

LEA School Improvement Grants 1003(g)  
Request for Applications



III. LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
APPLICATION COVER SHEET  
for 2015-2016 School Year Implementation

District Name: Bering Strait School District

Address: PO Box 225

City: Unalakleet

State: AK Zip: 99684

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

Contact Name: Tammy Dodd

Position Coordinator

Address: PO Box 225

City: Unalakleet

State: AK Zip: 99684

Phone: 907-624-4273

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District Signature

**Bobby Bolen**

District Superintendent (Printed Name):

907-624-4261

Telephone:

X

Signature of the Superintendent:

October 10, 2015

Date:

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

**LEA SCHOOL IMPROVEMENT GRANTS 1003(g)  
APPLICATION ELEMENTS**

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

List each Priority or Focus school the district commits to serve and identify the school intervention model that the district will use in each school. Use the chart below or attach a separate chart.

SCHOOL NAME	AK School ID Number (#####)	Priority or Focus (P/F)	INTERVENTION MODEL					
			Transformation	Turn-around	Restart	Closure	Early Learning	Evidence-Based Whole School
Tukurngailnguq (Stebbins)	70120	Priority						<u>X</u>

**B. Descriptive Information:** Please address the capacity of the LEA to provide adequate resources and support to all Priority and Focus schools listed above. Address each area.

- For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

According to data gathered from state assessments, surveys and needs assessments, Tukurngailnguq School is in dire need of assistance to ensure the school climate is adhering to the needs of its students. Surveys gathered from students, parents and staff members indicated the level of satisfaction of the school climate. The levels of satisfaction or approval of how the school climate is currently is very unfavorable. From the data gathered from the surveys, the needs of the school were easy to identify. The school, as a whole, needs to consider the environment of the school and its members when deciding on what to bring into the school to make the school climate one that is welcoming and academically sound for its students.

Data from the surveys showed some alarming numbers and trends at Tukungailnguq School. The following areas were of most concern when looking at the numbers gathered from Tukungailnguq

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School compared to the district as a whole. Here are some examples.

### **Social/Emotional Learning**

Tukungailnguq School – 2.5% (2<sup>nd</sup> lowest in the district)

District – 2.58%

### **Respectful Climate**

Tukungailnguq School – FY13' 3.3%; FY15' 2.8%

District – FY13' 3.4%; FY15' 3.5%

### **School Safety**

Tukungailnguq School – FY13' 3.6%; FY15' 3.2%

District – FY13' 3.8%; FY15' 3.9%

### **Caring Adults**

Tukungailnguq School – FY13' 3.4%; FY15' 3.6%

District – FY13' 3.7%; FY15' 3.6%

### **Parent/Community Involvement**

Tukungailnguq School – FY13' 3.3%; FY15' 2.8%

District – FY13' 3.4%; FY15' 3.6%

### **Student Involvement**

Tukungailnguq School – FY13' 3.4%; FY15' 3%

District – FY13' 3.8%; FY15' 3.5%

### **Staff Attitude**

Tukungailnguq School – FY13' 3.8%; FY15' 3.8%

District – FY13' 4%; FY15' 4.1%

### **Peer Climate (Student to Student Respect)**

Tukungailnguq School – FY13' 3.1%; FY15' 3%

District – FY13' 3.2%; FY15' 3.2%

### **Students Who Agreed Adults in Their Community Encouraged Them to Take School Seriously**

Tukungailnguq School – FY13' 76%; FY15' 69% (2<sup>nd</sup> lowest in district)

Apart from the surveys, state assessment data has also shown a need for a whole school reform. Although Tukungailnguq School has shown some progress on their state assessments, as a whole, the school is still well below district averages as well as state averages. Rough data, as the actual data will be shown in later components of this application, shows the following scores as below district averages.

### **Reading**

Tukungailnguq School – FY12' 39% Proficient; FY13' 34% Proficient; FY14' 39% Proficient

District – FY12' 53%; FY13' 47%; FY14' 50%

### **Math**

Tukungailnguq School – FY12' 31% Proficient; FY13' 35% Proficient; FY14' 30% Proficient

District – FY12' 46%; FY13' 44%; FY14' 48%

### **Writing**

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Tukungailnguq School – FY12’ 30% Proficient; FY13’ 29% Proficient; FY14’ 23% Proficient  
District – FY12’ 44%; FY13’ 46%; FY14’ 46%

Another source of data that was analyzed was in student referrals to the office and if those referrals caused some type of suspension. In the last couple of years, Tukungailnguq School has had over 150 referrals that ended up with some form of suspension, which ultimately means students out of the classroom.

Due to these low state assessment scores and feedback from the surveys, Tukungailnguq School is in need of a whole school reform system that will not only look at the academic side of the school and students, but also the social/emotional and well-being of the students.

The evidence-based whole school reform model of Positive Action seems to be a comprehensive approach to student achievement and focuses the program around the whole school climate. Positive Action has been approved by the What Works Clearinghouse at the federal level. Studies show that Positive Action brings about both academic and behavior outcomes and are shown to improve the following.

State reading tests up 20%

State math tests up 51%

Academic Motivation up 15%

Respect for Teacher up 28%

Self Control up 13%

Self Concept up 22%

Outcomes shown to decrease:

Bullying down 51%

Violent Behaviors down 75%

Substance Abuse down 71%

Suspension down 72%

Disciplinary Referrals down 85%

From all of the above data shows a need for a whole school reform model and Positive Action seems to fit the needs of Tukungailnguq School more than any other model for School Improvement.

- (2) For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.

Tukungailnguq School has met with their AEC members to inform them and any community member present of the intent to apply for the state SIG grant. They were given the information regarding Positive Action and what it entails for the school. From other meetings and feedback gained from Needs Assessments, STEPP and AEC meetings, the families and community members are welcome to the idea of helping their students become better citizens and to do well in school.

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This whole school reform model will best suit the needs of the community of Stebbins.

- (3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

#### Positive Action:

The Positive Action Whole School Reform model provides curriculum for all students for 30 minutes a day at the elementary level and 30 minutes twice a week for secondary levels. There is also staff support and components outside the classroom teaching. Staff can incorporate components such as Climate Development for the school climate, which also includes parenting classes and family kits. In order to engage parents and the community there is a component called Volunteer Community Leaders Coalition. Although this is a program, it does not take away from learning time, but enhances the standards by aligning its curriculum with common core standards. Because of this, the curriculum has been shown to improve student academics and non-academic outcomes. The Model also addresses some strategies for staffing, training and sustainability. The school will commit to two PD trainings in which Positive Action trainers will fly to the site to conduct those trainings and activities for the whole staff. Within this program, to ensure it is running smoothly at site, incorporates a position titled Project Coordinator. The role of this person would be:

Coordinate project

Train staff

Provide materials to staff

Ensures fidelity

Assists teachers to enhance their teaching

Assists school leaders to create positive climate

Assists and coordinates family engagements elements

- (4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

Tukurngailnguq School and the District Office will work with Positive Action to ensure a suitable candidate that understands the needs of the school and community has filled the role of Positive Action Project Coordinator. The Project Coordinator will work closely with the school administrators to form a Climate Development Committee. This committee (usually consisting of the Project Coordinator, administrator, counselor, student body representative and one teacher) will work together to help coordinate the family and community involvement and engagement pieces. The Program Coordinator will ensure the programs are implemented with fidelity. The staff members will be trained on the Positive Action curriculum and begin implementing immediately. The school counselor will work with the Counselor's Kit along with the components of Bullying Kit, Drug Kit, and Conflict Resolution Kits when needed.

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Apart from the staff at Tukurngailnguq School, there is a strong support system at the District Office level.

The Coordinator of Federal Programs and Staff Development will work closely with the budget and grant requirements at the district level. She will also work with the school to ensure all trainings and PD associated with the program is implemented in a timely fashion. This coordinator has worked with the district for over 25 years so has a wealth of knowledge of the community and students of the schools in our district.

The Director of Curriculum and Instruction, who has over 10 years experience in the district, will work closely with the school on their STEPP plan to ensure it aligns with this grant and Positive Action curriculum.

The Superintendent, who also has about 10 years of experience in our district at various titles, will ensure the grant and Positive Action curriculum and training is in the hands of the staff and community before the implementation year.

Bering Strait School District has several content area facilitators that travel to sites to support teachers in the implementation of core programs. These facilitators will be traveling to Tukurngailnguq School many times throughout the year to add extra support and resources to staff.

- (5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

After analyzing various data sources, it was evident that for Tukurngailnguq School to improve their academic outcomes, something was needed to assist in gaining more respect for the school, its climate and staff and for students. In order to achieve this, the school needs a whole school reform. There were four different providers of Whole School Reform that the federal government approves for the SIG grant. After reading the narratives and research on each model, Positive Action seems to be the best fit for Tukurngailnguq School and the Bering Strait School District. The Positive Action model also does a great job of incorporating the families and community members as much as the students. This is very important for our schools in this region.

Working with Positive Action, the school will conduct regular reviews of their data and analyze student academic and behavioral outcomes and achievements. Positive Action has agreed to and signed an Assurance Form that states if the outcomes are not being seen through these data reviews, then Positive Action will revise the implementation plan.

Positive Action's quality is evidenced by the support given to the program by the federal What Works Clearinghouse, CASE, CASEL, OJJDP, Blueprints, CrimeSolutions.gov, NREPP, stopbullying.gov, and the National Dropout Prevention Center.

- (6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

Title 1A – Tukurngailnguq School is a Title 1 School. Funds from Title 1A will be used for any extra PD that may be needed to ensure the academic curriculums and support. Monies from Title 1A will also be used to assist in Family Engagement, and ensuring Highly Qualified Staff are employed at Tukurngailnguq School.

Title 1C – Tukurngailnguq School is a consolidated Migrant Education school. Funds from Title 1C

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are used to assist migrant students with credit recovery classes and literacy books for home use. Title IIA – Funds from Title IIA support Tukurngailnguq School with employing a Class Size Reduced Teacher. It also helps fund the Classroom Coach for the CHAMPS program. 21<sup>st</sup> Century Afterschool Program – Tukurngailnguq School is a 21<sup>st</sup> Century Afterschool Program site. Four days a week, students can attend tutoring and/or enrichment classes to ensure the academic achievements of students. The Positive Action curriculum will be utilized during this time as well.

- (7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Implementing Positive Action will take 30 minutes out of the regular school day. In order to implement with the appropriate time and not take away any other instruction time, the school day will need to be lengthened. Due to this, the staff will need to be paid for an extra 30 minutes a day as per their contract. This will be a contract that the union will be informed of as well as all the teaching staff that this will impact.

As mentioned earlier, there will need to be some committees formed to assist in family engagement activities. Time and space for these meetings will be planned and delegated. If the committees meet after contract times, then the staff on those committees will need to be compensated. There are also family classes (7 per year) so those classes will need to be staffed and planned. Compensation for those will be needed as well. Agreements and contracts will be made and signed by those affected.

- (8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

The oversight of the project will be provided by the Project Coordinator, which will be part of the on site staff at Tukurngailnguq School. The duties of this position have been mentioned before.

The Coordinator of Federal Programs will provide the oversight, at the district level. This person will ensure the grant is working in the manner it was written. She will also provide the PD training, the materials and budget requirements. All data and reports will be reported to this coordinator. Site visits will be incorporated at the district level as well to ensure the program is being delivered with fidelity.

Positive Action will write, sign and send to the school an assurance form, which mandates that if the targeted outcomes are not seen, they will revise the implementation plan. This is to be a cooperative revision process between the school and Positive Action.

- (9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

The Positive Action program includes a family component through the Climate Development Committee. The responsibility of this committee is to teach family classes several times a year to engage families with the school and their child's education. The family classes occur over the

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course of each year and runs for about two hours each.

The Project Coordinator is also a valuable asset when it comes to engaging families. The Project Coordinator will also work with community entities to build partner organizations that can assist the school with activities throughout the year. The community members will form an organization called the Volunteer Community Leaders Coalition. Support from the school, the district office and Positive Action will make this a priority event.

As part of a Title 1 school, Tukurngailnguq already employs a Parent Liaison. This person helps bridge the community with school and helps to organize family nights. This position will still be funded and will be included in the committees.

- (10) The LEA must describe how it will sustain the reforms after the funding period ends.

Tukurngailnguq School will be given a perpetual content license to ensure sustained use of all of Positive Action curriculum. At the termination of the grant, teachers implementing Positive Action will have been sufficiently trained and will continue implementing these lessons. Sufficient oversight of the project will have taken place over the term of the grant and if achievement outcomes begin to drop, the school will look into seeing if a Project Coordinator is a permanent position for the school. Funds for replacement materials of the curriculum will not be needed for some time as the school will be receiving materials to last numerous years as classroom kits are designed for larger classrooms than those at Tukurngailnguq School.

- (11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

Tukurngailnguq School will implement Positive Action's model of Whole School Reform as seen in the attached Primary Plan.

Positive Action had been federally approved as a Whole School Reform provider by the What Works Clearinghouse and is endorsed and/or recognized by CASE, CASEL, Blueprints, NREPP, OJJDP, CrimeSolutions.gov, stopbullying.gov, and the National Drop Out Prevention Network.

The evidence based studies which Positive Action was approved for Whole School Reform are published at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

Study one:

“Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster-Randomized, Controlled Trial”

Study Two:

“Long Term Effects of the Positive Action Program”

Study Three:

“Using Social-Emotional and Character Development to Improve Academic Outcomes: A Matched-Pair, Cluster-Randomized, Controlled Trial in Low-Income, Urban Schools”



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All three of these studies are based on Positive Action curriculum and program implementation. The Positive Action team will guide the implementation of student lessons, family lessons and climate development.

#### Alignment to Standards:

Positive Action contains academic standards. The program's lessons contain content from all content areas. The program's lessons are also aligned to the state standards of 49 states and some Common Core State Standards. Most lessons have one or more academic standards in them, while some have several standards in a single lesson.

When students encounter the academic standards through Positive Action lessons, they apply the standards in a practical way through activities. This gives the standards more relevance and meaning. This usually leads to better understanding and retention of the material presented, which ultimately, leads to higher test scores.

Alignment to standards can be found at:

<https://www.positiveaction.net/overview/academic-standards>

- (12) The LEA must describe how it will monitor each Priority and Focus school, that receives school improvement funds including by:
- Establishing annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.

A. Annual goals of student achievement will be set and monitored regularly. A goal of increasing state assessment scores in all testing areas by 5% the first year of implementation, then 7% for each year afterwards. These outcomes will be monitored in several ways. Tukunngailnguq School utilizes AIMSweb as their monitoring device. Students will be given three benchmarks a year and progress monitoring when applicable. This data will be considered when looking at student progress before the state assessment is given. Delivery of instruction and/or interventions will then be made for students needing that extra support. The usage of curriculum assessments will also be analyzed when looking at academic achievement.

B. Monitoring the program will consist of two major components; process and outcome. The Project Coordinator will monitor the implementation of the program and provide feedback to staff. Outcome monitoring will use sources such as absenteeism, behavior referrals and academic performance data to assess the program. Feedback will then be given to staff on a weekly basis. All of this data can be found within the system we already use Powerschool.

Positive Action will assist in installing a system for the collection of the weekly data gathered from the Project Coordinator. Staff will also record which lessons they have taught, how much time they spent preparing for the lesson and time spent on teaching the

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lesson. Working with the Classroom Coach, the engagement of students during this time will also be collected. There will also be ready-made surveys, from Positive Action, to monitor how students are doing socially/emotionally.

- (13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.

Please see attached Assurance from Positive Action.

- (14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

Year 1 will be the planning stage. From the time the grant is awarded to the end of FY16, Tukurngailnguq School and the district office will work to ensure all the planning steps of Positive Action have been met and that all trainings and materials will be ready for Year 2, implementation.

The planning stages contain:

Site analysis

Needs assessment

Site preparation

Collaborative Recruitment and hiring

Positive Action already incorporates the planning stage in its implementation plan.

- (15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

N/A

- (16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

a) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and,

b) Partner with a whole school reform model developer, as defined in the SIG requirements.

A. One of the three studies included and approved by the What Works Clearinghouse was a randomized controlled trial in Hawaii, a native population in rural areas. Due to the closeness of traditional values and cultural ties, noting if this was an effective model of students in Hawaii, then it should correlate to the population of native students of Alaska. Positive Action's strategy narrative published on the ed.gov website states, "The Hawaii RCT also produced effects at the end of the 5<sup>th</sup> grade after three or four years of the program on indicators of school achievement, including improvements of 22% (ES=.58) and 19%

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(ES=.50) on nationally standardized reading and math test scores (Terra Nova 2<sup>nd</sup> Edition), respectively, and improvements of 26% (ES=.72) and 25% (ES=.69) for the state reading and math testes (Hawaii Content and Performance Standards), respectively” (Snyder et al., 2010).

B. Tukurngailnguq School will collaborate in the hiring of the Positive Action Team. This includes the Project Coordinator who will be responsible for the implementation and fidelity of the Positive Action model. All training will occur prior to the implementation year. The coordinator will assist in the training, planning and materials of the program as well as collecting data. They will also track the implementation of the program and report to the Coordinator of Federal Programs at the district level. The school will also need to add in an extra 30 minutes a day to implement the program.

There will also be a mutual agreement with Positive Action to allow for schoolwide training and PD for the program. There will be 2 days of PD. The principal of Tukurngailnguq School has been informed of this and agrees to those days of PD.

Any employee hired to assist in implementing the Positive Action Whole School Reform model will be hired under the salary schedule of the Bering Strait School District.

Tukurngailnguq School will partner with Positive Action. Positive Action has been approved as a Whole School Reform provider by the USDOE. They are listed on the ed.gov SIG site as an approved provider.

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

N/A

(18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

FY16 – January – May: Planning and Hiring Stage

At the conception of the grant, Tukurngailnguq School will begin the planning stage. All data will be collected and analyzed. The school will use the STEPP needs assessment to assist in finding the needs of the school, both climate and academically. Scheduling will occur to accommodate an extra 30 minutes of instruction time. Communication with stakeholders will be ongoing. An agreement with the staff and additional pay for extra time needed to implement the program. All materials will be ordered and stored. School board approval will be held during this time as well. The end of the planning stage/year will complete the hiring of any additional staffing positions.

FY17 – August: training and implementation

Two days of professional development to staff of Tukurngailnguq School and selected district office staff. This will occur before school starts. The implementation will begin with the beginning of the new school year. Committees are formed.

Throughout the year parent classes will begin and committees will begin organizing activities. Data

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will be collected and analyzed for implementation fidelity and outcomes.  
 FY18-19 – Full implementation (repeat each year)  
 FY20 – Sustainability year

**C. CONSULTATION WITH STAKEHOLDERS:** The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority and Focus schools.

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

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received
Grant Application	August					X	X	
SIG grant Priority School	October 2			X				
Tukurngailnguq School AEC	October 7	X						

**D. BUDGET:** An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority and Focus school it commits to serve.

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

- Implement the selected model in each Priority and Focus school it commits to serve; and,
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority and/or Focus schools.

**NOTE:** An LEA’s budget must cover at least three and up to five years of the grant, and be of sufficient size and scope to implement the selected school intervention model in each Priority and Focus school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority and Focus schools it commits to serve multiplied by \$2,000,000. The minimum LEA budget is \$50,000 per year multiplied by the number of schools served. The SEA offers a general guideline of \$250,000 - \$300,000 for each year of full implementation, with

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**lesser amounts for pre-implementation, planning, and/or sustainability years.**

1. Complete the following budget overview chart

District SIG Budget Overview						
School Name	Year 1 Planning	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation or Sustainability	Five-Year Total
Tukurngailnguq School (Stebbins)		<u>\$304,837</u>	<u>\$304,837</u>	<u>\$304,837</u>		
<b>Total Budget</b>		<u>\$304,837</u>	<u>\$304,837</u>	<u>\$304,837</u>		<b>914,511</b>

2. Attach a complete budget and narrative for each school for any pre-implementation or planning activities planned through June 30, 2016, plus at least three years (2016-2017, 2017-2018, 2018-2019, or 2019-2020) for which SIG funding is requested, and sustainability activities if planned for 2019-2020. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget and Narrative Form #05-07-071 found on the department website under Forms & Grants:  
<http://www.eed.state.ak.us/forms/home.cfm>

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Assurances Signature Page

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

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority and Focus school that it serves with school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation (when available); and
- (4) Ensure that each Priority and Focus school that it commits to serve receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Tammy Dodd      Coordinator of Federal Programs  
Name & Title of Authorized Representative

Tammy Dodd      10-12-15  
Signature of Authorized Representative      Date