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

## Individual School Plan for Priority or Focus Schools
Transformation Model

School Name:	Allakaket School	**Priority or Focus:**	Focus
District:	Yukon-Koyukuk School District	**ASPI Rating:**	1 Star
Principal's Name:	Laurie Beam	**Phone: (907)**	968-2205
Principal's Email:	lbeam@yksd.com	**Fax: (907)**	968-2250

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

☒ **SBA Data** – Attach the SBA Report Card Reports for 2011-2012, 2012-2013, and 2013-2014 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 2014-2015 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
2013-2014	3	2	66.7%	0.0%
2014-2015	1	0	0.0%	0.0%

☒ Will this Title I school operate a schoolwide (SW) program in 2016-2017 as required to receive SIG funds?

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

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

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Instruction

- ☒ effective and varied instructional strategies
- ☐ instruction is aligned to the Alaska Standards
- ☒ instruction is differentiated
- ☐ system for timely & early interventions for low-performing students
- ☐ teachers communicate high expectations to students
- ☐ other:

Assessment

- ☐ aligned with the Alaska Standards
- ☐ 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 professional development 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 the Alaska Standards
- ☐ 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	Allakaket School looked at its Standards Based Assessment scores (see attachment) from 2012 to 2014 for reading, writing, and math. Allakaket School's reading SBA scores have consistently lagged behind the district average. In 2012, 75.6% of YKSD students were advanced or proficient in reading, while only 35.3% of Allakaket School students were advanced or proficient. In 2013, Allakaket School increased the percent of students who achieved proficiency to 52.6% (the district average was 75.0%). But, in 2014 the percent again fell to 35.7% while the district increased the percent of students who achieved proficiency to 79.7%. **Figure 1: Allakaket and YKSD Reading SBA Scores 2012-2014** Similarly, writing SBA scores for Allakaket School, while increasing slightly from 2012 to 2014, have nonetheless significantly lagged behind the district average. In 2012, 68.9% of students district wide were advanced or proficient on the writing section of the SBA. In comparison, only 25.5% of Allakaket students were advanced or proficient. In 2013, the trend continued: 65.8% of students district wide were advanced or proficient and only 36.8% of Allakaket School students reached proficiency. And in 2014, twice as many district students (70.7%) as Allakaket School students (35.7%) were advanced or proficient on the writing portion of the SBAs.

Figure 2: Allakaket and YKSD Writing SBA Scores 2012-2014
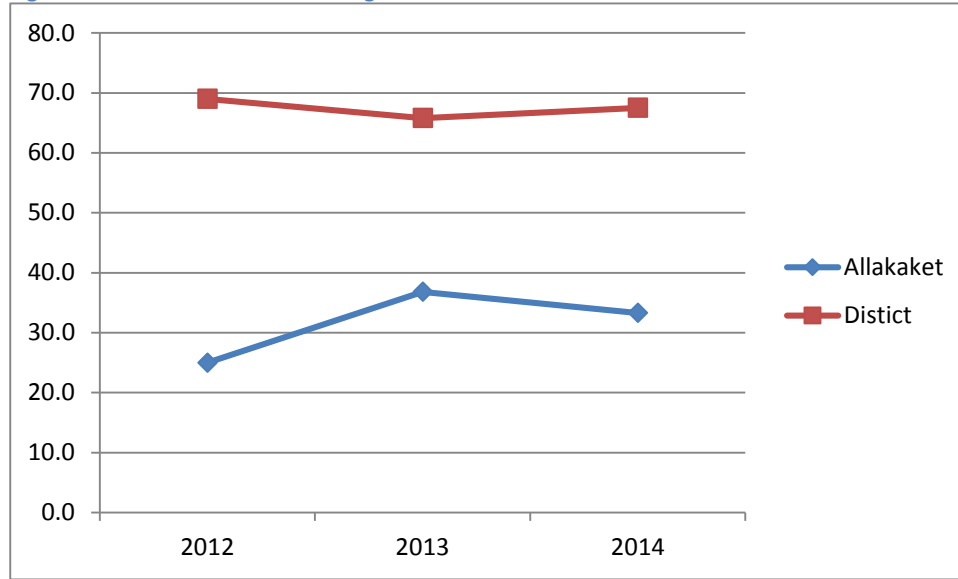
Allakaket School math scores have also lagged behind the district's average SBA math scores, but not to the extent of reading and writing. For instance, in 2012, 31.3% of Allakaket students were proficient on the math section of the SBA and 56.9% of students district wide were proficient. In 2013, Allakaket students outperformed the district average with 60.0% proficient or advanced on the math SBA and 57.7% of district-wide students proficient. Allakaket students' SBA scores dropped again in 2014 to 42.9% with the district average increasing to 61.3%.

Figure 3: Allakaket and YKSD Math SBA Scores 2012-2014
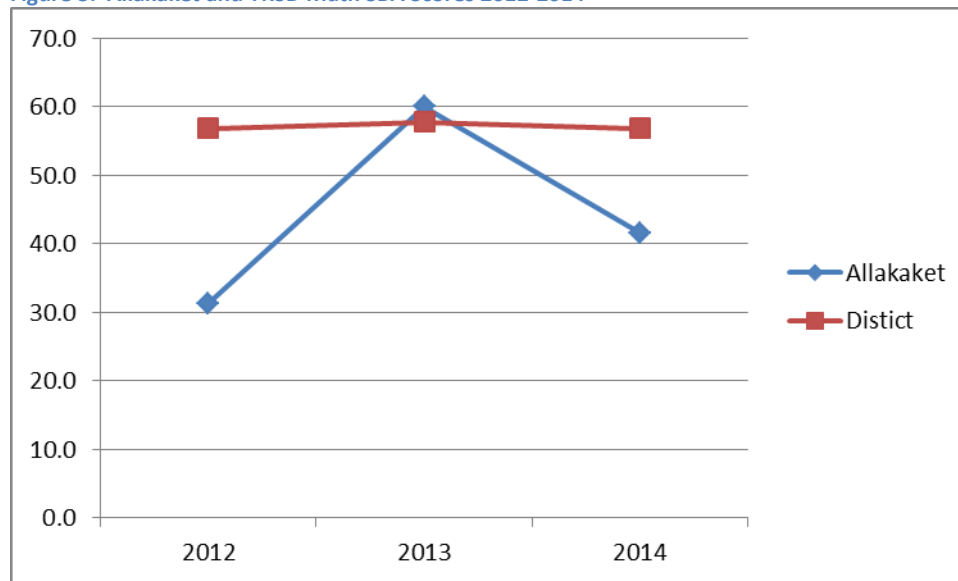
Graduation Rate	Both the graduation rate and dropout rate are improving at Allakaket School. The graduation rate increased from 0.0% in 2011-2012 to 33.3% in 2012-2013 school year and then to 50% in 2013-2014 school year. At the same time the dropout rate decreased from 18.8% in 2011-2012 to 6.7% in 2013-2014. While these numbers indicate significant improvement, we still have 50% of our students NOT graduating in a timely manner.

Figure 4: Allakaket School Graduation and Dropout Rates 2012-2014
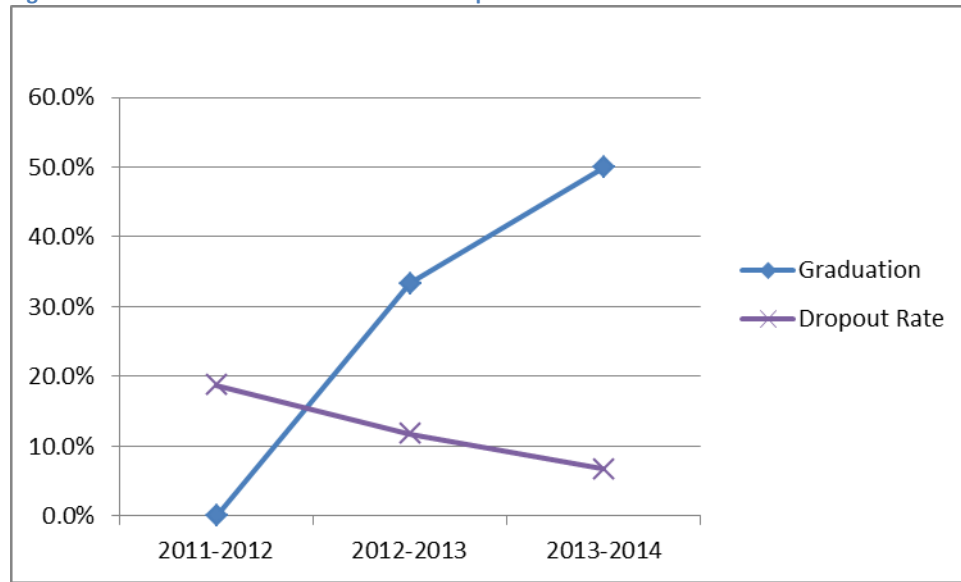
| Attendance Rate | At the same time our graduation rate improved slightly, our attendance rate decreased, falling below 80% during the 2013-2014 school year. |

Figure 5: Allakaket School Attendance Rate, 2012-2014
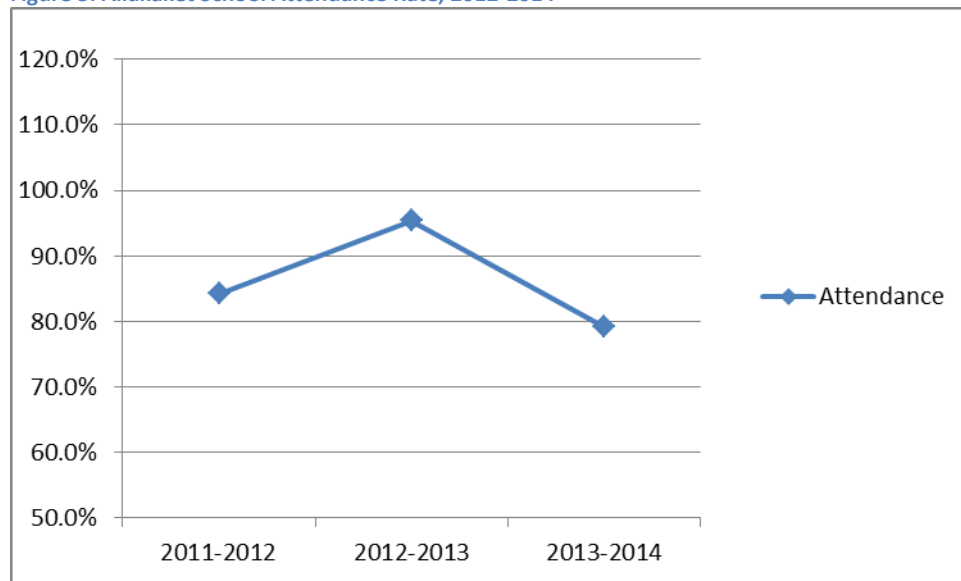
| ELP Assessment | According to the federal government, an "English language learner" (Public Law 107-110, the No Child Left Behind (NCLB) Act of 2001) includes an individual: (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b) (3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. |

	While only four students in the past two years have been identified as English Language Learners, we believe a majority of our students meet this federal definition of an "English language learner." All of Allakaket School's 37 students are Alaska Native (Athabascan). Although our students speak conversational English, their Standard English is strongly influenced by the Athabascan language indigenous to their communities and severely limited. These are students whose parents, grandparents, and/or guardians learned English as a second language, but did not fully acquire Standard English and now speak a non-standard variety of English. William L. Leap, author of American Indian English, describes this non-standard variety of English (pages 281-282) as "Indian English," a version of the language that blends English discourse with the grammatical structure and conventions of their ancestral language tradition. Many of our students enter school with difficulties understanding Standard English. For example, pre-k students assessed at the beginning of the 2014-2015 school year showed significant English language deficiencies on tests that measure verbal ability and scholastic aptitude. Only one of the three pre-K students tested in fall 2014, scored at or above average (58th percentile) on the Peabody Picture Vocabulary Test (PPVT). The other two students scored at the 16th and 30th percentile.
Demographics	Allakaket School is located in the community of Allakaket. Allakaket is located approximately 190 air miles northwest of Fairbanks on the Arctic Circle on the banks of the Koyukuk River and has a total population of 171 (105 in the City of Allakaket and 66 in New Allakaket, according to the 2010 U.S. Census.) Allakaket School also serves children who live in the Alatna (population 37), located 4 miles downriver from Allakaket. This area is growing and experienced a population increase of 25% since the 2000 Census. More than 95% of the people living in Allakaket are Alaska Native and low and moderate-income (LMI) residents make up 67.7% of the population in Allakaket. Allakaket is not located on the road system between Fairbanks or any other hub communities, and is reached by a one-hour flight from Fairbanks, costing on average $340 roundtrip per person. The climate is cold and continental with extreme temperature differences. The average high temperature is 70°F during July and the average low temperature is well below zero during January, with extended periods of -40°F or colder.
Curriculum	Using the STEPP planning process, the Allakaket School identified several needs related to implementation of the district's approved curriculum. The district revised its English Language Arts curriculum and adopted Reading Wonders Reading Program and Prentice Hall Literature textbooks in 2013; these are aligned with the Alaska State Standards. However, fidelity to the district's adopted curriculum is limited and one of the goals of the Allakaket Transformation Project is to help teachers develop lesson plans that clearly reflect the district's curricular scope and sequence.
Instruction	A district-wide needs assessment conducted in the spring of 2015 identified three instructional needs that will be addressed through this Transformation Project. First, our staff does not regularly measure the effectiveness of their instruction using a variety of formative assessments. This project will provide training to teachers to use formative assessments in order to drive their instruction. Second, our lowest performing students are not receiving additional support, in either reading or math; this is particularly worrisome for reading based on our MAP data. We have established a 30-minute daily period in which the lowest performing students will receive additional support; however, this project will provide a reading specialist who will work directly with students, particularly elementary grade students, to address their remediation needs in reading foundational skills. In addition, we will provide one hour of tutoring after school for two days each week. Tutoring teachers will use Study Island to assist with math and particularly reading. Third, and probably most important, due to a lack of time, our principal who also teaches Middle School Math and provides SPED services is not able to effectively function as an instructional leader to monitor that teachers are implementing instructional activities with fidelity and to provide professional development to help them reach fidelity. This project will create time for our principal to fully engage in her role as an instructional leader by making the principal position full-time, rather than a principal/teacher position in which the principal has the dual role of teaching and providing school administration, but very little time as an instructional leader.
Assessment	Allakaket School administers Measures of Academic Progress (MAP) three times each school year (September, January, April). MAP is aligned with Alaska State Standards. School staff use common planning time to review students data and are in the early stages of implementing RTI (Response to Intervention), a multi-tiered approach to the early identification and support of students with learning

	and behavior needs. Although data is readily accessible to all teachers, the Allakaket School staff is still at the initial RTI stage of implementation of individualized instruction for their students. Our staff needs extensive training and support. This project will provide training to teachers to differentiate their instruction, group students, and provided focused instruction that addresses specific skills.
Supportive Learning Environment	There are two needs that will be addressed through this Transformation Project. First, Allakaket School has limited communication of behavior standards to students and not all students meet behavior standards. School-wide behavior standards have been communicated, but consistency in the implementation of these behavior standards is a work in progress. This project will provide opportunities for the school to implement consistent behavior standards. Second, Allakaket School has limited parent and community involvement. Our 2015-2016 Family Involvement Plan was developed by the Principal and three community members and includes Community School Committee meetings, parent-teacher conferences, carnivals and holiday programs, and several literacy nights. Our staff have intermittent and informal communication with parents. Through this project our school will increase the opportunities for the community and parents to come into the school both as participants in activities and observers of student work or performances.
Professional Development	Currently professional development is not explicitly linked to student performance data. However, some professional development is job embedded. For example, the district has provided coaching, in which professional development staff model lessons and provide onsite feedback and support. This is a model that we would like to extend by explicitly linking embedded coaching to student data. This will require coaches to be part of the school's professional learning community. In addition, to reach the goal of providing embedded instruction that is explicitly linked to student performance data, our principal needs to increase her role as an instructional leader who is able to collaborate with coaches to provide professional development.
Leadership	The Allakaket School principal collaborates with the staff, parents, community members, and the district to develop goals; monitors the delivery of instruction; maintains a respectful relationship with parents and the community; and is highly qualified for her position. However, the principal for Allakaket School is a part-time administrator and part-time teacher position. This project will provide the support needed for the principal to truly act as an instructional leader.
Measures of Academic Progress (MAP):	In addition, the Allakaket School STEPP planning team reviewed Measure of Academic Progress (MAP) results for its students. These results also show the Allakaket students significantly lagging behind the district averages in reading. The average spring 2014 reading RIT scale score for the district was 184. In comparison, the Allakaket School average spring 2014 reading RIT scale score was 174, the lowest among the district's nine river schools. The average spring 2014 math RIT scale score for Allakaket students was higher than the reading at 185, but still significantly less than the district's average of 196 and the lowest of the nine river schools. The average language usage scale score of 190 was higher than both the reading and math score for Allakaket students, but was still below the district average of 198. Although, Allakaket students showed growth on their MAP results from the fall of 2013 to the spring of 2014 in all three content areas, none of the increases were statistically significant. Reading and Language Usage made the smallest gains. Additionally, for each of the curricular goals listed in the table below, it is clear that the majority our students are lacking foundational skills in reading and language usage. This learning area will be a priority area for the SIG Transformation project. | Measurement Scale Name	Goal Name	High Score	Average Score	Low Score
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Language Usage	Plan / Organize / Research	3.64%	16.36%	80.00%
Language Usage	Understand Grammar / Usage	3.64%	16.36%	80.00%
Language Usage	Punctuate / Spell Correctly	9.09%	14.55%	76.36%
Reading	Foundational Skills	0.00%	4.55%	95.45%	

	Reading	Literature	3.64%	9.09%	87.27%
	Reading	Informational Text	1.82%	7.27%	90.91%
	Reading	Language & Writing	0.00%	4.55%	95.45%
	Reading	Foundations / Vocabulary	5.45%	14.55%	80.00%
	Reading	Literature & Informational	9.09%	18.18%	72.73%
	Reading	Vocabulary Use & Functions	13.64%	27.27%	59.09%
	Mathematics	Algebraic Thinking	4.17%	22.22%	73.61%
	Mathematics	Number & Operations	2.00%	16.00%	82.00%
	Mathematics	Real & Complex Number Systems	0.00%	27.27%	72.73%
	Mathematics	Geometry	0.00%	22.73%	77.27%
	Mathematics	Measurement & Data	6.00%	22.00%	72.00%
	Mathematics	Geometry	6.00%	20.00%	74.00%
	Mathematics	Statistics & Probability	0.00%	18.18%	81.82%
Discipline	Over the last three years, Allakaket School, which has 12% of the district's students, had 33% of the district's discipline incidents. While the number of discipline incidents drastically decreased from 45 in 2013-2014 school year to six during the 2014-2015 school year, the high number of discipline incidents historically points to underlying classroom and school behavior management issues that will be addressed through this project.				

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

The transformation model was chosen for Allakaket school for specific reasons based on identified needs. Below is a summary of how the district determined that the Transformation model is most likely to improve student achievement.

- Teacher evaluation system: YKSD implemented a new teacher evaluation system based on the Danielson Model in 2014.
- Strategic Planning: YKSD Strategic Planning Process/Goals aligned with the requirements of the model
- Formative Assessment: The district is implementing AimsWeb for progress monitoring. Aimsweb is given to students every 2-3 weeks to determine whether students are progressing—allowing teachers access to data to inform instruction.
- District Needs assessment: YKSD surveyed staff at the end of the 2014-2015 school year to assess their needs specifically related to RTI implementation. The needs identified in this survey informed the district of the staff's professional development needs, and this data was used to design the professional development plan for the year including the district-wide in-service and the schedule for on-site support and coaching.
- Meetings with staff and the community include:

- o Title I Parent and Community Meeting
  - o Weekly site collaboration meetings
  - o STEPP Planning meetings
- <u>Staff Retention</u>: This model will allow us to maintain as many staff member as possible, which we felt is essential for the following reasons:
  - o The recent nation-wide teacher shortage has made it very difficult to recruit teachers for our extremely remote sites
  - o Students need continuity and consistency to be successful.
  - o We can provide professional support to improve teacher capacity to better meet the needs of all students in the room

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 meets their Annual Measureable Objectives (AMOs). (See questions H-24, H-25, & H-26 in the Guidance.) These goals should be based upon information available at the time of submission and may require adjustment after submission and AMP data becomes available in Fall of 2015.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	**Timeline**	
Reading/Language Arts	45% Proficient/Advanced	35.7% Proficient/Advanced	Review annual data	Fall review each year	Principal
Math	50% Proficient/Advanced	42.9% Proficient/ Advanced	Review annual data	Fall review each year	Principal
Graduation Rate	75% Graduate on time	50% Graduate on time	Review annual data	Fall review each year	Principal

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

TRANSFORMATION MODEL

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

Rural School Flexibility

A rural LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the transformation model if the intent and purpose of that element is still met.

☒ **In implementing this model, we are requesting rural flexibility in one element of this model. In the box below we have clearly stated which requirement we will flex, and how the proposed interventions will still meet the spirit of the element**.

> We are requesting the right to waive the requirement to replace the principal of Allakaket School because she has only been in this position for one year. Last year, behavior and school climate improved tremendously, because Laurie was brought on as a non-teaching principal, meaning that she was able to focus all of her time on establishing and enforcing consistent behavioral expectations, providing instructional leadership to the staff and building community relationships. This year (her second year as the principal of Allakaket School), we do not have the funds available to allow her to be a non-teaching principal, which limits her effectiveness in her role as school leader. We are proposing that some of the SIG funds be used to assign her to a non-teaching principal role once again so that we can continue to see growth in Allakaket.

(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.	Assistant Superintendent	8/1/2016	8/1/2016

Describe how the district will replace the principal as part of the school's transformation model:

- Retain and renew contract for Principal Laurie Beam based on determination that she has the capacity to effectively lead the implementation of the transformation model. Assistant Superintendent will provide oversight by meeting with the Principal to track progress of the implementation efforts and provide support as needed.

In the case of a school that has replaced the principal within the last two years (since the start of the 2013-2014 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:

- Laurie Beam was selected as the Allakaket School Principal for the 2014-2015 school year and was retained for the 2015-2016 school year based on school improvement. Between the 2010-2011 school year and the 2013-2014 school year (a four-year period), Allakaket School cycled through 6 principals, two of whom left the school partway through the year. This high rate of turnover in school leadership not only contributed to the students' academic struggles described above, but it also meant an upsurge in student misbehavior. During the 2013-2014 school year Allakaket School had 45 discipline incidences. During the 2014-2015 school year, Mrs. Beam's first year in Allakaket there were six discipline incidences. We attribute this significant decrease to Mrs. Beam's consistency, positive attitude, and focus on high expectations. In addition, the district had a grant during the 2014-2015 school year that allowed the Allakaket principal to be a non-teaching principal. This position gave her the time to implement and enforce behavioral expectations that completely changed the school climate in Allakaket. Although the students did not show significant academic gains during her first year as principal, we anticipate gains this year and throughout the SIG funding period now that behavior is under control. It is for these reasons that we will not be replacing the principal in Allakaket.

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?

- We are not planning to replace the principal.

What barriers exist to replacing the principal and how will these be overcome?

- We are not planning to replace the principal. The principal completed one year at the school. Under her leadership, the behavior of students greatly improved and the school climate is now conducive to learning.

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 Curriculum and Instruction	8/1/2015	Ongoing

Describe the planned evaluation system for teachers, including key dates of implementation:

- YKSD developed, in collaboration with teachers, a teacher evaluation plan based on the Danielson teaching evaluation framework with four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibility. The new evaluation system was pilot tested during the 2014-2015 school year and will be continued during the 2015-2016 school year.

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

- Data on student growth will be a significant factor in the YKSD evaluation system during the 2015-2016 school year and beyond. Last year, we focused solely on professional development for staff to help them understand the Danielson system of evaluation and began implementing the tool. This year, we will begin incorporating student growth data into our evaluation of teaching staff and administrators.

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

- The following timeline for self-reflection, observations, and conferences will be followed to evaluate teaching at Allakaket School. This timeline builds in opportunities for planning, improvement, and regular feedback.

October 1: Teachers complete a self-evaluation and participate in a goal-setting conference with the principal

November 30: Principal completes a formal classroom observation with coaching feedback. Tenured teachers use this as a coaching opportunity and non-tenured teachers use it as their first formal observation. Teachers who receive Basic scores or below will be signed up to complete a set number of professional development hours using the videos and resources available on PD360. PD360 includes hundreds of resources and it allows the principal to assign videos to staff members in need of support.

February 15: Principal completes a formal classroom observation with coaching feedback. Tenured teachers use this as a coaching opportunity and non-tenured teachers use it as their second formal observation

February 15: Principal completes a full formal evaluation for teachers of instruction and develops a professional growth plan or plan of improvement as warranted.

April 30: Principal completes a formal classroom observation with coaching feedback. Tenured teachers use this as a coaching opportunity and non-tenured teachers use it as their first formal observation

August-May: Principal conducts a "walk through" observation of each classroom at least weekly.

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

- Ongoing collection of professional practice will be used to develop teachers' professional growth plan and to target professional development needs.
  - o For teachers who receive an overall rating of exemplary, the growth plan will provide teachers a structured, supportive and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice.
  - o For teachers who receive an overall rating of basic, the growth plan will provide teachers structure, assistance, and guidance towards meeting standards for professional practice.
  - o For teachers whose performance at any point does not meet the performance criteria or who have failed to make adequate progress toward identified goals, or who received an unsatisfactory rating on any single domain, the plan of improvement will provide organizational support and assistance to teachers who are not meeting the standards for professional practice.

- Improvement goals will be set within one of the four key areas of the evaluation system: planning and preparation, classroom environment, instruction, and professional responsibility. Within these broad categories the evaluation system includes 12 components -- each of these components have a specific path of professional development using one of the menu options. Teachers and principals will identify specific components for growth or improvement.

Describe the planned evaluation system for the principal, including key dates of implementation.

The YKSD is in the beginning stages of formatting the Danielson Evaluation so that it reflects our students' needs and our district's values. Our focus until this year has been on implementing the Danielson Evaluation for our teaching staff. We plan to use the same four domains the used in the teacher evaluation; we will just choose new components or alter the ones already being used to better reflect the principals' duties.

The following table reflects the timeline for implementing this new system of evaluation:

Action Description	Anticipated Completion Date	Person(s) Responsible
Assemble a Principal Evaluation Team consisting of experienced principals, administrators and teachers	November 15, 2015	Director of Instruction, Curriculum, & Professional Development
Hold meetings every other month to establish the criteria and procedures of the Principal Evaluation	December 15, 2015; February 15, 2016; April 15, 2016	Principal Evaluation Team
Formally adopt new Principal Evaluation	May 15, 2016	Principal Evaluation Team; Superintendent
Inform principals of the new evaluation and the components their effectiveness will be measured against	During Principal Saturdays through the Fall Semester 2016	Assistant Superintendent; Director of Instruction, Curriculum, & Professional Development
Two informal observations of each principal conducted and data collected (including minutes from weekly meetings, principal's ability to meet deadlines, and site visit checklists) throughout the fall semester	By January 30, 2017	District Office Administrators
First formal evaluation conducted.	By February 20, 2017	District Office Administrators
Principals in need will be put on a professional development plan. Like teachers, they will be assigned videos and activities to complete on PD360 to target their specific needs.	By May 20, 2017	District Office Administrators

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

- The district will take student growth data as a significant factor in improvement for the principal evaluation. Each principal will participate in a Student Learning Objective (SLO) pilot during the 2015-2016 school year. Full implementation of SLO's will occur during the 2016-2017 school year and will be part of the overall principle evaluation. Any student growth data rated as unsatisfactory will prohibit an overall rating of proficient or exemplary.

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

- Each site has a district office administrator who is responsible for evaluating the principal of that site; the administrator in Allakaket is the Assistant Superintendent. This person collects the following observation-based assessments for performance to complete the evaluation:
    - At least 2-3 on-site, informal observations that include coaching conversations;
    - Checklists that are completed by other administrators about what they observe at the site;
    - A record indicating how well the principal meets deadlines;
    - Notes about how the principal handles the situations that arise in the school and community that impact student learning; and
    - Minutes/email records from their weekly, individual meetings with that principal.

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

- YKSD collects various types of student data beyond state assessments. We also use MAP/PMAP, annual district writing assessments and RTI growth including the use of AimsWeb as a progress monitoring tool. Student growth in each of these areas will be used in the principal evaluation system.

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

- A Teacher Evaluation Committee was formed in the fall of 2014 to begin addressing new Alaska Department of Education and Early Development evaluation requirements. This team was made up of administrators and teachers, including a high ranking member of the district's teachers union. There have been 15 members of the committee that have met several times each year to address the implementation needs of the new evaluation system. The Principal/Administrator Evaluation Committee will be formed this school year to address that new framework and its corresponding documentation. All principals, directors, and coordinators will be invited to join this committee. The team will meet several times throughout the school year in order to complete this process.

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

- YKSD has already developed and pilot-tested its new teacher systems and made necessary modifications based on initial use.
- The district has already provided training to district principals to use the new teacher evaluation system.
- The School Board adopted and the Middle Yukon Educational Association approved the new evaluation system in 2014.

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

- Our most challenging barriers to implementing our new evaluation systems effectively are time and money. The teacher evaluation has already been piloted, and we had the funds available to easily bring staff in to complete these activities. However, those same funding sources are no longer available for the principal evaluation, meaning we will not likely be able to hold in-person meetings with the evaluation team. Although it is possible to conduct these meetings over video, it is not ideal; pulling the staff off-site eliminates the daily distractions they face at home, and they will likely be less engaged in the process.

- We also have fewer non-teaching principals, meaning that we will need to find high-quality substitute teachers who can provide effective instruction and support while the Principal-Teachers are off-site and/or in video-meetings. With more funding, we will be able to bring the staff in on the weekends and pay them their daily rates for their extra time, which will mean that their students will not suffer in their absence.

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.	Superintendent; Principal	8/1/2015	9/30/2016

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.

- YKSD will further collaborate with teachers, parents, and administrators to develop a system to identify and reward leaders for leadership and mentoring roles as well as to provide opportunities for professional growth. This will be based on the informal and formal teacher and principal evaluation results with a strong emphasis on student growth. Research and development in year one of SIG and initial implementation planned in year two.
- Teachers who demonstrate exemplary qualities of an educator will be recognized monthly. Standards for nomination will be based on the implementation of the transformation plan while increasing student achievement.
- Teachers who do not meet their goals will be identified and improvement plans will be developed. The plan will include mentoring, coaching, and professional practice opportunities designed to improve practice.

Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- For a teacher whose performance at any point does not meet the performance criteria or who has failed to make adequate progress toward identified goals or who received an unsatisfactory rating on any single domain, they will placed on a plan of improvement. This is an intensive evaluation period that focuses on components that are in the unsatisfactory performance range or that have remained basic since the previous evaluation.
- Superintendent will be consulted BEFORE a teacher is placed on a Plan of Improvement.
- A Plan of Improvement will be in place between 90 and 180 days school days.
- A Plan of Improvement will be written and administered according to Alaska State Statute AS 14.20.149.
- If unsuccessful, the district will follow AS 14.20.149.

What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?
  The YKSD 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:
   a. Numerous collaboration meetings were dedicated to professional development regarding the expectations and procedures laid out in the Danielson Model for teacher evaluation to ensure they understand how they will be evaluated;
   b. Principals have established a schedule for completing their regular walk-throughs and formal evaluations;
   c. Principals have participated in numerous professional development activities and meetings to ensure they understand the evaluation process and the steps necessary to write and implement a plan of improvement;

> d. District-level administrators have established a schedule for completing their site visits and formal evaluations as well as a timeline for collecting the data required to complete the principal evaluations; and
>
> e. District-level administrators have participated in numerous professional development activities and meetings to ensure they understand the principal evaluation process and the steps necessary to write and implement a plan of improvement (they will receive this training again after the Danielson Model for Principal Evaluation has been adopted).
>
> 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.

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

- The primary barriers to implementing a new teacher removal system are 1) teacher tenure; and 2) the collective bargaining agreement. Although not impossible, going through the process of removing a tenured teacher does present challenges. To overcome these barriers, the district will work continue to offer trainings to the teaching staff outlining the expectations laid out in the evaluation as well as the consequences for not meeting those expectations. 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.

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 Superintendent	8/1/2016	Ongoing

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.)

Instructional Coaching Strategy: Allakaket School will provide intense English Language Arts coaching to its teaching staff. The research on instructional coaching is clear. Teachers who are coached are more likely to use a new teaching practice inside the classroom. Also, teachers who are coached report they are more likely to use new teaching practices in the futures. Instructional coaching will increase the likelihood that teachers adopt new teaching practices. Instructional coaching increases the likelihood that teachers will use new practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support. (Studying the Impact of Instructional Coaching, Jim Knight University of Kansas, Kansas Coaching Project at the Center for Research on Learning and Jake Cornett University of Kansas). The instructional coaching at Allakaket School will recognize the needs of each teacher and will be closely linked to the School Improvement Plan.

- Establish the coaches roles, responsibilities, processes and practices. (May 2016)
- Develop monthly coaching schedule (May 2016)
- Identify training needs of teachers based on 2015-2016 teaching evaluations. (May 2016)

- Plan and provide for coaching. (August 2016)

Professional Learning Communities: Allakaket School will implement Professional Learning Communities model of job-embedded learning into its collaborative time. Within this structure, teachers will work in their collaborative planning teams to examine critically and discuss expectations for students based on student data and needs, select evidence-based instructional strategies for meeting standards, develop common lesson plans, reflect on implementation of lessons and student learning, review student work, and plan potential modification to instructional strategies (Education World, 2012).

- Establish the PLC roles, responsibilities, processes and practices. (May 2016)
- Develop the 90 minute PLC schedule (May 2016)
- Identify training needs for the PLC. (May 2016)
- Plan and provide for initial and ongoing training for the PLC members: data use/analysis and PLC critical features/processes. (August 2016)
- Begin weekly instruction-focused PLCs to: analyze data and prioritize student needs based on AK standards and implement reading and math strategies to improve instruction and achievement. (August 2016)
- Analyze student data and student work in PLCs to focus on instructional needs and implement changes in instruction. (August 2016)
- Weekly PLCs functions as a continuous improvement cycle.

How will the professional development be designed with input from school staff?

Professional development will be designed with input from school staff in the following ways:

- Each of the Allakaket School teachers will be a part of the PLC and will have a role in identifying and prioritizing its training needs.

- The coaching training will be developed as part of teachers' professional learning plans developed by teachers as part of their annual teaching evaluation.

- School staff contributed to the district-wide needs assessment in the spring of 2015.

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?

YKSD has significant capacity to provide professional development that is closely aligned with the instructional program and will be geared to the specific needs within this school:

- Purchased a new math curriculum in 2013 and a reading curriculum in 2014 for grades K-12. The new curricula are aligned with the State of Alaska Math and English Language standards and with the Measures of Academic Progress (MAP) assessment, which is used to monitor student progress. The subject area committees that reviewed and recommended these materials included the Director of Curriculum and Instruction, a principal, a community member, a school board member, a high school teacher, and an elementary school teacher.

- The district has provided professional development opportunities including sessions offered during the August In-services annually and on-site coaching opportunities to develop teachers' ability to effectively implement these new curricula to fidelity.

- Aligned 12% ($32,155.68-Allakaket's Per Pupil Allotment) of Title I professional development and other funding sources to enhance the implementation efforts of the transformation model.

- Developed and implemented a teacher evaluation process that is based on Charlotte Danielson's research and tied to student outcomes. The model was developed in collaboration with district teachers and includes four domains: planning and preparation, classroom environment, professional responsibilities, and instruction. The district adopted the new teacher evaluation tool in August 2014.

During FY16, student data will be incorporated into the evaluation system.

- Implemented collaborative time into the school schedule district wide. This time will facilitate job-embedded professional development.
- The Assistant Superintendent has been with YKSD for more than 15 years both as a school administrator and district administrator. Her expertise in school leadership, curriculum development, professional development, assessment and evaluation will be essential to implement the transformation model with fidelity.

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

- The primary barrier to implementing these professional development strategies is time -- school staff may put coaching and/or PLC time on the back burner to address student crises or to discuss other school issues not related to planned professional development. The district will closely monitor implementation of PLC time and coaching to ensure that these set aside times are used as planned.
- It is also difficult to pull certified staff from our small sites to participate in these sessions. Unless a highly-qualified and effective substitute teacher (scarce in our communities) can be found, the students lose out on quality instruction and consistent behavior management. Therefore, we prefer to pull teachers off-site on the weekends, which requires additional funding so that we can pay them their daily rate for their additional time.
- Differentiate to meet specific staff/site needs.

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.	Principal	August, 2016	Ongoing throughout SIG duration

Describe the ways in which staff will receive financial incentives for achievement gains at this school.
- Increased allotment for classroom materials
- The district will reimburse teachers for courses taken and credits earned to further their capacity as quality instructors
- Pay for travel expenses for national conferences, observations in other classrooms, etc.

Describe the ways in which staff will be provided opportunities for promotion and career growth.

- Effective staff will be given the option to earn more professional development days that they can use to attend national conferences, observe in other classrooms, etc.
- The district will reimburse teachers for courses taken and credits earned to further their capacity as quality instructors
- Be considered for promotion as opportunities become available
- Be invited to participate on school leadership teams

Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.

- Teachers who have proven their effectiveness will have the option of deciding when their planning period will be: either before the students arrive or at the end of the day. Currently, principals determine these times, but effective teachers who are in need of less support will be given the option to select their time.
- Professional development opportunities will be provided as part of our teacher/principal retention efforts and

to increase leadership development and capacity within the district. Teachers who have proven their effectiveness will be offered professional development incentives which could include their attendance at a national conference, or taking a course that the district would pay for.

How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school?

- The district makes a concerted effort to hire teachers who are highly qualified for the position they are being interviewed and considered for. 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 recruitment and retention efforts, the district provides on-going support for all teachers working toward becoming highly qualified in an area that they are not, including providing study guides and other resources needed to prepare for the Praxis II, 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 with 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 including travel, lodging, per diem and test 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 an highly qualified plan which is monitored quarterly.
- 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. We 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 standard procedure within the educational system.

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

One primary barrier has been identified: 1) funding. Funding barriers will be addressed with the use of SIG funds to offer additional targeted professional development for effective teachers. The other actions are already in place to a certain degree, and the additional funding will allow us to implement a stronger retention program for our teachers.

(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.	PLCs; Principal	8/1/2016	Ongoing

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.
- YKSD purchased a new math curriculum in 2013 and a reading curriculum in 2014 for grades K-12. The new curricula are vertically aligned K-12 with the State of Alaska Math and English Language standards and with the Measures of Academic Progress (MAP) assessment, which establishes benchmarks of student learning three times annually, AimsWeb, a progress monitoring assessment given every 2-3 weeks. The subject area committees that reviewed and recommended these materials included the Director of Curriculum and Instruction, a principal, a community member, a school board member, a high school teacher, and an elementary school teacher.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.
YKSD will take the following steps to ensure the instructional program is vertically aligned from one grade the next (August 2016):
- Provide curriculum alignment and common formative assessment PD training for staff and provide time for teachers to complete curriculum alignment documents for English Language Arts and math.
- Provide time to create common formative assessments and implement across all content areas. Data from the formative assessments will drive curricular decisions based on student needs.
- Continue to identify research-based teaching strategies that have been determined to have the greatest impact of student achievement.

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

- The district selected Math and Reading curricula that are aligned to current standards and are research-based instructional programs.

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 research-based programs because of the current infrastructure of support and resources. The district has extensive experience in developing curriculum committees who work to ensure that all approved curricula are aligned with Alaska standards and are based on research.

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

- Because we already have updated our Math and Reading curricula so that they are aligned to current standards and are research-based instructional programs, our only barrier is teacher understanding and effective implementation of the resources available through the curricula, especially in the case of new teachers. To address this barrier, we will continue to offer training and on-site coaching to increase teacher capacity.

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.	PLCs; Principal; Director of Assessment	8/1/2016	Ongoing

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.

- The district already has in place Measures of Academic Progress (MAP) assessment, which establishes benchmarks of student learning three times annually and AimsWeb, a progress monitoring assessment given every 2-3 weeks. Both have been aligned to the state standards.
- The district will provide specific, job-embedded training to teachers and principals to use student data to inform and differentiate instruction.
- The district will begin evaluating teachers using student data.

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

- The district already has in place Measures of Academic Progress (MAP) assessment, which establishes benchmarks of student learning three times annually and AimsWeb, a progress monitoring assessment given every 2-3 weeks. Both have been aligned to the state standards.

- The district's professional development plan includes providing specific, job embedded training to teachers and principals to use student data to differentiate instruction.

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) lack of understanding how to analyze data, especially with new staff; 2) teacher resistance due to lack of full understanding; and 3) lack of Allakaket staff time to dig into the data.

The first and second barriers will be addressed through ongoing education and collaboration with new teachers and returning teachers to help them realize the importance of using assessment data to inform instruction, and to build their assessment literacy. The third barrier will be addressed by focusing weekly collaboration time on looking at individual student RTI plans and discussing how to best meet the needs of

those students who are below proficient levels. An RTI time will be planned for 30 minutes each day to work with Tier 2 and 3 students who are in need of remediation.

(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.
☒	**(B) Implementing a schoolwide response to instruction/intervention (RTI) model.** • Response to Intervention (RTI) framework: YKSD will implement RTI as its instructional framework beginning in August 2015. RTI is an instructional framework with which to think about how to use available tools and knowledge to best improve site-specific issues related to learning. RTI emphasizes utilizing assessment systems, data-informed decision making, intervention plans, research-based interventions, and collaboration to address student-specific issues. Numerous studies report improved language arts and behavioral outcomes linked to an RTI program (Hughes and Dexter, 2015).
☐	(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.
☐	(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.

(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.	Principal	February 2016	Ongoing
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. During the implementation year the principal will work with the Allakaket teachers to plan for increased learning time. To do so, the principal will implement the following tasks: • Conduct a time audit to review current instructional time for core academic subjects and enrichment activities that contribute to a well-rounded education.			

- The school team will explore strategies to implement increased learning time that includes opportunities for all students. The strategies for increased learning time will be available for all students and may include summer and after school opportunities.
- The school team will explore barriers and opportunities for increased learning time.
- Continue to enforce the required times for ELA (90 minutes) and Math (60 minutes), both of which have increased by 30 minutes in the last year. They will also monitor each classroom to ensure that every teacher is completing 30 minutes of RTI time focused on ELA and Mathematics instruction.
- Hire a teacher or highly qualified paraprofessional to provide academic instruction for after school program which will be available for all students. Compensation for teachers and paras is included in the SIG budget.

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.

- Based on current data analysis, increased learning time at Allakaket School will focus first on English Language Arts, and secondly on math. All extended learning opportunities will be conducted by either certified staff or highly qualified staff who will receive after-hours pay for teaching. Learning opportunities will be developed based on student RTI plans to best meet the remediation needs of all students.

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.

- The district has already built in PLC time into the weekly schedule. This time will be used for teachers to collaborate, plan and engage in professional development within and across grades and subjects.

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

- Through the use of SIG funds, the district will be able to pay certified teachers and highly qualified aides for the time they spend conducting after school activities. We have already altered our templates for daily class schedules so that they include more time for ELA and Math.

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

There are several key barriers to increasing learning time, including:

- Our most significant barrier is the limited number of staff to execute after school programs. Because our sites are so small and our teaching staff has a large course load, it can be difficult to find staff members who are interested in conducting after school programs, even if they will be compensated for their time. For this reason, we will make a concerted effort to reach out to members of the community who have the skills and knowledge needed to run these programs. We will also contract with SERRC to ensure program offerings are research-based and appealing to our students.

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 2016	Ongoing

Describe how the district will provide ongoing mechanisms for family and community engagement.

- Allakaket School will implement CHAMPS. CHAMPS assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly.
- The district is in the process of revising our template for our Family Involvement Plan so that they

include more time for family/community events that support student learning.

- Our current plans are often unfocused and accountability for execution is limited. For this reason, we will also be implementing a new system of accountability.
    - Each principal will be required to complete a one-page form describing the activity that occurred which will include space on the back for attendee signatures.
    - Families will be asked to complete brief Activity Evaluations after each event describing what they learned, and listing the information they would like to know more about.
- As in year's past, families will be invited to give input on this plan before it is finalized to ensure that it meets their needs and interests.

What capacity does the district have to provide ongoing mechanisms for family and community engagement?

- All of our principals are on board with this new change. Their input was solicited during our Strategic Planning meeting, and we will continue to collect input from them as we develop the plan template. The template will be finalized by December of 2015 so that principals can complete it with input from staff and community members by the end of the 2015-2016 school year; they will all be implemented in FY17.

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

- Our largest barrier is community participation in events such as these. To address this, we will
    - Solicit community input when developing the plan and implementing the activities
    - Include incentives for attendance and participation (internet access, food, etc.)
    - Advertise the activities in the school newsletters, on flyers posted in the community and over CB radio

(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.	Superintendent; Principal	March 2016	In place by August 2016

What different operational flexibility will the school have in relation to staffing?

   Under the implementation of the SIG, Allakaket School will be able to hire external support and a Counselor 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 as reflected through progress monitoring, and who have low proficiencies on standardized assessments.

   First, Allakaket School will hire a trained Counselor to identify at-risk students, provide additional support to students, and conduct reviews of students in need of credit recovery. The Counselor will not only work with high school students, but also will assist with students who have not yet met proficiencies on local and state benchmarks. Secondly, the school will contract with external educational supports to provide professional development and on-site coaching for RTI and language/math instruction.

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

   Under the implementation of the SIG, Allakaket School will have the capacity to increase student instructional time through after-school extended learning opportunities (tutoring, homework help) so that students who are in need of additional educational support can easily receive it. The district will allow flexibility in the school calendar in order to align spring break to the cultural needs of the community, and will also provide additional local control of budgets to allow for flexibility with staffing.

What different operational flexibility will the school have in relation to budgets?

   Allakaket 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 progress monitoring assessments and state benchmarks. Currently, funding has been somewhat limited and restricts the level of support and educational guidance that 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 (RTI), and teacher incentives.

What capacity does the district have to grant operational flexibility to the school?

Allakaket School will develop a schedule that allows for block scheduling so that there will be additional time for teaching reading, writing, and mathematics. District office support will be provided 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 Allakaket 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 Transformation organization or an EMO).	Principal; Asst. Supt.	November 2015	June 2020

Describe how the district will provide ongoing, intensive technical assistance and related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.

The district administrative team in collaboration with Allakaket School staff will develop a detailed plan describing the ongoing, intensive technical assistance and supports the school 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
YKSD administration and school board	Provide a unified vision for school improvement	School board; Superintendent	September, 2015
YKSD administration	Help school set student achievement targets	Director of Assessment; Assistant Superintendent	October 15, 2015
YKSD administration	Technology, training, and support for integrated data collection, reporting, and analysis systems.	Technology Director, Director of Assessment; Principal	Quarterly throughout SIG implementation
YKSD administration	Reallocate resources to support school, staff, and instructional improvement.	School board; Superintendent; Principal	Annually in May
YKSD administration	Recruit, train, support, and place personnel to competently address the challenges of the school.	Principal; Superintendent	March – June annually
YKSD administration	Contract with external service providers for key	Principal; Assistant Superintendent	Annually in August

	services.		
YKSD administration	Work with the school to provide early and intensive intervention for students not making academic progress.	Technology Director, Assistant Superintendent; Principal	Quarterly throughout the 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 Allakaket School receives ongoing, technical assistance through strong communication and collaboration with key personnel in the school improvement process. The district will designate the Director of Curriculum and Instruction as the contact person for this SIG program at the district level. He will maintain close communication with the school; the district and school decision makers will meet monthly to discuss the school's ongoing 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. Professional development will be built into the school schedule by the district, but the school will be allowed discretion in selecting and consultation that fit the requirements of its improvement plan and its evolving needs. The district'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.

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: 1) lack of support among community members, or some staff members; 2) lack of resources to implement the school improvement program; and 3) staff doubt about the effectiveness of the school improvement program.

The district will address these barriers the following ways: 1) we will engage the support of community members, parents, and staff 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 program activities on research-based, field proven effective 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 Transformation division within the LEA or SEA.
☐	(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Pre-Implementation/Planning Year 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: We will survey the community; develop family and community engagement activities; develop family and community engagement activities schedules. We will develop a MOA with the Allakaket Traditional Council outlining ways that the tribe and school can work together to support student achievement and facilitate community involvement in education. Develop policies and procedures for teachers to meet with parents to review MAP data, RTI placement, and planned interventions. Provide Community School Committee, community-wide, and school board presentations on transformation model and implementation plan.
☒	Rigorous Review of External Providers: We will develop contracts for external providers following rigorous procurement policies.
☒	Staffing: We will modify as needed the teacher evaluation tool to include transformation competencies;
☒	Instructional Programs: Revise daily and school year calendars to provide for increased learning time for students and staff.
☒	Professional Development and Support: We will provide professional development about the transformation model to principals and district-level school improvement team so that they have increased knowledge of the transformation model and ability to implement with fidelity. Review AMP data and MAP data to determine SMART goals and plan instructional coaching needs of teachers. Develop and schedule for one-on one coaching for all Allakaket staff. Develop and schedule site-based professional development for implementing RTI.
☒	Preparation for Accountability Measures: We will develop a fidelity monitoring plan that will address each of the elements of the transformation model and will ensure that the model is implemented with fidelity and if problems arise will enable Allakaket School to address them quickly.

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/planning through June 30 2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020).

Indicate the funding sources and amounts provided to support the school each year	2015-2016 Funds	2016-2017 Funds	2017-2018 Funds	2018-2019 Funds	2019-2020 Funds
State Funds	$1,060,476	$1,092,504	$1,142,074	$1,174,034	$1,209,365
Local Funds					
SIG 1003(g) Funds	$31,279	$341,598	$345,667	$347,669	$22,767
School Improvement 1003(a) Funds	$18,000	$18,000	$18,000	$18,000	$18,000
Title I, Part A: Improving Basic Programs	$32,000	$32,000	$32,000	$32,000	$32,000
Title I, Part C: Migrant Education	$4,700	$4,700	$4,700	$4,700	$4,700
Title II, Part A: Teacher and Principal Training and Recruiting Fund	$5,000	$5,000	$5,000	$5,000	$5,000
Title II, Part D: Enhancing Education Through Technology					
Title III, Part A: English Language Acquisition	$10,000	$10,000	$10,000	$10,000	$10,000
IDEA Part B					
Carl Perkins	$500	$500	$500	$500	$500
Other: Moore Pre-K Grant	$47,000	$47,000			
Other: Federal Grants	$30,000	$30,000	$30,000	$30,000	$30,000

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
Moore Grant	The Moore Pre-K grant currently provides funds used to support Allakaket's Pre-K children in the school. It will align and enhance our SIG program because we will use Moore funding to ensure Pre-K students enter Kindergarten ready for school.
Federal Grants	The district currently has a federal grant that provide funds to provide on-site coaching for teachers teaching language arts. Through mentoring and coaching, teachers learn how to scaffold their lessons to better meet the individual needs of each student. This aligns nicely because it is a component for what we want to through implementation of the SIG.

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 overall goal of the Transformation Model process is to increase student academic achievement by increasing resources available to students, and by increasing professional development and on-site mentoring and coaching for instructional staff. During the planning phase of the SIG, careful attention will be given to issues concerning sustainability of the operational elements of the Transformation Model. Strategies selected will be 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 4 years of SIG funding to assist with the start-up and establishment of our Transformation Model program. Grant staff will support and help build, implement, evaluate and revise strategies of the program. An infrastructure will be developed and student achievement baselines and success data established. Once of the SIG funding ends, ongoing maintenance of these structures can be accomplished with fewer staff hours if additional funding is unable to be obtained.

Hiring Practices:
Through SIG funds, hiring practices and policies will be revisited and revised as necessary to ensure quality educators are hired to support students. These practices will cost nothing to sustain, and will therefore remain an integral part of the district after the funding period ends.

Supporting Professional Development:
One of the most important sustainability strategies that will be 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 will be added to help build skills among Allakaket 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 SIG funds will provide (although we will work toward doing so), it will maintain partnerships it currently has and will actively seek new collaborative partners to continue to

offer quality professional development to its educators.

Changes made in Policies and Practices:

By the time the SIG funding ends, Allakaket School will have already developed and demonstrated the effectiveness of the changes made to its policies/practices through the SIG funds. While professional development incentives may be needed to get our program started, we anticipate that the culture that values and demands academic excellence for all students developed through this process will be an essential facet of Allakaket's school culture when SIG funding ends, and it will require no funds to sustain it once the infrastructure is developed.