knowledge they need. The table below show what this looks like:

Process of Planning for Improved Instruction

Traditional Practice	PEAK Practice (Standards-Based)
1) Select a topic to teach from the curriculum.	1) Select standards from among those students need to know at a specific grade level.
2) Design instructional lessons or activities.	2) Design an assessment through which students will have an opportunity to demonstrate their mastery of the standards.
3) Design and give an assessment.	3) Decide what learning opportunities students will need to master the standards.
4) Assign a grade or give feedback.	4) Plan instruction to assure that each student has adequate opportunities to learn.
5) Move on to new subject matter.	5) Use data from the assessment to provide feedback, re-teach, or move on to next level.

What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?

The following barriers have been identified to implementing an aligned, research-based instructional program: 1) lack of in-depth training for parent-teachers on how to make full use of the Brightways data system; 2) limited use of parent liaisons; and 3) lack of parent-teacher awareness of the significance in using an aligned, research-supported instructional program.

To address the identified barriers, the following mechanisms will be implemented: 1) increase parent-teacher training opportunities to include education on use of aligned curriculum, curriculum mapping, and use of Brightways curriculum tools; and 2) utilize parent liaisons to help communicate training opportunities to families.

Parent-teachers know and understand that curricula need to meet state standards and GLEs, and that it must be approved by their Raven teacher. They are also aware that all students must participate in state assessments. However, without providing proper training, parent-teachers do not fully utilize the many resources that are available to them.

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, Director of Distance Ed and Assessment	August 2011	June 2012

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.

District administrators participate in collaborative meetings which include review and analysis of student assessment data (MAPs, SBAs/HSGQE). Students are identified and provided additional targeted remediation based these assessment data reviews. Through developed partnerships, district administrators are provided with ongoing training of how to use data to determine specific needs of students. Currently, Raven students are provided the opportunity to participate in formative assessments using DORA/DOMA, ALEKs, Study Island and OdysseyWare. With the implementation of the Transformation Model, all students would be assessed using the MAPs assessments. MAPs testing will be optional for students in grades 3 – 12 who have tested at proficient levels on the SBA/HSGQE in reading, writing, and mathematics. MAPS testing will be required for all 3rd – 10th grade students who have not demonstrated proficiency in reading, writing, and mathematics on the SBAs, and for 11th and 12th grade students who are not proficient as measured by the HSGQE. All students in K – 2nd grade will participate in the MAPS assessment. Students will be tested during the benchmark windows as one of the required monthly contacts, thus having little impact on current practices. MAPs assessments will be conducted at each of the five Raven offices. The majority of Raven students have access to a Raven office but for those students living in remote areas, a cooperative agreement will be made with the local community school to conduct the assessment. Raven School already works collaboratively with rural community schools in order for RCS students to participate in required benchmark assessments. Raven staff will continue working with local communities to ensure the needs of Raven students are met.

All student data will be tracked within the program's data base BrightWays. The BrightWays system is being updated to include these new components within the testing fields. Students are required to submit quarterly work samples October 31, January 31, March 31 and May 31. For students who have enrolled

late, all work is submitted no later than the end of the academic year ending June 30th.

Submission of student work will continue to be taken into consideration when determining student progress. When students fail to submit adequate work samples and/or demonstrate adequate progress, they are given opportunities to re-submit. With continued failure to show progress, RCS has a non-compliance policy that is followed which includes additional oversight and placing the student on a probation period focusing on academics.

When student samples and progress reports are not submitted in a timely manner, RCS teachers make concerted efforts to work with the family to become compliant. Often times special circumstances arise which requires the RCS teacher to come up with individualized plans to meet the requirements; parent-teachers are offered additional training in completing the reports and submitting the work samples; the on-line data base has been improved to allow parent-teachers to submit all required paperwork on-line or through a face to face office visit. If non-compliance is still an issue after additional support has been provided, families are put on probation per our non-compliance guidelines. Probation can include additional reporting periods between the required quarterly progress dates and scheduled monthly visits to the office. Ultimately, families are subject to more strict oversight of expenditures and eventually RCS teachers work to transition families/students into a more appropriate school placement.

Because direct instruction is provided by parent-teachers, the primary method of informing and differentiating instruction in Raven School is through the development of ILPs and IRPs. Student data (MAPs, SBAs/HSGQE) is used to inform the development of all ILPs and IRPs. All students have ILPs based on their curricula, GLEs and assessment data. The district will promote the continuous use of student data to inform and differentiate instruction by monitoring the variation in content focus, the content of ILPs and IRPs, and the degree to which staff support is provided to parent-teachers and students.

The principal will work with the district assessment director and data specialist to examine linkages between MAPs, SBA/HSGQE and other assessment data and a student's ILP/IRP. As a result of being in corrective action, the district has made a significant shift in using data to inform teaching and learning. It has become a priority of the district to ensure that teachers know how to create and use assessments effectively, to read and interpret data, and then adjust instruction as appropriate. District administrators promote the regular use of student assessment data to improve instruction and make learning a priority. Teachers are actively encouraged and supported in their efforts to understand the importance of relating valid student assessment information to instructional practice.

The principal, with assistance from the graduation coaches will support RCS staff by showing them how to examine and use standardized assessment data to determine what students are learning, and where their gaps in understanding (mastery) lie. The coaches will also provide ongoing support and mentoring of RCS staff in their basic understanding of statistics for organizing information, performing analyses, and displaying data (combining information gathered through triangulation, and drawing statistical conclusions) through regular meetings.

Once student data has been disaggregated and at-risk students identified, RCS teachers will work in collaboration with parent-teachers to develop individual remediation plans for those students. All non-proficient students will be identified for additional intervention and will be placed on an IRP. Instead of just asking ourselves "Has this student learned?", we are taking it to the next level through the development of the IRP to determine "How do we fill in the gaps for what this student doesn't understand, or hasn't yet mastered?" The IRP outlines the specific areas in which the identified student needs additional remediation and provides strategies for specific, targeted instruction. The IRP will be detailed to include the additional time suggested to work on intervention strategies and supplemental resources. These students will be required to participate in a pre-determined amount of 'extended learning time activities' each quarter through Challenge Hour, tutoring sessions and remediation sessions. The parent-teachers of these students will be invited and encouraged to attend Challenge Hour structured workshops that will specifically address implementation of instruction per the curriculum. Beginning with the 2011-2012 school year, these students will also be given the MAPS assessments four times a year with progress toward annual measures

which are norm referenced.

Student ILPs and IRPs should incorporate assessment data and should be reflective of collaboration between school staff and parents. The principal will work with teachers, graduation coaches and counselors to use this data as the basis for interventions with students who are exhibiting low proficiencies in Alaska standards or who are at-risk for not graduating based on credits and age. Graduation coaches will focus exclusively on those students who have low proficiencies and will work with parent-teachers to increase proficiency levels and student motivation. Teachers and parent-teachers will develop ILPs for all students using assessment data as a primary factor, and counselors will work on identifying at-risk youth.

August - September2011: The principal will work with the district data specialist to pull student SBA and HSGQE data from the database and integrate ILP and IRP (if applicable) information into the database.

October 2011: The principal will share this information with teachers, graduation coaches and counselors.

November 2011-June 2012: Teachers will use on-going assessment data as basis for ILPs and IRPs.

November 2011- June 2012: Counselors will identify at-risk students through database.

December 2011- June 2012: Graduation coaches will contact at-risk students and parents to support graduation or student success goals based on assessment deficiencies.

Specific assessments that have and will continue to be used are: SBAs and HSGQEs. MAPs assessments will be added during the 2011-2012 school year. We will also look at student progress as submitted in quarterly progress reports. Should a student fail to show progress within two quarters, the teacher and parent-teacher will develop an IRP in which instructional strategies will be developed to address the identified targeted areas of remediation. The IRP will include intermittent goals for improved student learning and an action plan to assess how/when the goals are met, and the effectiveness to date of the IRP so that adjustments and/or refinements can be applied. IRP goals will include academic assessment proficiencies as well as goals to ensure the student is on track to graduate on time.

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

As a result of the YKSD's corrective action status, the district has made a significant shift toward using data to inform teaching and learning. The district database specialist is provided time to develop the database and tools for assessment of student progress. Further, the district administrative data team supports a data culture by making regular use of student assessment data to improve instruction and make learning a priority, and they actively encourage and support teachers in their efforts to understand the importance of relating valid student assessment information to instructional practice.

Further, the YKSD district administration and school improvement team works in close collaboration with each school to develop data teams. Due to the small size of some of our school sites, all staff is part of the data team for the school. During collaborative meetings, principals and school staff compile an inventory of data from various sources (SBAs, HSGQE, and MAPs), manage the information, discuss assessment results and other student data, and determine how to use the data to inform instruction, decision-making, and school improvement.

A solid foundation for collaborative work has been cultivated. District administration employs the following strategies: 1) work with each school to build a culture in which student information is considered essential to improving student results; 2) conduct annual in-depth reviews of student assessment data (SBAs, MAPs, HSGQE) with all school principals at the beginning of each school year; 3) provide each school with a 'road map' on how to interpret data and use it to inform the teaching and learning process; 4) conduct quarterly collaborative meetings to review data results with individual school sites and discuss strategies that can be implemented for improvement; and 5) travel to school sites to participate in community/parent meetings to discuss data results, explain the meaning of the results, answer questions, and collaboratively create a plan for improvement.

Additionally, in order to build assessment literacy among school staff, the district has the following strategies in place:
- Emphasize with staff the importance of using data to inform instructional improvements;
- Provide ongoing professional development for school staff that is specifically designed to enhance

teachers' data analysis and assessment skills as well as their ability to use technology to interface with the district and state's data systems; it also helps them to create a working knowledge of assessment concepts;

- Use the district-wide assessment coach (in collaboration with an assigned state coach) to provide on-site, ongoing support for school staff to collect, understand and use data to improve classroom instruction; and,
- Support/mentor school staff in their basic understanding of statistics for organizing information, performing analysis, and displaying data (combining information gathered through triangulation, and drawing statistical conclusions) through regular weekly meetings (Breakfast Club for Principals, Tech Tuesday, & Wednesday Collaboration Time).

What barriers exist to using student data to inform and differentiate instruction?
Anticipated barriers to using student data to inform and differentiate instruction are 1) parent-teacher resistance due to lack of full understanding; 2) lack of RCS staff time; and 3) inability to develop effective database tool to link student assessment data to ILPs and IRPs.
The first barrier will be addressed through ongoing education and collaboration with parent-teachers to help them realize the importance of using assessment data to inform instruction, and to build their assessment literacy. The second barrier will be addressed through additional staff hires using SIG funds. We will hire a counselor to identify students with low SBA scores, low HSGQE scores and a lack of credits for on-time graduation, and we will hire graduation coaches to work specifically with the identified high-risk students. The third barrier will be addressed with contractual help should the data specialist need additional support to develop adequate database tools.

(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	
☒	(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.	
	Strategy	**Key Timeline**
	Counselor reviews files of students with low proficiencies and/or risk factors for graduation and examines linkages between ILP, IRP (if applicable) and assessment data.	Reviews occur quarterly
	Teacher reviews ILP with parents and student and ensures that student growth data is represented in educational goals and is incorporated into instruction.	Reviews occur quarterly
☐	(B) Implementing a school-wide response to instruction/intervention (RTI) model.	
☐	(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.	
☒	(D) Using and integrating technology-based supports and interventions as part of the instructional process.	
	Strategy	**Key Timeline**

	Based on teacher reviews of ILP, parents and students are referred to appropriate technology-based educational support, such as Study Island or MAPs.	• Reviews occur quarterly • Technology-based supports integrated into ILPs and IRPs on an ongoing basis

☒	(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.

	Strategy	**Key Timeline**
	Counselor uses database to identify at-risk students and works with teachers, graduation coaches and families to increase support for student.	• Begin in November 2011 • Repeat annually in spring after assessment testing • Review annually in Fall

While brick and mortar high school teachers often carry caseloads of 130 students, correspondence teachers face additional challenges that make their caseload more burdensome and time consuming: 1) student ages range from 5 to 18, requiring a strong knowledge of the entire spectrum of K-12 curricula; 2) whereas teachers in traditional classrooms instruct students in one location for the entire school year, scheduling meetings with correspondence school families requires much more flexibility in time and often location; and 3) home school families do not maintain a rigid adherence to the school calendar and often submit much of their work toward the end of the school year, resulting in a large amount of work to be completed in a short period of time. To address these time constraints, we will hire a counselor and two graduation coaches (see below).

A school counselor (hired with SIG funds) will work with the Brightways database specialist to develop an early identification mechanism to identify high school students with an age and credit imbalance that might indicate failure to graduate on time. This school counselor will also provide all students: 1) academic workshops; 2) individual academic counseling; and 3) post-secondary planning workshops for juniors/seniors and their families. <u>These activities will be established and ongoing by December 2011</u>.

Certified graduation coaches (also hired with SIG funds) will work with each identified high risk student (determined by SBA, HSGQE scores and/or age and credit balance) to 1) facilitate transitional opportunities to support student success (i.e. freshman academy, senior seminar, etc.); 2) increase community collaborations regarding factors that affect high-risk determinants and how to ameliorate these factors; 3) increase identification of potential at-risk behaviors; and 4) increase student protective factors in order to decrease risk factors. <u>These activities will be established and ongoing by February 2012</u>.

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

    (i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	**Target Date for Completion**
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).	Principal	August 2011	June 2014
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.

Raven School is a correspondence school, and although there are hour requirements to meet for each subject per week, parents are responsible for the amount of learning time spent by each student in each school day, week, month or year. The hour requirements for each subject per week that the district uses for its brick and mortar school schedule is also used as a baseline for RCS. However, our days and hours are arranged to meet the needs of the student over a 12-month period rather than the traditional 180 day calendar. As part of the quarterly review process, parent-teachers report how much time is spent per subject and work in close collaboration with the RCS certified teacher to adjust as needed to ensure requirements are met. RCS operates year-round with our academic year starting as early as July 1 and ending June 30 each year.

Certified RCS teachers work with the parent-teachers to align the number of lessons completed with what is expected to be accomplished by the quarterly reporting period. All work submissions are reviewed to ensure adequate work is being completed. Challenge hour activities will be made available to all Raven students. Challenge hour activities will be optional for students who have demonstrated proficiency in all core content areas. Raven students in grades 3 – 12 who have not demonstrated proficiency in core content areas will be required to participate in a determined amount of extended learning time each quarter. Challenge hour activities will be provided for those students identified as needing additional remediation to meet proficiency targets. For students who are unable to attend a Challenge Hour activity at one of the Raven offices, or students who desire another option, Challenge Hour can be set up to deliver via our distance delivery model over the internet. This would allow students to have quality instructional time from their homes or another remote location. Challenge Hour activities will be based on the needs of individual students as determined by the MAPS benchmarks. Challenge Hour will be scheduled to allow opportunity for all students to attend. Students will be encouraged to sign up for scheduled activities to ensure adequate staff and/or space is provided.

Graduation coaches will be responsible for working with all students (and their parent-teacher) who have been placed on a IRP to track the amount of time the student spends participating in extended learning activities. This will ensure that the student is taking advantage of the many extended learning opportunities that will be offered and has met the required minimum amount of participation time in extended learning activities each quarter.

Students within RCS are provided an allotment to purchase curriculum, supplies and services aligned to the ILP. Students in grades 11 and 12 who are identified as at risk for meeting graduation requirements would be given additional funds to provide targeted instruction by a certified tutor or tutoring service.

Targeted students would initially be identified by having not passed one or more of the sections of the HSGQE and/or having insufficient credits to graduate with their cohort. Financial incentives include the additional funds for tutoring and the additional supports available at each office to meet their identified needs. The use of the IRP (Individual Remediation Plan) would be used to monitor along with the MAPS benchmarks and graduation audits. Additional students would be targeted at the 3rd and 8th grade levels in the same manner to provide early interventions.

In order to provide increased learning time after hours, RCS sites, <u>beginning in January 2012</u>, will develop and implement 'Challenge Hour' to be hosted for one hour each week at each school site. Challenge Hour activities will begin the week of January 9, 2012 and will be offered through the end of June for a total of 23 weeks during Year 1 of the project. Challenge Hour will not be offered during the district's scheduled in-service in January or during testing week in April. During the 2nd and 3rd year of the project, Challenge Hour activities will run from July 1 – June 30th and will be conducted for approximately 45 weeks.

Challenge Hour will provide enrichment activities, individual assistance and tutoring, and leadership skills development to: 1) increase student academic success; 2) change student attitudes toward school; and 3) increase student motivation for staying in school and to graduate. Challenge Hours will be offered for the whole school year in 2012-2013 and 2013-2014.

Challenge Hour will be specifically designed to challenge students to meet their core academic requirements, and help them succeed by providing individualized assistance with homework help, tutoring, or credit recovery. This method offers personalized attention, focuses on students' learning styles, and provides an encouraging

learning environment. Full marketing of Challenge Hour will begin in November 2011.

Although we intend to increase student learning time by implementing a Challenge Hour activity at each school site weekly, only students who take advantage of this program will actually receive increased learning time through this option. Raven has a system in place to ensure that each student meets the required hours for their core subjects, and this will be reported as the baseline for the length of the school year for 2010-2011. During the term of the grant, this baseline will be increased by the number of Challenge Hours offered to all students. Students who are not proficient will be receiving additional increased learning time through extra tutoring and remediation sessions outlined in their Individual Remediation Plan (see description of IRP in Section 2B on using student data to improve instruction), but this will not be reported as increased learning time for the whole school as it is only for selected students.

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.

After-hours learning communities (Challenge Hour) will be led by teachers who will develop the activities based on student needs as evidenced by MAPs assessment data and/or student interest. 40% of learning sessions will focus on core subjects – reading, writing, math and science – and may simply be a formal study hall with tutoring; 25% will focus on other subjects and enrichment activities; 20% will focus on collaboration with parents in linking student growth data to instruction; and 15% will provide time for teachers to collaborate, plan and engage in professional development.

After-hours learning communities (Challenge Hour) will be led by a teacher within each community who will receive after-hours pay for teaching. When a teacher is unavailable within a specific community, videoconferencing may be used for parents and students interested in participating in learning activities.

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.

Fifteen percent of after-hours learning communities will include time for RCS teachers and parent-teachers to collaborate, plan and engage in professional development.   These hours will be in addition to the professional development described previously; however, topics will be developed from the wish list provided by teachers at the beginning of the year that are appropriate and realistic. Methods will most likely involve collaborative learning and may tie into ongoing, team-based professional development ongoing throughout the year.

What capacity does the district have to establish schedules and strategies that provide increased learning time?

The district has the capacity and ability to add after-hours learning communities (Challenge Hour) to Raven School offerings. An agreement will be developed with teachers to provide staffing and will compensate teachers for their work conducted after-hours.

What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

Barriers to implementing after-hours learning communities are: 1) lack of awareness among parent-teachers and/or students; 2) parent-teacher and student resistance to participation; and 3) no RCS teachers available to conduct Challenge Hour activities beyond school day hours.

We will address a *lack of awareness* by implementing a marketing plan for advertising Challenge Hour activities and maintaining an after-hours learning community calendar with subjects and events posted on the Raven School website. A calendar will also be included in each Raven School Newsletter, and teachers, graduation coaches and counselors will remind parent-teachers and students of the upcoming learning activities with each contact that is made. Parent Liaisons will work with parent-teachers and students to get them signed up for these opportunities so that appropriate planning can occur. We will provide financial incentives for targeted students to receive weekly tutoring to address *resistance to participation*. We will attempt to pre-empt any *lack of teachers* by developing an after-hours learning schedule with the full participation of teaching staff so that staff are committed well in advance. And we will use videoconferencing as necessary to ensure that if staff in one community is unable to lead an after-

hours learning activity, parents and students in that community can still participate.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.	Principal	August 2011	Ongoing

Describe how the district will provide ongoing mechanisms for family and community engagement.
Family and community engagement will be promoted through the following ways: 1) families and community members will be invited to participate in all after-hours learning community activities; 2) family and community forums will be held monthly at each school site; 3) current and relevant family and community news, achievements and announcements will be posted on the Raven School website and emailed out to families; and 4) childcare will be provided at family and community forums at each school site. Further, our current parent liaisons will work with the principal to develop transportation partnerships with local community organizations. Possible partnerships could include free or reduced-cost bus passes, or development of a car-pool transportation system among current RCS families.

What capacity does the district have to provide ongoing mechanisms for family and community engagement?
The district has the capacity to implement the mechanisms for family and community engagement as described above. Our website is currently operational and can easily be updated to reflect news and information for families. Emails can be sent out by our family liaisons making families aware of planned activities and encouraging them to participate. The district will develop an agreement with teachers to provide staffing and will pay teachers after-hours pay. We will also provide funding for childcare providers to watch young children so that parents can participate at each site.
Building a positive school climate that reaches out to children and their parents and encourages family and community engagement plays a key role in caring for students and families. Research suggests that the school, family and community are the three major contexts in which students live and grow (Saunders and Epstein, 2000). These three contexts working together are of particular importance as they directly affect the learning and development of youth. Therefore, it is vital that RCS develop and maintain relationships with families and communities that focus on strengthening and increasing positive experiences and personal qualities that youth and families need to be healthy, caring and responsible.
The following strategies reflect the district's current efforts to encourage family and community engagement in school activities:
Skills Development – Parent teachers are provided with additional opportunities for learning activities designed to develop resiliency and protective factors and tools to improve relationships.
School Climate – Parents/families are welcomed at schools (and Raven offices); parents/families feel valued and comfortable providing feedback and offering their suggestions; and schools (and Raven offices) are viewed as family-friendly.
Leadership and Support – School structures allow parent/families a voice in the decision-making process; school provides resources for supporting family engagement; school administrators stress the importance of family engagement; and parent liaisons are designated for family engagement.

What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?
Barriers to community and family engagement are: 1) lack of awareness among parents and/or community members; 2) lack of childcare; and 3) lack of transportation to the activity. We will address the lack of awareness by ensuring that community events are routinely posted on the Raven School website. We will

also increase awareness through utilizing tools already in place such as our Raven newsletter, emails sent to families and through individualized contacts. Teachers, graduation coaches and counselors will remind parents of family and community forums, and we will use local media to alert community members. Moreover, we will address the lack of childcare by providing childcare at all family and community events. RCS will address the challenge of providing transportation to school conducted activities by drawing on the abilities of current parent liaisons, in collaboration with the principal, to develop partnerships with the local transportation system for free/reduced cost city bus passes or to design a carpool plan that would help address this challenge.

(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
☐	(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) 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.
☐	(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.	Director of Distance Education and Assessments	May 2011	August 2011

What different operational flexibility will the school have in relation to staffing?
Under the implementation of the SIG, Raven School will be able to hire staff to provide targeted educational support based on student growth data to students who are at-risk for failing to graduate on time, who have failed to show progress on two quarterly progress reports, and who have low proficiencies on standardized assessments.
First and foremost, Raven School will hire a principal who has the specific skills and experience necessary to lead the school through the transformation model. We will also hire one counselor to identify high-risk students, provide additional support to parents and students, and conduct reviews of student files. Finally, we will hire two graduation coaches to provide support to RCS teachers, parent-teachers and at-risk students. They will not only work with high school students to achieve proficiency on the HSGQE, but they will also assist with students who have not met proficiencies on SBAs.

What different operational flexibility will the school have in relation to school calendars and instructional time?

Under the implementation of the SIG, Raven School will have the capacity to increase instructional time through after-hours learning communities (Challenge Hour) as well as tutoring and homework help time so that students who are in need of additional educational support can easily receive it.

What different operational flexibility will the school have in relation to budgets?
Raven School will have the ability to use funds as best meets the needs of its high-risk students who are failing to graduate or demonstrate proficient levels on state benchmarks. Currently, funding is limited and restricts the level of support and educational guidance that parents and students can receive. SIG funding will increase budgetary flexibility and allow us to pursue and implement the necessary strategies to improve our graduation rates through job-embedded professional development, additional staffing, money for supportive services, and teacher incentives.

What capacity does the district have to grant operational flexibility to the school?
The district can provide Raven School with the operational flexibility it requires in order to fully implement the transformation model.   It can also provide ongoing district office support and limited funding to increase student achievement and graduation rates.

What barriers exist to granting operational flexibility to the school and how will those be overcome?
We cannot find any barriers for the district in granting operational flexibility to Raven school.

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

Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.
The Director of Distance Education and Assessments will develop a detailed plan describing the ongoing, intensive technical assistance and supports that Raven School will need in implementing the transformation model. Based on this plan, the district will provide the following technical assistance and support:

Entity providing support	Key elements of support	Key personnel	Key timelines
YSKD administration and school board	Provide unified vision for school improvement	School board; Superintendent	July 2011
YKSD administration	Help school set student achievement targets	Director of Distance Education and Assessment, Superintendent	September 2011
YKSD administration	Technology, training, and support for integrated data collection, reporting, and analysis systems.	Technology Director; Director of Distance Education and Assessment	January 2012
YKSD administration	Recruit, train, support and place personnel to	Director of Distance Education and	May 2011 – June 2014

	competently address the problems of schools in need of improvement	Assessment; Superintendent	
YKSD administration and school board	Reallocate resources to support school, staff, and instructional improvement	School board; Superintendent	Annually in June

YKSD administration	Contract with external service providers for key services	Director of Distance Education and Assessment	Annually in August
YKSD administration	Work with the school to provide early and intensive intervention for students not making progress	Technology Director; Director of State and Federal Programs; Director of Distance Education and Assessment	Quarterly throughout SIG implementation

What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?
The district will be able to ensure that Raven School receives ongoing, technical assistance through strong communication and collaboration with key partners in this school improvement project. The district will designate the Director of Distance Education and Assessment as the contact person for the school, and she will maintain close communication with the school; the district and school decision makers will meet at least twice a month to discuss the school's progress; district policies and procedures will clarify the scope of site-based decision making granted to the school and will be summarized in a letter of understanding; the district will provide the technology, training, and support to facilitate the school's data management needs; professional development will be built into the school schedule by the district, but the school will be allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs; staff development will be built into the schedule for support staff as well as RCS advisory teachers and other district classroom teachers; and the school's Leadership Team will regularly review school performance data and aggregated classroom observation data, and use it to make decisions about school improvement and professional development needs. Currently, each RCS office offers monthly activities to involve students and/or parent teachers in academic enrichment and community building efforts. RCS monthly newsletter, Raven's Call, highlights past activities and serves to notify students/parents of upcoming events and opportunities. RCS website has been updated to include program-wide postings and calendars for each local area. The website also includes specific links to the Counselor's Corner, tutoring opportunities, on-line resources and RCS data-base. Parent's are given the opportunity to provide feedback and input via online and paper-based surveys. The Parent Advisory Committee at each local area office is also an opportunity for parents/students to be involved. Each office has a parent liaison to assist in contacting families when appropriate and to help in the planning of activities based on local needs and interests.

What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?
The following barriers exist to the district's ability to ensure that the school receives ongoing, intensive technical assistance and related support: 1) lack of support among community members, staff or school board members; 2) lack of resources to implement the school improvement project; and 3) staff doubt about the effectiveness of the school improvement project.
We will address these barriers in the following ways: 1) we will engage the support of community members, parents and staff or school board members through active communication with these groups and

> by including them on leadership teams; 2) we will ensure that our school improvement plan reflects the resources available to assure its success; and 3) we will base all project activities on research-based, field-proven programs, practices, and models, and we will communicate this to all school staff.

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

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

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

Pre-Implementation Activities

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

☐	Family and Community Engagement:	
☐	Rigorous Review of External Providers:	
☒	**Staffing:**	
	Activity	**Key Timelines**
	Post principal job opening internally, review applications, interview qualified candidates	May 2011
	Post principal job opening externally, review applications, interview qualified candidates	June 2011
	Hire Principal	July 2011
☐	Instructional Programs:	
☒	**Professional Development and Support:**	
	Activity	**Key Timelines**
	Develop initial professional development for August 2011	June-July 2011
☒	**Preparation for Accountability Measures:**	
	Activity	**Key Timelines**
	Research and develop an evaluation tool for principal that acknowledges the specific challenges of correspondence education and uses student growth data as a primary	May 2011-June 2011

	indicator.	

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

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	$4,078,245	$4,224,033	$4,350,000	$4,500,000
Local Funds	$1,234,389	$1,455,678	$1,600,000	$1,800,000
SIG 1003(g) Funds		$499,754	$499,930	$499,620
Title I, Part A: Improving Basic Programs				
Title II, Part A: Teacher and Principal Training and Recruiting Fund		$5,000	$5,000	$5,000
Title II, Part D: Enhancing Education Through Technology		$500	$500	$500
Carl Perkins	$500	$500	$500	$500
Other: Impact Aid	$1,081,888	$1,181,165	$1,200,000	$1,300,000
Other: Federal Direct Grants	$50,000	$50,000	$50,000	$50,000

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
Impact Aid	Approximately 10% of Raven School's general funds come from Impact Aid funding. These monies will be used to provide supplementary fiscal support for the principal, counselors, teachers and graduation coaches, as well as to provide additional resources for the students and parent-teachers.
Local Funds	Local funds are generated by e-rate funding reimbursement for Internet and telephone service.
Federal Direct Grants	The Voluntary Public School Choice grant currently provides funds used to support Raven School's software and database needs, including Brightways. The software purchased through these funds aligns with and enhances the intervention proposed, because it gives parent-teachers and RCS teachers the means to track, analyze and respond to student performance data.

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.

Funding:

The ultimate goal of Raven School's Transformation Model process is to increase the resources available to RCS students, parent-teachers, and advisory teachers to ensure that the needs of every student enrolled are met regardless of the student's educational history and home situation. During the planning phase of our proposal, careful attention has been paid to issues concerning sustainability of the operational elements of the model. Strategies selected are designed to produce a program that would be able to sustain implementation of program innovations and student academic achievement success beyond the SIG funding period.

Grant-funded staff will be available for the three years of SIG funding to help with the start up and establishment of our Transformation Model program. New staff will support and help build, implement, evaluate and revise strategies of the Model. An infrastructure will be developed and student achievement baselines and success data established. Once the SIG funding ends, ongoing maintenance of these structures can be accomplished with fewer staff hours if additional funding is unable to be obtained.

However, we do anticipate that as the Transformation Model evolves and improves the school's practices and policies, the school will become more desirable to parents and students considering correspondence education, and our enrollment numbers will increase. Because funding per ADM is determined by the number of students enrolled in the district, increased enrollment of approximately 50 additional students will result in enough funding to sustain the staff hired with grant funds after SIG funding has ceased. Currently, our Juneau RCS office has a lead teacher who is enrolled in the educational leadership program and is working toward earning a Type B certification. This teacher would work closely with the hired principal to learn how to best support RCS staff and parents and to provide leadership. This teacher would be given more leadership responsibilities throughout the grant's duration and thereafter. RCS will continue to pursue additional funding through federal, state and local grants. This funding will allow RCS to build an infrastructure that is currently lacking. Once the infrastructure is in place, program components will continue long after the funding period.

Hiring Practices:

Through SIG funds, hiring practices and policies will be developed to ensure quality educators are hired to support parent-teachers, students and staff. These practices will cost nothing to sustain, and will therefore remain an integral part of Raven School's system after the funding period ends.

Supporting Professional Development:
One of the most important sustainability strategies developed during the planning of the Transformation Model is to place the financial and increased teacher time resources behind sustained, job-embedded professional development that will increase individual and collective teacher professional practice, and serve to support system process reform. Additional staff supported through SIG funds have been added to help build skills among RCS teachers and parent-teachers, and to support deep integration of new instructional and system approaches into the intellectual and cultural infrastructure of the school.

The YKSD currently sustains partnerships with a variety of organizations that provide professional development to educators and staff at little-to-no cost to the district. While the district may not be able to sustain the quantity of trainings and events the SIG funds will provide (although we will work to do so), it will maintain the partnerships it currently has and will actively seek new partnerships to continue to offer quality PD to its educators.

Changes made in Policies and Practices:
By the time the SIG funding ends, Raven School will have already developed and demonstrated the effectiveness of the changes made to its policies and practices through the SIG funds. While monetary incentives/support may be needed to jump-start our new system, we anticipate that the culture that values and demands academic excellence for all students developed through this process will be an essential facet of Raven School's culture when SIG funding ends, and it will require no funds to sustain it.

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET
(A narrative justification must accompany EACH request for a budget revision)

District: Yukon-Koyukuk   **School: Raven Correspondence**

Grant Title: SIG 1003(g)   **Revision Number: Year 1: 2011-2012**   **School ID: 528010**

COA	Account Title	Budget Amount TOTAL	Narrative Description
	REQUIRED		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	$245,536.00	**Principal:** We will use SIG funds to hire 1 FTE principal to lead Raven School through the transformation process. The base salary for this position is $90,569 for a total cost to this grant of $90,569. **Graduation Coaches:** We will use SIG funds to hire 2.0 FTE graduation coaches. This position will work with high risk students to increase graduation rates. The base salary for this position is $43,889 for a total cost to this grant of $87,778 (2.0 FTE x $43,889). **Counselor:** We will use SIG funds to hrie a counselor to help identify at-risk students and provide counseling and support to at-risk students. The base salary for this position is $51,589. The total cost to this grant is $51,589 (1.0 FTE x $51,589). **After-Hours Pay:** We will pay staff for after-hours activities provided to increase instruction time and community and family engagement. We estimate that staff will spend 2 hours per week in 5 sites for 52 weeks at a cost of $30 per hour. Total cost to this grant is $15,600 (2 hours x 5 sites x 52 weeks x $30).
320	NON-CERTIFICATED SALARIES	$5,346.00	We will hire childcare providers to warch young children during after-hours family engagement activities. We estimate that childcare providers will work 2 hours per week in five sites for 52 weeks at a cost of $10.28 per hour. The total cost to this grant for childcare is $5,346 (2 hours x 5 sites x 52 weeks x $10.28).
360	EMPLOYEE BENEFITS	$106,067.00	Employee benefits are 43.01% of base salary. Benefits will be applied to both certificated and non-certificated salaries for a total cost to this grant of $106,067 ($250,882 x 43.01%).
390	TRANSPORTATION COSTS		No transportation costs are requested from this grant.
410	PROFESSIONAL & TECHNICAL		No professional or technical costs are requested from this grant.
420	STAFF TRAVEL	$77,606.00	Principal, graduation coach and counselor travel: We are requesting travel costs for principal, graduation coach anad counselor to travel to and from Raven school sites (Anchorage, Delta Junction, Fairbanks, Juneau, and Wasilla) for school improvement project activities (evaluation, observation, counseling at-risk students). We estimate that one visit to each school site for staff based in Anchorage will cost approximately $2,137 ($125 to $150 for lodging depending on location + $54 per diem + $125 to $600 for mileage depending on location + $350 to $600 for airfare depending on location). There will be a total of 32 trips to each school site for a total cost of $68,384 ($2,137 x 32 trips). Teacher travel to professional development: We have budgeted money for teachers to travel to in-state professional development. We estimate costs to be $1,537 per 3-day trip ($375 for lodging + 162 per diem + $500 registration + $500 airfare). Total cost for teacher professional development travel is $9,222 ($1,537 x 12 teachers).

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET
(A narrative justification must accompany EACH request for a budget revision)

District: Yukon-Koyukuk   **School:** Raven Correspondence

Grant Title: SIG 1003(g)   **Revision Number:** Year 1: 2011-2012   **School ID:** 528010

COA	Account Title	Budget Amount TOTAL	Narrative Description
	REQUIRED		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.
425	STUDENT TRAVEL		No student travel costs are requested from this grant.
430	UTILITY SERVICES		No utility services costs are requested from this grant.
440	OTHER PURCHASED SERVICES		No other purchased services costs are requested from this grant.
450	SUPPLIES/MATERIALS/MEDIA	$4,800.00	We are requesting funds to purchase four laptop computers, one for each of the following staff: principal, graduation coaches (2) and counselor. We anticpate laptops to cost $1,200 for a total cost to this grant of $4,800 ($1,200 x 4).
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)	$16,500.00	We anticipate the following other expenses: Staff incentives: We will reward staff who meet student growth and professional practice goals with financial incentives of up to $500. We anticipate that the total cost for these incentives will be $6,000 (12 x $500). At-risk student expenses: We will provide funds to be used for at-risk students. These funds will be available to families and teacher working with at-risk students and will supplement instructional resources and support. We are requesting a total amount of $10,500 to be used in the first year of the grant ($500 x 21 students).
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
	UNALLOCATED		
	Subtotal	$455,855.00	Expand cells as needed
	Indirect 9.63%	$43,898.84	
	Total (rounded)	**$499,754.00**	