

Individual School Plan for Priority or Focus Schools
Transformation Model

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| School Name: | <u>Davis-Ramoth Memorial School</u> | Priority or Focus: | <u>Priority</u> |
| District: | <u>Northwest Arctic Borough School District</u> | ASPI Rating: | <u>43.35</u> |
| Principal's Name: | <u>Lois Ballard</u> | Phone: (907) | <u>484-2142</u> |
| Principal's Email: | <u>lballard@nwarctic.org</u> | Fax: (907) | <u>484-2127</u> |

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 | 84 | 83 | 1% | 0% |
| 2014-2015 | 79 | 77 | 2% | 3% |

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

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.

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| <p>Demographics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: | <p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students |
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| <p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to the Alaska Standards <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: | <p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with the Alaska Standards <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress monitoring data <input checked="" type="checkbox"/> other formative assessments <input checked="" type="checkbox"/> teacher observations <input type="checkbox"/> other: |
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| <p>Professional Development</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines professional development priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input type="checkbox"/> other | <p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other: |
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| <p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input checked="" type="checkbox"/> implementation data for specific program or process <input checked="" type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School Improvement Plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: | <p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in the Alaska Standards <input checked="" type="checkbox"/> leaders have support from district office or others |
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For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

| Data Analyzed | Observations (Describe needs determined from data) |
|---------------------------------|---|
| SBA data | Based on a FY13 review of school-wide SBA data results indicate for all grades in reading 20.99% were Advanced or Proficient, Writing 19.14%, and Mathematics 16.77% were Advanced or Proficient. SBA 2-year trend data shows a decrease in proficiency in Reading and Writing with and increase for Math. 2015 district MAP data shows the following proficiency rates 3.1% Reading, Language Arts 4.1% and Mathematics 5.2%. It is evident that academic growth for all students through researched based curriculum, professional development, and improved community relations is critically needed. |
| Graduation Rate | The 2014 graduation rate was 27.7%. The 2015 four-year graduation rate was 61.5%, the five-year graduation rate for 2015 was 54.5%. Current barriers to improving graduation rates are attendance, academic proficiency, and the lack of meaningful community involvement. We also need to identify students that would be more successful attending an alternative program through the district. |
| Attendance Rate | FY15 attendance rate 78.4% Research indicates that student success is based on an over 90% attendance rate. We need to work with the community and students to increase student attendance in all grades. |
| ELP Assessment | FY14 and 15 over 96% of identified LEP students were assessed. In FY14 0% of students gained proficiency, FY15 3% of students received a passing score. Appropriate learning strategies needs to be implemented in all classrooms. |
| Demographics | Current Demographics--Alaskan Native 98%, Two Races or More 1%, Caucasian<1%, Economically Disadvantaged 74%. Appropriate learning strategies and curriculum is needed to target the unique ethnic and poverty level of Selawik School. |
| Curriculum | NWABSD routinely assess and adopts new curriculum. A new Language Arts Curriculum was purchased for the 2015-2016 school year. Intensive inservice was provided for all teachers and administration. Each site has a Language Arts mentor that received additional intensive training to assist in implementation. The Math curriculum is currently in review and will be updated the following school year to insure alignment to New Alaska State Standards. Additional ongoing professional development and support is needed to insure fidelity to curriculum in all classrooms. |
| Instruction | A majority of current teachers have less than 3 years of experience. Ongoing professional development in effective classroom strategies and management is critical to daily instruction and improved academic rigor. |
| Assessment | In previous years the overall building culture and poor student attitudes effected student academic growth and assessment results resulting in overall low performance in every grade. Subjectively we believe our students are capable of performing at a higher levels if school-wide academic expectations are in place. Teachers, administration, and the community will strive to set and maintain high academic and behavioral expectations for all students. |
| Supportive Learning Environment | Pervious administration's lack of consistency of implementation of the district's Safe and Civil school initiatives have lead to low teacher moral and poor student attitudes. The current staff has new higher expectations for all students, working closely with the new administration to put in place a consistent implantation that will support a school-wide behavioral plan. All staff members are expected to implement the new expectations and procedures to ensure all students can feel the supportive learning environment throughout the day. Ongoing professional development is critical to sustaining meaningful change through the school year. |
| Professional Development | Professional development has occurred through distant learning and on-site consultants. With teacher turnover rates as high as they are, there is lack of consistency that would allow for viable change. A plan will be development to support curriculum, student academic success, school climate and community/parent involvement. It our hope through continued targeted professional development we will build internal capacity for sustainable school-wide change. |

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| Leadership | Previous administration was replaced for the 2015-2016 school year. Current administration was chosen based on previous performance and willingness to commit to undertake the challenge of beginning the process of substantial organizational change that needs to occur in Selawik School. The current Principal spent much of the summer building a solid foundation within the community and this relationship will be maintained throughout the school year. A committed proactive principal is critical to the success of all aspects of our implementation of the selected turnaround model. |
| Other: | Teacher retention: Site has had continual turnover of teachers as well as administration which has led to inconsistent implementation of district initiatives, poor classroom instruction and fractured community relations. By building capacity and supporting teachers to take on prominent roles in instructional and in the community teacher moral will improve and turnover will be reduced leading to better student achievement. |

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.

Transformational model was chosen because of new administration, teacher retention, and lack of community involvement. Gathering evidence from all stakeholders allows the transformation model to take into account everyone’s viewpoints. Identifying proven strategies and having honest conversations with all stakeholders will help our school transform into a shining star of our region.

We are continuing the develop and implement the following:

- New evaluation system
- New Administration
- Using student growth as a significant factor in informing classroom instruction
- Select and implement instructional models based on student need
- Provide job embedded professional development to build capacity
- Providing increased learning time for staff and students
- Providing social-emotional and community-oriented services and supports (joint organizational meetings with the Northwest Arctic Leadership Team (NWALT), Childhood Adverse Traumatic Events, Maniilaq Association, and NANA Regional Corporation)

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 | Increase proficiency 5% annually | TBA AMP | Annual data review | Data will be reviewed when received from the state | Principal |
| Math | Increase proficiency 5% annually | TBA AMP | Annual data review | Data will be reviewed when received from the state | Principal |
| Graduation Rate | Increase proficiency 5% annually | 61.5% | Review student graduation plan each semester | Review Semiannually | Principal Site Councilor |

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 flexibility in replacing the Principal. New administration was hired for the 2015-2016 school year, for the 2016-2107 school year the district will want to continue with the current principal in place to allow a continuation on the positive reforms that are currently being implemented this school year.

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(1) Developing and increasing teacher and school leader effectiveness.

(i) Required Activities

| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
|---|--------------------|-------------------------|----------------------------|
| | | Begin Date | Target Date for Completion |
| A) Replace the principal who led the school prior to commencement of the transformation model. | Superintendent | July 1, 2015 | June 30, 2016 |
| <p>Describe how the district will replace the principal as part of the school's transformation model.</p> <ul style="list-style-type: none"> New administration was hired for the 2015-2016 school year, for the 2016-2107 school year the district will want to continue with the current principal in place to allow a continuation on the positive reforms that are already being implemented in the 2015-2016 school year. Current Administration was put in place | | | |
| <p>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.</p> <ul style="list-style-type: none"> The principal selection was based on a proven record of instructional leadership and community engagement, two essential skills necessary for successful transformational efforts. A contract extension was added allowing the new principal and additional time at site to familiarize herself with the community, and an experienced AP, with a record for instruction and behavioral leadership, was hired to assist. | | | |
| <p>What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model?</p> <ul style="list-style-type: none"> The principal replacement for the FY'16 school year was in-house as it was essential the administrative leadership was familiar with challenges inherent in transforming the school. The district would continue supporting the home-grown model of administrative support. | | | |
| <p>What barriers exist to replacing the principal and how will these be overcome? N/A</p> <ul style="list-style-type: none"> The school site has experienced significant administrative turnover these past 5 years. We recognize the challenges faced and expertise necessary to engage staff and community in transformation efforts. An experienced site advocate would continue to be assigned to support the principal's efforts. Quality School funds would be used to contract with consultants to assist with initiatives supporting school improvement. | | | |

| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
|---|--------------------|-------------------------|----------------------------|
| | | Begin Date | Target Date for Completion |
| B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. | Superintendent | July 1, 2015 | June 2020 |
| <p>Describe the planned evaluation system for teachers, including key dates of implementation</p> <ul style="list-style-type: none"> During the FY15 pilot year with practice SLO Training in Evaluation model occurred over the entire school year with additional professional development planning the 2015-2106 school year. Each teacher is observed weekly with a classroom strategies checklist with feedback provided and monthly with a long form quick evaluation tool. Formal evaluations are completed once annually for tenured and twice annually for non-tenured teachers. The Teacher Effectiveness and Evaluation System for the Northwest Arctic Borough School District is based on the Danielson Framework. The district has chosen to utilize | | | |

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all four domains of Danielson. These domains include planning and preparation, classroom environment, instruction, and professional responsibilities. The additional accountability requirement, student learning objectives, is based on growth as measured by state assessments, the Measures of Academic Progress (MAP), and district approved teacher-chosen assessments. A significant factor in the district's evaluation is the three-year implementation plan. The district's evaluation team has chosen components of each domain for evaluation for implementation over the next three years. Additionally, benchmarks for percentage of students showing growth are also increasing over the next three years.

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

- Teacher SLO's are based on student growth. Data from the teacher's SLO are factored into the formal evaluation process in accordance with state evaluation requirements.
- The district chose to use academic assessments for all academically based classes, with special emphasis on informational text. The evaluation team reviewed growth from NWEA MAP assessments, including the lowest performing schools to the highest performing schools, and determined the minimum growth for basic would be 3% growth, the growth that was demonstrated by the lowest performing school. Increments of improvement were identified based on performance of intermediate to highest performing schools in the district. The highest performing school's growth was determined to be "proficient" as a baseline.
- Recognizing that all students need to be learning at proficient growth increments to achieve to meet Alaska Standard's proficiency levels, the district then determined appropriate growth measures to be implemented over the course of the next three years. With the implementation of the Danielson Framework, providing support in development of research-based practices, it was determined students should increase in overall growth by a minimum of 10% per year.

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

- Weekly, monthly and formal observations and are built into the new evaluation system in accordance with state requirements.
- The district first determined the primary factors required by our staff to effectively teach our children. Already in place were identified expectations and requirements of the district to be viewed in each classroom, including the foci practices identified through Safe and Civil Schools' PBIS Framework, reviewed during "walk-throughs." The current "walk through" factors were reviewed and aligned with Danielson's Framework practices identified for the year, with rubrics to accurately provide feedback to teachers. These walk-throughs are required by administrators to be completed once time per week per teacher by administrators. Additionally, a once a month walk through to determine progress on over-all teaching is required. Combined with a 30 minute formal evaluation that includes pre and post evaluation conferences, the use of informal and formal observation periods meet the district's evaluation team and effective practice requirements for improving teacher effectiveness.

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

- The evaluation teams for both teachers and administrators chose to use baselines from 2015-2016 school year to measure growth in student achievement and high school graduation. ASPI requirements were reviewed, and administrative staff set basic growth expectations for to increase graduation rates for their individual sites, and school-wide requirements for academic growth based, primarily, on MAP assessments.

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

- All components of Principal Evaluations align with state administrative and cultural standards as well as the Danielson Framework. Process include observation by Superintendent, weekly skype meetings with District Administration, ongoing feedback meetings take place weekly between principal and district office leadership team over VTC, and site advocates make site visits no less than once per quarter. A mid-year face to face evaluation is scheduled to discuss progress and future planning before

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contracts are issued. Intervention procedures and supports are implemented when necessary. End-of-year evaluation is conducted by Superintendent. All formal evaluation procedures follow district policy.

- The administrative evaluation for the NWABSD also includes the use of the Danielson Framework, in conjunction with the Interstate School Leaders Licensure Consortium. Using the Alaska State Administrator Standards as a base, the administrators' evaluation team set growth requirements enabling them to effectively support teacher growth in the Danielson Framework and academic growth. ASCs and school boards were introduced to Danielson, Measures of Academic Progress, and Alaska Measurements of Progress separately, then in combination as part of the evaluation system. Community input documents are also in pilot year of review by community entities.

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

- Student growth is evaluated in four areas of the principal evaluation, leadership planning and preparation, instruction, management, and professional responsibilities all have components that evaluated the principal on student growth. NWEA MAP assessments are utilized and provided detailed data on student growth that can be analyzed on the student, class, and building level. This data is in turn used to guide site professional development priorities and is used by the principal to provided needs support to all teachers.
- Administrative evaluations include the required component of student growth. While principals are allowed to choose SLOs that aligns with STEPP, they must include in their evaluations student growth expectations that support teacher growth and student learning. These SLOs must include state and district required assessments, and can include additional growth measurements impacting their school's performance. Options may include attendance, graduation rates, and suspension data.

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

- Site advocate visit schools no less than once a quarter and complete a site observation checklist. Assistant Superintendent or Superintendent conduct site visits no less than once per semester. Detailed feedback is given after each visit and results are shared with the district office leadership team. Data from site visits is also evaluated and results guide the district's ongoing professional development priorities. If district administration determine more support is needed additional visits and supports are implemented.
- The NWABSD has for the past 5 years assigned site advocates to sites. As part of the advocate's duty, walk-throughs targeting best practice requirements are documented quarterly. Additionally, for lowest performing schools, the district works with outside evaluators to spend days on the site to observe and report on these requirements. These documents contain key components of Danielson and ISLLC

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

- The district plans to follow Alaska State requirements for evaluation, including the option of reviewing data over three consecutive years for administrative performance. Percentage of increase, aligned with percentage of increase required for other certificated staff, is included in the expectations for each performance rating.

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

- An evaluation team composed of bargaining members, tenured staff from various villages, subjects, and grade levels, were identified to develop the district's new teacher evaluation. Additionally, teacher leaders at each site were identified to gather and dispense information conducive to assisting the team's development of an acceptable state and district model. Finally, the team approached all certificated

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staff with a draft, answered questions and gathered input, then adjusted the evaluation tool and plan. At this time, the district is in a pilot year. However, the evaluation tools being utilized for teacher and administrative evaluations are the tools drafted by the teacher and principal teams.

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

- District is currently implementing new evaluations systems. An ongoing cycle of improvement will be implemented with input from teachers and principals with the continued use of existing evaluation committee

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

- Professional development for principals and teachers and will be overcome with an ongoing cycle of improvement and feedback
- The primary barriers continue to be time and resources, with resources being stable personnel base with a knowledge of the system. Turnover in small districts interferes with consistency of implementation and approaching next steps towards improvement.
- The district does offer a cultural camp for teacher retention. Administrative retention is approached through site advocate support and weekly meetings with superintendent, supporting navigation of cultural and community based challenges.

| 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. | School Administration | Dec 1, 2015 | June 2020 |
| <p>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.</p> <ul style="list-style-type: none"> • Implement a paraprofessional and teacher of the month reward • Public recognition during assembly, sporting events, and/or community meetings • Selawik Strong school spirit gear award to staff • School Mascot (Wolfe) awarded to classrooms as weekly as recognition for outstanding classroom performance • School Mascot (Little Wolfe) to staff member exchange once a week for recognition of efforts to further the culture of the building in making the school Selawik Strong • Cycle of ongoing professional development with the opportunity for program certifications | | | |
| <p>Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <ul style="list-style-type: none"> • School Administration will follow district policy and negotiated agreement in relation to dismissal | | | |
| <p>What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?</p> <ul style="list-style-type: none"> • New teacher evaluation system is currently being implemented in accordance to school district policy. • Incentives of ongoing professional development and extra-duty pay for staff at Davis-Ramoth school will be implemented as outlined. | | | |

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

- Site based teacher incentives will be fairly easy to implement. Any removal of underperforming staff will be restricted to confines of school district policy and negotiated agreement.

| 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. | School Administration | December 1, 2015 | June 2020 |

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.)

- Safe and Civil Schools—NWABSD is in its 4th year of implementation of the Safe & Civil School model of Positive Behavioral Intervention and Supports. Selawik school in that time has varied levels of implementation. Current administration has attended the national conference and is fully committed to school wide reform. Additional staff member will be selected to attend the national conference in the upcoming school years and on-site targeted support provided by Safe & Civil trainer (Susan Isaacs) will also be provided. It is our hope that with continued professional development over the life of the grant we can cultivate onsite coaches that will a resource for year around support for all teachers.
 - Safe and Civil Conference annually
 - onsite consultation by trainer twice per school year

Peer Observations

- A cycle of peer observations will be established an empowered culture that nurtures a collegial exchange of ideas and will promote a level of trust. Teachers will make observations of other teachers once quarterly.

GLAD Strategy Training

- Project GLAD® is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD® was developed and field tested for nine years by the United States Department of Education and is based on years of experience with integrated approaches for teaching language. Tied to the Common Core Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.
 - GLAD Training Workshop Annually
 - Teachers who attended the first year workshop will then begin cycle to become certified with Trainer in Training workshops

CPI Training

- By using Nonviolent Crisis Intervention® training as a part of our school-wide turnaround plan we will learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation. It is our hope that this will lead to a change in school culture.
 - Training will take place annually with staff member being trained as a trainer. They will in turn provide professional development to all staff members

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| <p>Annual RTI Conference</p> <ul style="list-style-type: none"> • Providing ongoing professional development in RTI and related strategies. |
| <p>Teacher Development Group Mathematics Studio Program (see attached documentation for further details)</p> <ul style="list-style-type: none"> • TDG aims to transform the mathematics understanding and achievement of all students in a school through mathematics instruction and the culture of mathematics professional learning across the school • To achieve these purposes, Studio activities: <ul style="list-style-type: none"> ○ Bring Best Practices in Teaching Mathematics seminar learning to life in a real-time “live” classroom ○ Increase the level, fidelity, and quality of implementation of research-based teaching ○ Build participants’ shared images and understandings about meaningful practice ○ Engage teachers as mathematical thinkers ○ Focus on building professional norms and habits-of-practice productive planning in-the-moment teacher reflection/metacognition relentless curiosity and inquiry about students’ mathematical thinking ○ Deprivatize practice to build a powerful professional community ○ Deepen the principal’s knowledge and skill (1) using her/his leadership voice to engender effective math instruction; (2) analyzing teaching; and (3) organizing the school for math learning |
| <p>How will the professional development be designed with input from school staff?</p> <ul style="list-style-type: none"> • Staff (certified and classified) have met and discussed training options to make progress towards the school’s 5-year goals • Results of staff meetings were discussed with Advisory School Council to ensure community support. • Yearly review with school improvement teams and all staff to ensure that the planned professional development is continuing to address the needs of students and staff |
| <p>What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?</p> <ul style="list-style-type: none"> • Northwest Arctic Borough School strives to provide high-quality professional development that aligns with the the district’s goals. The district seeks out high quality outside consultants that work with the district in the areas of differentiated instruction and Safe and Civil Schools. The district also strives to provides opportunities for teacher leaders to have additional professional development opportunities to increase our internal capacity to provide ongoing professional development at each site. |
| <p>What barriers exist to implementing these professional development strategies and how will these be overcome?</p> <ul style="list-style-type: none"> • The district’s professional development monies are allocated according to district-wide priorities, therefor all planned professional development specific to Selawik School is dependent on having the monies available through the school improvement grant. |

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| | | 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. | School Administration | December 2015 | June 2020 |
| Describe the ways in which staff will receive financial incentives for achievement gains at this school. <ul style="list-style-type: none"> • Extra-duty pay related to professional development opportunities that are outside the regular teacher contract. | | | |
| Describe the ways in which staff will be provided opportunities for promotion and career growth. <ul style="list-style-type: none"> • Increased opportunity for professional development and possibility for trainings and/or attendance at a national/state conferences that will lead to program certification. | | | |
| Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. <ul style="list-style-type: none"> • Teachers are being provided a second day weekly to allow for job-embedded professional development and training related to the school improvement process | | | |
| How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school? <ul style="list-style-type: none"> • Each year the Human Resources Department does extensive reciting in an effort to hire the most qualified applicants we can. The district has a good working relationship with the local bargaining unit and we actively seek to resolve any personal issues as quickly as we can. See attached recruiting documents for more information. | | | |
| 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? <ul style="list-style-type: none"> • The District has developed a teacher recruitment video that outlines the exciting opportunities that teaching in rural Alaska provides. | | | |
| What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome? <ul style="list-style-type: none"> • High Teacher Turnover has been a problem for several years. | | | |

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(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 |
|--------------------------|--|
| <input type="checkbox"/> | (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. |
| <input type="checkbox"/> | (B) Instituting a system for measuring changes in instructional practices resulting from professional development. |
| <input type="checkbox"/> | (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. |

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
|---|---------------------|-------------------------|----------------------------|
| | | Begin Date | Target Date for Completion |
| (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. | Curriculum Director | Spring 2015 | June 2020 |
| <p>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.</p> <ul style="list-style-type: none"> Review Process--District's undertakes a review of available curriculum including cost and alignment to the new Alaska state standards. A committee is convened of teacher and administrative representatives to evaluate each curriculum product. The committee then makes recommendations. An opportunity for community, school board, administrative, and teacher to review is provided to solicit comments; a recommendation is then made to district leadership and regional school board for curriculum purchase. Purchasing includes cost a new curriculum, professional development and training for ongoing implementation of the program. A new Language Arts curriculum was adopted for Fall 2015, Math is currently under review with an expected purchase for the 2016-2017 school year. | | | |
| <p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.</p> <ul style="list-style-type: none"> Grade level alignment is evaluated during the review process prior to purchase | | | |
| <p>Describe how the district will ensure that the instructional program is aligned with the Alaska Standards, including key dates of implementation.</p> <ul style="list-style-type: none"> Alignment with Alaska Standards is evaluated during review process prior to purchase by committee. | | | |
| <p>What capacity does the district have to identify and implement an aligned research-based instructional program?</p> <ul style="list-style-type: none"> The district uses national databases and program information to verify research based alignment | | | |
| <p>What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?</p> <ul style="list-style-type: none"> Individual teacher fidelity to the curriculum is always a concern. Fidelity is addressed in the teacher evaluation process and is being communicated with the addition of site curriculum mentors who received additional implementation training in the new language art curriculum, along with weekly VTC meetings with grade level teams to discuss specific curriculum implementation and strategies. | | | |

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| 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. | School Administration | December 2015 | June 2020 |
| <p>Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students, including key dates of implementation and specific assessments that have or will be used.</p> <ul style="list-style-type: none"> Teachers will have weekly collaborative and/or grade level meetings to review classroom and district assessments results. Assessment reviews included curriculum imbedded formative and summative assessments, NWEA, MAP, CPAA assessments, and AMP testing. MAP and CPAA is given 3 times a year in the fall, winter, and spring. AMP testing is once a year in the spring. | | | |
| <p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?</p> <ul style="list-style-type: none"> NWABSD has scheduled weekly collaborative meetings that allow teachers the time necessary to review and collaborate for assessment and student data review. The district also has an assessment coordinator that provides professional development to staff in using students data to inform instruction. | | | |
| <p>What barriers exist to using student data to inform and differentiate instruction?</p> <ul style="list-style-type: none"> Not having state assessment data for current school year. Not having adequate teacher release time for additional collaborate meeting. | | | |

(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 |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <p>(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p> <ul style="list-style-type: none"> • Weekly information (short form) observation in accordance with district evaluation policy. • Monthly (long form) observation in accordance with district evaluation policy. • Formal observations also in accordance with district evaluation policy. |
| <input checked="" type="checkbox"/> | <p>(B) Implementing a school-wide response to instruction/intervention (RTI) model.</p> <ul style="list-style-type: none"> • Multi-tiered intervention plan following the RTI model of intervention • Implementation of a Student Support Teams in accordance to the RTI model of intervention |
| <input checked="" type="checkbox"/> | <p>(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.</p> <ul style="list-style-type: none"> • Project GLAD Training is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD® was developed and field tested for nine years by the United States Department of Education and is based on years of experience with integrated approaches for teaching language. Tied to the Common Core Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum. |
| <input checked="" type="checkbox"/> | <p>(D) Using and integrating technology-based supports and interventions as part of the instructional process.</p> <ul style="list-style-type: none"> • Waterford Reading is currently being implemented for grades K-2 • Learning A-Z will be implemented for grades PreK-8 in Spring of 2016 |
| <input type="checkbox"/> | <p>(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below.</p> |

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

(i) Required Activities

| 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. | School Administration | Fall 2015 | June 2020 |
| <p>Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.</p> <ul style="list-style-type: none"> Afterschool homework club to allow student a place to complete homework and assistance as needed. <ul style="list-style-type: none"> 1 hour, 4 times a week Before school and Afterschool APEX sessions to allow for credit recovery and/or expanded opportunity through the use of Apex courses <ul style="list-style-type: none"> 1 hour, 5 times a week before school & 1 hour, 4 times a week afterschool Extra-duty contact will be given to allow for Apex course completion To increase time for staff <ul style="list-style-type: none"> Early Release to allow more time for profession development opportunities with staff. Designing a master schedule that allows for the use of specials to facilitate collaboration and student intervention time Peer observation with post observation debrief (non-evaluative) to facilitate job-embedded teacher learning | | | |
| <p>Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.</p> <ul style="list-style-type: none"> APEX courses can be in core academic areas and in higher level classes that Davis-Ramoth cannot currently offer given the limitation of the high school Homework club will allow for proactive remediation and practice to ensure mastery of daily lessons | | | |
| <p>Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p> <ul style="list-style-type: none"> Through peer observation and debriefing. Master schedule was designed to provide embedded release time for teacher collaboration | | | |
| <p>What capacity does the district have to establish schedules and strategies that provide increased learning time?</p> <ul style="list-style-type: none"> Will provided extra duty pay to allow for extended activities as outlined | | | |
| <p>What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?</p> <ul style="list-style-type: none"> Restrictions of Negotiated Agreement in teacher workday Many students are not adequately rested and therefore lack the stamina to maintain high academic rigor fore extended periods of time without breaks | | | |

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| 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. | School Administration | July 1, 2015 | June 2020 |
| <p>Describe how the district will provide ongoing mechanisms for family and community engagement.</p> <ul style="list-style-type: none"> Parent/teacher conference, community nights, NWALT meetings, ASC meetings, Classroom Parent nights, and outreach to local community organizations. See Section C of LEA application for timeline of meetings. | | | |
| <p>What capacity does the district have to provide ongoing mechanisms for family and community engagement?</p> <ul style="list-style-type: none"> Will provided ongoing financial support through Title-1 Parent involvement funds. Provides the school with a website as a vehicle for community communication and outreach. | | | |
| <p>What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?</p> <ul style="list-style-type: none"> Lack of trust and community engagement in school activities. Will be overcome with improved communication with parents and other local stakeholders. | | | |

(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 |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <p>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students’ social, emotional, and health needs.</p> <ul style="list-style-type: none"> • Joint organizational meetings to be held bi-monthly with the following organizations to discuss and create partnerships to plan and implement the 5-year plan: Advisory School Council, Local IRA, City Council, Maniilaq health Organizations, NANA Regional Corporation, Local State Trooper, Selawik Police Department, Leadership from local churches • Will plan and implement strategies for the formation of a Parent-Teacher organization at Selawik School. |
| <input checked="" type="checkbox"/> | <p>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</p> <ul style="list-style-type: none"> • Currently have in place 2 weekly early release days per week. One is district wide to allow for district planned professional development the other is site directed and objectives and goals are being put in place to establish Selawik School’s 5 -year school improvement goals. |
| <input checked="" type="checkbox"/> | <p>(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.</p> <ul style="list-style-type: none"> • Selawik school will implement the Safe and Civil schools model of PDIS on a school-wide and classroom level. • Currently in 4th year of district wide implementation. Previous Administration had limited implementation and/or success with school-wide procedures. New Administration is committed to improved implementation. Targeted site specific training by outside consultant was given in August of 2015 with a follow-up training planned for each year of the 5-year plan in November with continued professional development for selected staff members during the national conference in July of each year. • Training of all school staff in Nonviolent Intervention Training Program, instructor certification of select staff members. Ongoing throughout each year of the grant • Ongoing implementation of Kelso’s Choice—conflict resolution strategies for Early Childhood/Primary Grades |
| <input checked="" type="checkbox"/> | <p>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.</p> <ul style="list-style-type: none"> • Full- Day Kindergarten and Pre-Kindergarten programs are currently in place and will continue. |

**(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 improve student achievement outcomes and increase high school graduation rates. | Superintendent | Fall 2015 | June 2020 |
| <p>What different operational flexibility will the school have in relation to staffing?</p> <ul style="list-style-type: none"> Allow for extra duty pay for those teachers who choose to engage in additional professional development and/or teaching and providing support to students during non-standard school hours Additional teachers have been hired for the purpose of class-size reduction in the primary grades Physical education teacher was hired to allow for creative scheduling so that teacher collaboration and intervention time could be integrated into the regular school day. | | | |
| <p>What different operational flexibility will the school have in relation to school calendars and instructional time?</p> <ul style="list-style-type: none"> Provided second early release day each week for site specific professional development Development of credit credit recovery, remediation, intervention, and/or acceleration program during non-standard school hours using APEX Learning School was allowed to develop a master scheduled that allows for extra intervention and teacher collaboration time during the regular school day. | | | |
| <p>What different operational flexibility will the school have in relation to budgets?</p> <ul style="list-style-type: none"> Site Administration will have the flexibility needed to allocate budgets as appropriate, with oversight from the district office. | | | |
| <p>What capacity does the district have to grant operational flexibility to the school?</p> <ul style="list-style-type: none"> The District Office administrators have the needed capacity to facilitate as appropriate the flexibility necessary to implement our chosen model of School improvement. Should approval be needed from the Regional School Board the Superintendent has a strong relationship with the Board. | | | |
| <p>What barriers exist to granting operational flexibility to the school and how will those be overcome?</p> <ul style="list-style-type: none"> The District sees no challenges with granting whatever operational flexibility Davis-Ramoth Memorial School will need to fully implement the transformation model of school improvement. | | | |

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| Implementation Steps Aligned with Chosen Model | Person Responsible | Implementation Timeline | |
|---|---|-------------------------|----------------------------|
| | | Begin Date | Target Date for Completion |
| (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). | Director of Grants and Federal Programs Outside Evaluator | December 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.

- On-going support is provided through directors and coordinators within NWABSD. All departments will support Davis-Ramoth with activities and usual support for assessment, technology, grant support and curriculum.
- Since the grant is specific to Davis-Ramoth an Outside-Evaluator and Coordinator (OEC) will be contracted to offer specific support, coordination and specific to grant activities and budget. The OEC will report directly to the Director of Grants and Federal Programs. The OEC will provide reports and feedback. Written reports will be provided to the Superintendent and Principal twice per year. Dissemination to the NWABSD School Board and other entities will be in accordance with the NWABSD policies and procedures.

| Activity | Timeline | Process | Documentation |
|---|--|---|---|
| Identifying Outside Evaluator Coordinator | December 2015 | Advertise for OCE Follow NWABSD policies and procedures for hiring consultant | Advertisement MOU |
| Visits to Davis-Ramoth and NWABSD district office | Year 1 – twice – Dec/Jan Apr/May | Develop timeline and guidelines for grant processes as per grant timeline and deliverables Review of data – meeting agendas, minutes, data, etc Sharing with site, DO Written report – meet guidelines of reporting for DO and State of AK May/June | Timeline developed (DEC/JAN) Throughout the year – as data becomes available and questions arise – coordination with site administrators and DO Written report completed and shared with DO, site, to be sent to state Annually. |
| | Years 2-5 – three visits Aug/Sept Jan/Feb Apr/May | Same guidelines as above | Two written reports will be completed for review and site self-assessment – Jan/Feb and June |

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| | | | |
|--|--------------------------------|--|--|
| Review of performance of OCE | Annually at end of fiscal year | Review of work performed and communication | Superintendent, Director of Federal Programs, Davis-Ramoth site administrators will review the work and communication of OCE before next contract is issued. If satisfactory – contract will continue for next fiscal year. If not satisfactory – process begins for hiring. |
| What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support? Capacity includes existing departments as outlined above. | | | |
| <ul style="list-style-type: none"> The OCE will act as coordinator and additional contact and support for the duration of the grant. | | | |
| What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome? No barriers are perceived at this time. | | | |
| <ul style="list-style-type: none"> An outside evaluator position has proven successful in other grant situations for over twelve years. | | | |

(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 |
|--------------------------|--|
| <input type="checkbox"/> | (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. |
| <input type="checkbox"/> | (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. |

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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.

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • Surveys to collect and gauge the needs of families, students and community members. • Hosting informational nights to discuss and plan for implementation year • Make ongoing information and updates on planning/implantation available through the school’s website, newsletters and radio announcements as necessary. • Joint Organizational meetings with community and regional entities • Subsistence and other cultural relevant activities with community support • Parent/Teacher conferences with a new emphasis on student performance data • Begin to organize a Parent Volunteer Program <p>Successful Implementation will lead to improved school/family relationships</p> |
| <input checked="" type="checkbox"/> | <p>Rigorous Review of External Providers:</p> <ul style="list-style-type: none"> • Continue close relationship with district’s Safe and Civil Consultant Susan Isaacs with added on-site consultations to review of current implementation of the Safe and Civil Schools program and will make recommendations as appropriate • Outside-Evaluator and Coordinator (OEC) will be contracted to offer specific support, coordination and specific to grant activities and budget. The OEC will report directly to the Director of Grants and Federal Programs. The OEC will provide reports and feedback. Written reports will be provided to the Superintendent and Principal twice per year. Dissemination to the NWABSD School Board and other entities will be in accordance with the NWABSD policies and procedures. • All outside providers will be selected and reviewed according to existing district policy and procedures. All program and providers will be reviewed through national databases if applicable. Will provided specific Requests for Proposals for external providers when necessary and will make required expectations clear on any MOAs and/or contracts |
| <input checked="" type="checkbox"/> | <p>Staffing:</p> <ul style="list-style-type: none"> • Safe and Civil Consultant will make recommendations directly to the principal and district office leadership on the strengths and areas of need of current staff members • Principals along with District Site advocate will evaluate teachers on current strengths and needs and will make hiring recommendations as appropriate. |
| <input checked="" type="checkbox"/> | <p>Instructional Programs:</p> <ul style="list-style-type: none"> • Davis-Ramoth Memorial School will continue with the implementation of district instructional programs. Because there is a high number of students who move within the district multiple times as year, having a uniform curriculum in all schools is central to consistent fidelity to the curriculum across the district. • Learning A-Z digitally delivered teaching and student support system for student growth in reading and writing • Waterford Reading Program for grades K-2 |

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| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <p>Professional Development and Support:</p> <ul style="list-style-type: none">• All staff will have additional training on Safe and Civil Schools Model of PBIS.• Selected staff will receive additional off site training during the Spring Semester and Summer<ul style="list-style-type: none">○ Safe and Civil Schools National Conference○ Anchorage RTI Conference○ Project GLAD Conference○ Nonviolent Crisis Intervention |
| <input checked="" type="checkbox"/> | <p>Preparation for Accountability Measures:</p> <ul style="list-style-type: none">• Using NWEA MAP data staff will be analyzing data and development classroom based interventions for all students• Use Collections behavior data to evaluate trends in behavior of Tier 2 and tier 3 students for the development of comprehension behavior plans |
| <input type="checkbox"/> | <p>Other:</p> |

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 | 3,388,841 | 3,500,000 | 3,600,000 | 3,700,000 | 3,800,000 |
| Local Funds | 335,214 | 350,000 | 350,000 | 350,000 | 350,000 |
| SIG 1003(g) Funds | 63,000 | 300,000 | 300,000 | 300,000 | 100,000 |
| School Improvement 1003(a) Funds | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 |
| Title I, Part A: Improving Basic Programs | 119,862 | 120,000 | 122,000 | 124,000 | 126,000 |
| Title I, Part C: Migrant Education | 29,487 | 30,000 | 30,000 | 30,000 | 30,000 |
| Title II, Part A: Teacher and Principal Training and Recruiting Fund | 20,066 | 21,000 | 21,000 | 21,000 | 21,000 |
| Title II, Part D: Enhancing Education Through Technology | N/A | | | | |
| Title III, Part A: English Language Acquisition | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 |
| IDEA Part B | | | | | |
| Carl Perkins | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Other: Indian Education | 25,411 | 26,000 | 26,000 | 26,000 | 26,000 |
| Other: | | | | | |

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

| Other Resource | Describe how it aligns with and enhances intervention |
|---|---|
| Title-1 Part A and C Title-II Part A Title-III Part A Indian Education | Title-1 funds are currently being used to pay for additional teachers in Davis-Ramoth Memorial School for class-size reduction in the primary grades. Any other funds are being utilized in accordance to school improvement priorities and strategic plan. |

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

| |
|---|
| <p>Funding: NWABSD uses district funding through the district for all sites. Specific grants and federal program monies are distributed via the program. One of the main emphasis for the life of the requested grant is to build infrastructure so that programs and supports can be within Davis-Ramoth. By training staff within the behavioral support and academic programs, a trainer of trainer model can be developed to support future professional development within the site and district.</p> |
| <p>Hiring Practices: Northwest Arctic Borough School District uses Applitrack to advertise and participates in the job fairs sponsored by ATP in: Portland, Seattle, Minneapolis, and Anchorage. The District also uses Monster to post jobs. The Director of Human Resources expanded our recruiting last year in hopes of finding a larger pool of highly qualified applicants. Teacher retention has been focused mainly on two points: the C3 cultural camp and the added on academic camp, and the statewide mentor teacher support for new to the state teachers, or new teachers. Sites also do breakfasts or luncheons to welcome new to the building staff members. The District provides additional days of training separate from the rest of the district staff in August to ensure teachers first exposure to the region is a positive experience for our new staff. We use Monday early release meeting time for staff development, and also the VTC meetings on curriculum and peer to peer support. The district employs two dedicated mentor teachers to support teachers that travel to sites on a rotational bases or as needed if extra support is needed.</p> |
| <p>Supporting Professional Development: As stated previously, NWABSD over the past 9 years has made continued efforts in sustainable PD. District goals to support student behavior, academic student improvement, and successful teaching strategies will continue to be supported by the district. District and site goals align and will continue to be supported with in-district personnel and other professional entities. NWABSD is a member of the Alaska Staff Development Network which continues to provide courses, webinars and conferences to support PD.</p> |
| <p>Changes made in Policies and Practices: Any changes made in policies and practices will have gone through the district’s guidelines and procedures for adoption. Those would continue.</p> |
| <p>Other:</p> |