

**Individual School Plan for Priority or Focus Schools**  
*Evidence-Based Whole School Reform Model*

<b>School Name:</b>	<u>Chevak School</u>	<b>Priority or Focus:</b>	<u>Priority</u>
<b>District:</b>	<u>Kashunamuit School District</u>	<b>ASPI Rating:</b>	<u>2 Star</u>
<b>Principal's Name:</b>	<u>Molli Sipe</u>	<b>Phone: (907)</b>	<u>858-7712</u>
<b>Principal's Email:</b>	<u><a href="mailto:msipe@chevakschool.org">msipe@chevakschool.org</a></u>	<b>Fax: (907)</b>	<u>858-6150</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 ELP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
<b>2013-2014</b>	187	172	36.26%	0.53%
<b>2014-2015</b>	199	195	57.79%	4.02%

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

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

<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enrollment</li> <li><input type="checkbox"/> drop-out Rate</li> <li><input type="checkbox"/> ethnicity</li> <li><input type="checkbox"/> grade level</li> <li><input checked="" type="checkbox"/> discipline incidents</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> alignment with AK standards &amp; GLEs</li> <li><input type="checkbox"/> research-based</li> <li><input checked="" type="checkbox"/> implemented with fidelity</li> <li><input type="checkbox"/> schedule for review &amp; revision of curriculum</li> <li><input checked="" type="checkbox"/> assessment data used to identify gaps</li> <li><input type="checkbox"/> review process to determine if meeting needs of all students</li> </ul>
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**LEA School Improvement Grants 1003(g) Application Supplement**  
**Evidence-Based Whole School Reform Model**



<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> effective and varied instructional strategies</li> <li><input type="checkbox"/> instruction is aligned to the Alaska Standards</li> <li><input checked="" type="checkbox"/> instruction is differentiated</li> <li><input checked="" type="checkbox"/> system for timely &amp; early interventions for low-performing students</li> <li><input type="checkbox"/> teachers communicate high expectations to students</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> aligned with the Alaska Standards</li> <li><input checked="" type="checkbox"/> data from classroom assessments guides instruction</li> <li><input type="checkbox"/> universal screening data for all students</li> <li><input checked="" type="checkbox"/> progress monitoring data</li> <li><input checked="" type="checkbox"/> other formative assessments</li> <li><input type="checkbox"/> teacher observations</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student achievement data determines professional development priorities</li> <li><input checked="" type="checkbox"/> professional development is job embedded</li> <li><input type="checkbox"/> teacher evaluation process is aligned to AK teacher standards</li> <li><input type="checkbox"/> teacher evaluation process consistently applied</li> <li><input type="checkbox"/> teachers receive ongoing &amp; systematic feedback to improve instruction</li> <li><input checked="" type="checkbox"/> teacher mentoring program</li> <li><input type="checkbox"/> other</li> </ul>	<p><b>Supportive Learning Environment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> effective classroom management strategies</li> <li><input checked="" type="checkbox"/> schoolwide behavior standards</li> <li><input type="checkbox"/> attendance policy</li> <li><input type="checkbox"/> cultural awareness and understanding</li> <li><input type="checkbox"/> extended learning opportunities</li> <li><input checked="" type="checkbox"/> effective school-parent communication</li> <li><input checked="" type="checkbox"/> parent &amp; community engagement</li> <li><input checked="" type="checkbox"/> Social &amp; emotional services &amp; supports</li> <li><input type="checkbox"/> physical facilities safe &amp; orderly</li> <li><input type="checkbox"/> other:</li> </ul>
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<p><b>Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> master schedule &amp; classroom schedules</li> <li><input checked="" type="checkbox"/> perception surveys of teachers, parents, or students</li> <li><input type="checkbox"/> implementation data for specific program or process</li> <li><input type="checkbox"/> administrator and teacher experience &amp; qualifications</li> <li><input type="checkbox"/> policies &amp; procedures facilitate learning</li> <li><input checked="" type="checkbox"/> teacher turnover &amp; attendance rates</li> <li><input checked="" type="checkbox"/> School Improvement Plans, Title I plans, grant application plans, etc.</li> <li><input type="checkbox"/> other:</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> facilitate development &amp; implementation of school goals</li> <li><input checked="" type="checkbox"/> analyze student assessment data</li> <li><input checked="" type="checkbox"/> leaders assist staff in understanding &amp; using formative &amp; summative assessment data</li> <li><input checked="" type="checkbox"/> leaders monitor delivery of instruction</li> <li><input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan</li> <li><input type="checkbox"/> leaders ensure staff trained in the Alaska Standards</li> <li><input type="checkbox"/> leaders have support from district office or others</li> </ul>
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**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



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	<p>Because the State switched over to the AMP in FY15, we do not have data reflecting student performance from last year nor do we have comparison data to document student growth. Therefore, the following data reflects student performance in FY13 and FY14.</p> <table border="1" data-bbox="329 464 1555 688"> <thead> <tr> <th>Subject</th> <th>% KSD Students Proficient in FY13</th> <th>Statewide Proficiency Rate</th> <th>% KSD Students Proficient in FY14</th> <th>Statewide Proficiency Rate</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32.1%</td> <td>82.8%</td> <td>32.6%</td> <td>80.1%</td> </tr> <tr> <td>Writing</td> <td>28.9%</td> <td>73.8%</td> <td>33.4%</td> <td>74.7%</td> </tr> <tr> <td>Mathematics</td> <td>35.1%</td> <td>69.4%</td> <td>35.3%</td> <td>68.4%</td> </tr> </tbody> </table> <p>The data listed above demonstrates a significant need for action on the part of our school district. Although there was a slight up-tick in our students proficiency levels in Reading, Writing and Mathematics between FY13 and FY14, it is not statically significant, and in both years our students achieved proficiency at far lower rates than their peers from across the state; in FY14, 47.5% more students attained proficiency in Reading across the state than did in our school, 41.3% more were proficient in Writing than were in our school, and 33.1% more were proficient in Mathematics than were in our school.</p> <p>If our students are going to be successful after they graduate from Chevak School, we need to do a better job of insuring they have the skills and competencies required to competitive in their post-secondary and vocational pursuits. With its focus on literacy skills, engaging teaching strategies and development of students' non-academic competencies, we believe that Success For All will give our staff the tools necessary to better meet our students' needs.</p>	Subject	% KSD Students Proficient in FY13	Statewide Proficiency Rate	% KSD Students Proficient in FY14	Statewide Proficiency Rate	Reading	32.1%	82.8%	32.6%	80.1%	Writing	28.9%	73.8%	33.4%	74.7%	Mathematics	35.1%	69.4%	35.3%	68.4%
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Graduation Rate	<p>The following table gives our graduation rates from the last three years according to the data shared in our Report Cards to the Public:</p> <table border="1" data-bbox="329 1205 1555 1346"> <thead> <tr> <th>School Year</th> <th>Graduation Rate</th> <th>Dropout Rate</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>56.25%</td> <td>6.43%</td> </tr> <tr> <td>2012-2013</td> <td>50%</td> <td>10.66%</td> </tr> <tr> <td>2013-2014</td> <td>51.85%</td> <td>4.58%</td> </tr> </tbody> </table> <p>Our graduation rate is significantly below that of the state's average (71.8% in 2012-2013) and our dropout rate is much higher than the state average (only 4% in 2012-2013). We attribute these troubling statistics to a need for better quality instruction and consistent behavioral expectations for students. If our students had the academic and social-emotional skills needed to achieve proficiency in high school, they would not be as prone to dropping out and/or failing to graduate.</p>	School Year	Graduation Rate	Dropout Rate	2011-2012	56.25%	6.43%	2012-2013	50%	10.66%	2013-2014	51.85%	4.58%								
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ELP Assessment	<p>In 2014-2015, about 20% more of our LEP students made progress on their ELP assessments compared to the year before. Although this statistic is promising, we know we can do better. Only 57% of our LEP students made progress in 2014-2015, and only 4% of the students' attained proficiency that year, with the average composite score being a 3.2—Developing. If our students are going to master the grade-level literacy skills required to be successful, we need to make a more concerted effort to provide high-quality literacy instruction in elementary school.</p>																				
Demographics	<p>Chevak School serves 349 PreK-12<sup>th</sup> grade students. The students here speak English and Cup'ik, and it is one of only two villages in the world speaking the Cup'ik language. The school is geographically isolated located 151 miles from the nearest hospital and 523 miles from a major</p>																				

**LEA School Improvement Grants 1003(g) Application Supplement**  
**Evidence-Based Whole School Reform Model**



	<p>shopping hub. There are many homes that do not have running water. Children enrolled in our school do not have access to the resources available to children in more urban areas; there are not museums, libraries, zoos or other after-school recreational activities.</p> <p>Our school has limited financial resources and is considered economically disadvantaged; the poverty rate in our community is 42.2%. The graduation rate is 50% compared to the state’s 71.8% average. The percentage of our population with a bachelor’s degree or higher (10.5% is significantly below the state average of 27.9%).</p>
Curriculum	<p>Although Chevak School recently adopted new math and ELA curricula that are aligned to current Alaskan standards for learning, our staff expressed concerns in our most recent STEPP planning period that there still is not a clear framework for what students exiting each grade level need to know. This makes it difficult for staff, especially staff new to our school, to plan lessons that adequately meet each student’s learning needs and build upon the knowledge gleaned in prior years. When students miss essential building blocks in reading and mathematics in elementary school, it is more likely that they will struggle to achieve proficiency in high school.</p>
Instruction	<p>Our students low proficiency levels on the statewide grade-level reading assessments suggest that our students are not receiving quality instruction to build their skills and competencies in reading, writing and mathematics despite the fact that we recently adopted new curricula that is aligned to current standards. Therefore, we can conclude that our staff would benefit from professional development focused on strategies proven to better engage students in the learning process regardless of their current abilities. We feel this is especially important at the elementary level where students are setting the foundations of their educational careers; if we miss them at these early levels, they will not be adequately prepared to enter and perform in high school and beyond.</p>
Assessment	<p>Currently, Chevak School does not have a system for conducting progress monitoring using universal assessments, meaning that the only time we get objective snapshots of where our students are at compared to their peers is when their state test scores come in twice/year. This data cannot be called progress-monitoring data either, because we do not receive it in time to adjust instruction (the spring assessment scores are not received until October of the following year). It is for this reason that we are seeking a system to regularly assess student learning and progress through both formal progress-monitoring assessments and informal formative assessments given regularly as the teacher is instructing. We also need to insure that our staff understands how to respond to this data and effectively adjust instruction to better meet the students’ needs.</p>
Supportive Learning Environment	<p>Chevak School is in need of an accessible school-wide behavior plan that includes positive behavioral supports. Currently, expectations are defined in the handbook, but students are not aware of these expectations and enforcement is sometimes inconsistent. This means that too much classroom instruction time is sometimes lost as teachers work to deal with student misbehavior. Students, too, can be confused because behavioral expectations are not consistent from room to room leading them to become frustrated and disengaged from learning.</p>
Professional Development	<p>Chevak School is in the process of developing a school-wide RTI plan and providing professional development to develop our staff’s capacity to effectively respond to student data. Too many of our students are falling through the cracks and are not receiving the supports necessary for them to attain proficiency. Developing a system for RTI will assure that every student is receiving the level of instruction they need to master each of the standards. As the staff learns how to collect, analyze and respond to student data, our administration is also working to better use student data to determine our staff’s professional development needs, but we feel we are still in the beginning stages of this process. We know our students’ performance is indicative of the effectiveness of the instruction they receive on a daily basis, and it is for this reason that we will continue to incorporate student data into our professional development planning.</p>
Leadership	<p>Chevak School has cycled through three principals during the last three school years, an experience that has been detrimental to our staff and student development. As shared above,</p>

**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



	<p>students’ proficiency levels on state assessments have been very low during these transitional periods, as have staff perceptions of the school leadership. Because Success For All includes a lot of professional development and resources for developing school leaders in Title I schools, we feel that the program will give our principal (who is currently entering her second year on staff) the skills and knowledge needed to not only establish a consistent, fair environment in which students can learn, but to also effectively support the school staff and develop their capacities to better meet every student’s needs in their classrooms. SFA’s supportive network of school leaders from across the country will also give the principal the connections and encouragement needed to make her feel less isolated in her role of school leader, thereby increasing the likelihood that she will remain at Chevak School for years to come.</p>
<p>Family/ Community Engagement</p>	<p>At this time, we feel that much of our communication with families focuses on student behavior, not learning expectations, student progress and reinforcing learning at home. In the coming years, we would like to proactively engage families and build positive relationships grounded in the thought that we are all working to support their children’s growth and development. Although we know this is the case, it can be difficult to build positive relationships when the only communications received are in regards to negative behaviors and/or poor performance at school.</p> <p>We would also like to increase our level of stakeholder engagement, including the frequency with which parents and community members work with district staff to set district goals, priorities and plans, as well as how well we communicate these plans. Increasing the number of opportunities that families and community members have to make meaningful contributions during decision-making processes, the more buy-in we anticipate from them as these plans are implemented and the better the changes will be received by the students and staff.</p>
<p>Students’ Social and Emotional Supports</p>	<p>The 2015 School Climate and Connectedness Survey revealed that many of the students feel they do not have at least one adult in their lives who has their best interest at heart, and that they feel they are not able to clearly identify, communicate and respond to their feelings and emotions. The staff survey supported this finding as many of our staff members reported feeling as though the relationships between students and staff members, and students with their peers were not respectful. It is difficult for teachers to teach and students to learn in hostile environments. More troubling is that students and staff reported increased incidences of student delinquent behavior and substance abuse at school or during school events, behaviors attributable to the unsupportive environments described above. It is for this reason that we will work diligently to build better supports for students’ social and emotional needs to ensure that our students have the opportunity to learn in safe classroom environments.</p>

**Describe which of the four available models was chosen and why it was chosen for this school. (For the four available models see <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> ) Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that this model is most likely to dramatically improve the student achievement and/or graduation rate in this school.**

Data indicates a crucial need for improvement in the areas of language arts and mathematics. Based on feedback received, the decision was made to pursue SIG funding. After researching several school reform model’s, Success For All was selected as the model that would best meet the needs of students, because it:

- Is specifically designed to improve students’ academic achievement/attainment through a sequential, research-based reading program that carries students from early literacy skills, through phonics, vocabulary and fluency, and continues on into comprehension skills with students frequently working in pairs and small groups to insure that they are highly engaged and with safety nets such as computer-based interventions to insure that all students are successful. This need was sited during the STEPP planning process; in Indicator 1.01, the staff determined that although we recently adopted ELA and Mathematics curricula that are aligned to current Alaska standards, there is not a clear framework for



what students exiting each grade level need to know. Success For All (SFA) establishes clear benchmarks that each student needs to meet before exiting their current grade level and gives teachers the strategies necessary to help each student read these benchmarks. Students who have not yet met the standards by the end of 8<sup>th</sup> grade will be enrolled in SFA-AP, an intensive program designed to help 9<sup>th</sup> grade students achieve grade level standards by the end of the year.

- Uses strategies to engage all students in grades K-8, including students receiving special education services and English language learners. SFA includes formative and summative assessments so that teachers have the data necessary to determine which students are in need of additional supports and interventions so that every student will find success. We anticipate that incorporating these strategies on a consistent basis will ultimately result in increased student achievement on statewide assessments.
- Focuses on the development of quality school leadership by providing extensive training and support to the principal of the school. This directly addresses the concerns expressed by staff during the 2015 School Climate and Connectedness survey that they do not trust their school leader to make decisions that are best for the students and staff. The principal will participate in an annual week-long school leadership program and an additional 3-day conference with other SFA principals from across the country. She will also be enrolled in a mentoring program so that she has support as she works to become a more effective instructional leader. Additionally, the school will designate an experienced teacher from the staff to become the SFA Facilitator. They will receive extensive leadership training as well as on-site coaching to help them work with the principal to insure that all teachers are successful in their implementation of the program. Finally, we will also work with our current Reading Specialist to assure she has the skills and knowledge necessary to effectively meet every student's needs.
- Provides a consistent system of ongoing professional development for all staff members focused on teaching reading to struggling learners. SFA offers a professional development system that includes more support in the first year of implementation (26 days of in-person, on-site training) and gradually reducing support in the remaining years (16 days in the second year, 9 in the third year and each year after). SFA also provides in-class coaching opportunities to staff to insure that every teacher is successfully implementing the program. Chevak School selected SFA as a way to directly address student data when we develop our professional development plans (See STEPP Plan Indicator 5.01); we anticipate that offering professional development to specifically increase student achievement in reading will result in increased student proficiency on normative assessments. Although this training will focus specifically on Language Arts, we will require all of our staff members to participate in this training, because we feel they will all benefit from the strategies shared to increase student engagement and promote positive behaviors in the classroom.
- Offers professional development and materials to provide students with non-academic supports, including *Getting Along Together*, a curriculum that builds students social-emotional and interpersonal capacity. SFA also provides teacher with extensive professional development focused on effective classroom management to intensify the learning taking place each day. This component directly addresses the staff and student opinions expressed through the 2015 School Climate and Connectedness Surveys, which indicate that students do not have positive relationships with both the adults in the school and their peers, that they do not have the ability to identify and respond to their emotions, and that there has been an increased number of delinquent behaviors and substance use at school sponsored events. By building our students' non-academic skills, we anticipate that they will come to school each day more prepared to engage and grow.
- Engages families through workshops, daily report cards and attendance-promotion programs to help their children build positive behaviors. This will address the desires expressed during the STEPP planning process (Indicators 4.07 and 4.08) to increase the number of positive communications exchanged with families on a daily basis and to promote opportunities to support the learning taking place in the classroom at home. We anticipate that this will both increase stakeholder engagement in school programs as well as student achievement on their standards-based assessments.

- Offers a specifically designed remediation course to help high school students learn the strategies and skills they need to be successful with reading, comprehension, and analyzing the complex content area texts they encounter in the upper grades. The high school program is also designed to accelerate the academic development of older students who struggle until they are achieving at, or above, grade level. By offering an additional opportunity to meet the needs of students entering high school, we expect that they will not only show growth on their state-wide assessments, but that Chevak School will ultimately see an increased graduation rate and decreased drop-out rate due to students' increased ability to access their curricula.

**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	
<b>Reading/Language Arts</b>	To improve the academic achievement of KSD students in ELA.	33.0%	State of Alaska benchmarks will be conducted annually in the spring for all students in grades 3-10 <sup>th</sup> . Student assessment data will be analyzed and compared to the set baseline and goal during a collaboration meeting of Chevak staff. Teachers will identify students who are in need of additional remediation. An RTI plan will be developed for students identified and at Tiers 2 and 3. Data comparison will be presented to district administration and local school board. Instruction will be targeted and focused on individual student RTI plans.	Annually upon release of student data to district; First school board meeting after release of data.	Principal; SFA Facilitator

**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



<b>Math</b>	To improve the academic achievement of KSD students in Mathematics.	35.3%	State of Alaska benchmarks will be conducted annually in the spring for all students in grades 3-10 <sup>th</sup> . Student assessment data will be analyzed and compared to the set baseline and goal during a collaboration meeting of Chevak staff. Teachers will identify students who are in need of additional remediation. An RTI plan will be developed for students identified and at Tiers 2 and 3. Data comparison will be presented to district administration and local school board. Instruction will be targeted and focused on individual student RTI plans.	Annually upon release of student data to district; First school board meeting after release of data.	Principal; SFA Facilitator
<b>Graduation Rate</b>	To improve the graduation rate of KSD students.	51.8%	Graduation rate will be examined and will be compared to baseline and goal. Comparison will be presented in a report to district administration and our local school board. Students who are identified as at-risk of graduating will be targeted to receive additional support from our school counselor.	Annually at the end of school year (May 15 <sup>th</sup> ); First school board meeting in June.	Principal; Counselor

**Goal 1:** To improve the academic achievement of KSD students in ELA.

<b>Objectives</b>	<b>Annual Outcome Targets</b>
<b>Objective 1.1:</b> To increase the percent of 3 <sup>rd</sup> – 10 <sup>th</sup> grade students who score proficient or above in <u>Reading</u> on State of Alaska benchmark assessments as compared to set baselines.	<b>Outcome 1.1:</b> An average of 5% more students will score proficient in <u>Reading</u> on State of Alaska benchmark assessments during year 1 of the project (7% increase during year 2, and 7% increase during year 3) as compared to set baselines.
<b>Objective 1.2:</b> To increase the percent of 3 <sup>rd</sup> – 10 <sup>th</sup> grade students who score proficient or above in <u>Writing</u> on State of Alaska benchmark assessment as compared to baselines.	<b>Outcome 1.2:</b> An average of 5% more students will score proficient in <u>Writing</u> on State of Alaska benchmark assessments during year 1 of the project (7% increase during year 2, and 7% increase during year 3) as compared to set baselines.
<b>Objective 1.3:</b> To provide ongoing evidence that will guide and inform daily instruction in language arts.	<b>Outcome 1.3:</b> 100% of 3 – 10 <sup>th</sup> grade students not proficient in language arts will be placed on an RTI plan for Tier 2 and 3 students, and will participate in progress monitoring through Aimsweb and ongoing Success For All assessments.



**Goal 2:** To improve the academic achievement of KSD students in Mathematics.

Objectives	Annual Outcome Targets
<b>Objective 1.1:</b> To increase the percent of 3 <sup>rd</sup> – 10 <sup>th</sup> grade students who score proficient or above in <u>Mathematics</u> on State of Alaska benchmark assessments as compared to set baselines.	<b>Outcome 1.1:</b> An average of 5% more students will score proficient in <u>Mathematics</u> on State of Alaska benchmark assessments during year 1 of the project (7% increase during year 2, and 7% increase during year 3) as compared to set baselines.
<b>Objective 1.2:</b> To provide ongoing evidence that will guide and inform daily instruction in mathematics.	<b>Outcome 1.2:</b> 100% of 3 – 10 <sup>th</sup> grade students not proficient in mathematics will be placed on an RTI plan for Tier 2 and 3 students and will participate in progress monitoring through Aimsweb.

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

Objectives	Annual Outcome Targets
<b>Objective 3.1:</b> To increase the percent KSD students who graduate from high school on time as compared to the set baselines (the target will be to meet and/or exceed the State’s target for graduation for ASPI).	<b>Outcome 3.1:</b> Of the students identified as at-risk of not graduating, 25% more will graduate on time during year 1 of the project (with an increase of 7% during concurrent years) as compared to set baselines.

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

### EVIDENCE-BASED WHOLE SCHOOL REFORM MODEL

Address the following five categories of required activities as reflected in the proposed intervention activities of the selected evidence-based model. As needed, the school/district should supplement the chosen model with additional interventions and activities that address gaps in the model or identified local needs not served by the chosen model.

#### Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Must be implemented in partnership with the model developer (if proprietary) or with an entity that has a demonstrated record of successful implementation in a like setting.	Superintendent	12/01/15	1/31/16
<p><b><i>What history does the model developer/partner entity have with working in similar Alaska schools or similar schools in other settings?</i></b></p> <p>Chevak School is working directly with the SFA foundation to insure that we are receiving high quality training and support as we implement the program. It is designed to be implemented in high-poverty, Title I schools such as ours, so we are confident that our students’ achievement and attainment of the standards will increase as the SFA program is fully implemented. SFA was originally implemented in inner-city schools in Baltimore in 1987; these schools primarily served African-American students from low-income families. Like our students, these students were performing well below grade level at the beginning of the school year, and</p>			

**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



through consistent interventions and intensive instruction, “more than twice as many control third graders were performing at least a year below grade level on the Durrell Oral Reading scale, and three times as many control students were 2 or more years behind” their peers who were enrolled in an SFA school.<sup>1</sup> The schools in these initial studies also experienced a drop in grade-level retention and an increase in student attendance. Later studies also indicate that English Language Learners are especially receptive to SFA programs due to its emphasis on explicit, intensive instruction to promote English acquisition and proficiency.<sup>2</sup>

***How does the evidence supporting the model include a sample population or setting similar to the population or setting of the school to be served?***

Although the studies cited do not specifically look at students in rural Alaska, the populations described above are very similar to our own; the students enrolled in the programs described above were primarily minorities who come from low-income families and who were designated as English Language Learners. We believe SFA will provide effective supports to our students and staff because it has been proven to be successful with populations so similar to ours.

***What barriers exist to implementing the chosen model in the unique setting of the selected school and how will they be overcome?***

One of the major barriers that we have experienced so far when implementing the SFA program stems primarily from our school’s isolation; it is costly to fly in instructional coaches and to send staff to conferences and other professional development opportunities offered on a national scale through SFA. Our district’s isolation also makes it difficult to recruit and retain highly-qualified staff who have the skills and knowledge needed to fully implement the program.

***What capacity does the district have to support and provide flexibility to the school to overcome any barriers?***

The funding made available through the SIG program will allow us to give teachers and school leaders access to all of the professional development opportunities and coaching required to ensure they are successful with the program. It will also allow us to recruit staff who specialize in reading and/or instructional leadership to give our staff and students access to experts on site who can better meet their needs.

***If a non-proprietary implementation partner (Small Schools of Choice only), what rigorous review process was used to ensure the selected partner entity is most likely to provide strong results for the school?***

Not Applicable

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B) For the whole school, implementation must address, in a comprehensive and coordinated manner, school leadership.	Superintendent	August 1, 2016	On-going throughout the project

***Describe the aspects of the chosen model and planned activities that directly address the development of strong leaders in the school and community?***

Success For All (SFA) focuses on the development of quality school leadership by providing extensive training and support to the principal of the school. The principal will participate in an annual week-long professional development program and an additional 3-day conference with other SFA principals from across the country focused on school leadership. This person will also be enrolled in a mentoring program so that she

<sup>1</sup> Madden, N., et al (1993). Success For All: Longitudinal effects of a restructuring program for inner-city elementary schools. In *American Educational Research Journal*, 30(1), 123-148.

<sup>2</sup> Calderón, M., Slavin, R., & Sánchez, M (2011). Effective instruction for English learners. In *The Future of Children*, 20(1), 103-127.

# LEA School Improvement Grants 1003(g) Application Supplement

## Evidence-Based Whole School Reform Model



has support as she works to become a more effective leader in her school. Additionally, the school will designate an experienced teacher from the staff to become the SFA Facilitator. They will receive extensive leadership training as well as on-site coaching to help them work with the principal to insure that all teachers are successful in their implementation of the program. Finally, we will also work with our current Reading Specialist to assure she has the skills and knowledge necessary to effectively meet every student's needs.

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

Chevak School is working with SERRC and with our school board to adopt the Danielson Framework for our teacher evaluations during the 2015-2016 school year. This year is our pilot year for the evaluation, but we expect to have it fully implemented by the 2016-2017 school year. Our key dates for implementation are laid out in the table below:

Action Step to be Taken	Date of Completion
Formally adopt the Danielson instructional framework and develop a rubric for the evaluation.	October 15, 2015
Development an observation system that determines: 1) the number of observations to be completed each year for tenured and non-tenured teachers; 2) the number of walk-throughs to be completed; 3) the number of peer observations to be completed; and 4) the structure of each teacher's professional growth plans as well as a schedule of due dates for each teacher to complete his/her plan.	November 15, 2015
Develop a summative model workbook and handbook to guide educators through the evaluation process that includes forms, documentation, business rules, systems for professional development plans, teacher supports, etc., and artifacts.	December 15, 2015
Begin the SLO pilot process: 1) Provide staff with an orientation to this requirement; 2) Have staff participate in an SLO writing workshop to that they can launch this pilot in mid-January; and 3) Create a plan to collect staff feedback throughout the pilot process.	January 15, 2016
Finalize the Staff Handbook for the Chevak School Evaluation and Support System to include the full evaluation and support system with the Plan, Tools, Forms and Professional Development Plan templates.	June 30, 2016

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

Chevak School will incorporate student growth data as a significant factor in improvement for teacher evaluations beginning in the 2015-2016 school year. We will work host a workshop and training regarding student growth data in January after the staff returns to site from winter break. During this session, the staff will learn about Student Learning Objectives (SLOs) and they work together to determine how to set measures for student growth that are consistent across the school. By the end of this seminar, we will be ready to pilot the use of SLOs in determining teacher effectiveness. Throughout the remainder of the 2016 school year, we will solicit teacher input on the effectiveness and adequacy of the assessments they have selected to measure student progress. We will use this data to adjust our plans for the 2016-2017 school year, so that it is ready to be implemented on the first day of school in August 2016.

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

Chevak School will also work with SERRC and with our school board to adopt the Danielson Framework for our principal evaluation during the 2015-2016 school year; we will pilot it during the 2016-2017 school year and fully implement it in the 2017-2018 school year. Our key dates for implementation are laid out in the table below:

<b>Action Step to be Taken</b>	<b>Date of Completion</b>
Develop a Principal Evaluation team to include the school principal, district office administrators and teachers.	December 15, 2015
Develop a rubric for the evaluation.	January 15, 2016
Development an observation system that determines: 1) the number of formal observations to be completed each year; 2) the number of school walk-throughs to be completed; and 3) the structure of the principal’s professional growth plan as well as a schedule for annual completion.	February 15, 2016
Finalize the Staff Handbook for the Chevak School Principal Evaluation and Support System to include the full evaluation and support system with the Plan, Tools, Forms and Professional Development Plan templates.	June 30, 2016
Pilot the new system for principal evaluation with input from the Principal Evaluation Team through each step.	Throughout the 2016-2017 school year
Establish a system for incorporating student performance data into the annual principal evaluation.	January 31, 2017
Adjust the principal evaluation to reflect the feedback given by the staff during the pilot year.	June 30, 2017
Fully implement the principal evaluation including SLOs as a significant factor.	2017-2018 and beyond

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

Chevak School will incorporate student growth data as a significant factor in improvement for principal evaluations beginning in the 2017-2018 school year. We will establish the parameters for incorporating student data during our pilot year of the principal evaluation (2016-2017). We will begin incorporating student data during the 2017-2018 school year.

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

Our greatest barrier in implementing this new evaluation system is time; because we have only begun the pilot process this year when we were supposed to have started it last year, we are having to combine the evaluation pilot year with the SLO pilot year. This will mean that our staff will have to spend more concentrated time developing and assessing the effectiveness of the evaluation while also implementing it. For this reason, we have called on SERRC to support us through this process to ensure that while we are moving through each step at an accelerated pace, we are also making meaningful decisions and taking effective steps moving forward. This will assure that our new principal and teacher evaluations will be meaningful tools to document staff effectiveness for years to come.



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

Chevak School currently uses multiple means to recruit and retain staff with the skills needed to support the SFA model and make achievement gains at the school. Each year, board members, district office administrators and the school principal attend the job fairs in Seattle, Tacoma and Anchorage to recruit quality staff members. We advertise the availability of good-quality, teacher housing that is available for a reasonable rent that includes utilities. We also promote the welcoming environment that the community offers; Chevak is a very supportive community that is grounded in traditional values. We feel it is a very desirable community to live in.

During the first week of school, we host Sea Week, an opportunity for new and returning staff to go out in boats and camp in a cabin together to build a sense of team. During this week, they learn about traditional lifestyles, the Cup’k culture and language, local arts, crafts, and story-telling, and to participate in community-based projects. This time not only allows our staff to build strong relationships with one another, but it also allows them to get to know members of the community. Throughout the year, we also offer in-service trainings to support the staff’s needs as they work to support our students.

At this point, we feel we have a very competent group of teachers on board, and we’re happy to report that 23 of our 25 certified teachers signed their contracts last year. We attribute this to our excellent housing and the community’s culture. Of these staff members, we have four Type A certified teachers and several Type M certified staff. We also offer fiscal support and school resources to a cohort of community members in the teacher education programs at UAA and UAF; we allow them to use the library and computers in the evenings to complete their classes. We also invite them to work with one of our staff members to help them complete their homework and navigate them on the path towards certification. We believe that growing our own local teachers will give our students access to quality educators who are also immersed in their culture and values and are therefore better able to reach all of the students. This will also significantly limit turnover from year-to-year.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) For all students in the school, implementation must address, in a comprehensive and coordinated manner, teaching and learning in at least one full academic content area (including professional learning for educators.)	Superintendent	August 1, 2016	On-going throughout the project

***What strategies and interventions included in the chosen model directly address teaching and learning in which academic content area(s)?***

Success For All is specifically designed to improve students’ academic achievement/attainment in English/Language Arts through a sequential, research-based reading program that carries students from early literacy skills, through phonics, vocabulary and fluency, and continues on into comprehension skills with students frequently working in pairs and small groups to insure that they are highly engaged and with safety nets such as computer-based interventions to insure that all students are successful.

SFA’s middle and high school programs extend cooperative learning and detailed, effective lesson into these upper grades. Through their specifically designed remediation course, students learn the strategies and skills they need to be successful with reading, comprehension, and analyzing the complex content area texts they encounter in the upper grades. The middle/high school program is also designed to accelerate the academic development of older students who struggle until they are achieving at, or above, grade level.

***Describe the plan for ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. How does it ensure that staff are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies?***

Success For All provides a consistent system of ongoing professional development for all staff members focused on teaching reading to struggling learners. SFA offers a professional development system that includes



**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



more support in the first year of implementation (26 days of in-person, on-site training) and gradually reducing support in the remaining years (16 days in the second year, 9 in the third year and each year after). SFA also provides in-class coaching opportunities to staff to insure that every teacher is successfully implementing the program.

***Describe how all students will be supported by the interventions of the chosen model. Which groups of students (subgroup, grade level, etc.) are least likely to benefit from the chosen interventions?***

SFA uses strategies to engage all students in grades K-8, including students receiving special education services and English language learners. SFA includes formative and summative assessments so that teachers have the data necessary to determine which students are in need of additional supports and interventions so that every student will find success.

SFA offers a program designed for 9<sup>th</sup> Grade students who have not yet mastered the literacy skills necessary to be successful in High School. We anticipate that students who complete this program, will be successful throughout their high school careers; however, 10<sup>th</sup>-12<sup>th</sup> grade students who enroll our school who have not had the opportunity to participate in SFA’s offerings in K-9 will most likely be the least likely to benefit from this intervention. We will address this weakness by having all of our staff participate in the program’s professional development regardless of the grade level and/or subjects they teach. This will ensure that all of our staff have the capacity to support their students’ literacy skills.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) For all students in the school, implementation must address, in a comprehensive and coordinated manner, student non-academic support.	Superintendent	August 20, 2016	On-going throughout the project

***Describe the strategies to be implemented to provide students with non-academic support (behavioral interventions, school climate improvement, social and emotional development, attendance/truancy support, school-based health services, after-school engagement, homework support, mentoring, family support, etc.)***

To provide students with non-academic supports, we will implement SFA’s *Getting Along Together Program*, which will build students’ non-academic skills through units of study, including self-control, listening, interpersonal problem solving, empathy, anger management and patience. We anticipate that these skills will improve student behavior in the schools and ultimately students’ academic achievement because they will be more prepared to effectively engage. We anticipate that these new skills will help students develop better relationships with their peers and the school staff so that they will all be able to effectively collaborate with one another as they learn new information and strategies each day.

SFA engages families through workshops, daily report cards and attendance-promotion programs to help their children build positive behaviors. The program has built-in family engagement components including Raising Readers and Chips and Chapters, programs that teach families how to read with their children to help them develop their reading comprehension skills. Second Cup of Coffee is another program that invites parents into the schools in the morning to meet with staff members in a designated Parent Room to discuss anything that’s on their minds and to build solid relationships with the families before problems arise.

Finally, SFA works to engage the community by calling upon individuals and agencies to volunteer in the schools and provide students and their families with access to resources the school cannot provide on its own. We will supplement SFA’s offerings to include more information about supporting children at each stage of development and while they are completing homework for each subject they are enrolled in, including mathematics. We will provide this information through weekly radio broadcasts, newsletters and community nights at the school.

***What role have (will) family and community members played in developing and implementing non-academic support activities?***

**LEA School Improvement Grants 1003(g) Application Supplement  
Evidence-Based Whole School Reform Model**



We have primed our community and family members for our SIG program, and they are all fully on-board to implement SFA during the five-year period that our SIG funds are in place. Although we will input the SFA programs described above, we will also solicit parent input during quarterly family SIG meetings as we design supplemental activities to support students’ non-academic needs so that our offerings include culturally relevant, high interest activities to engage those students who are more difficult to reach. We will actively seek volunteers from the community to implement these activities so that students have access to supportive role models as they seek to better themselves.

***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?***

SFA offers professional development and materials to help teachers learn to effectively use *Getting Along Together*, a curriculum that builds students social-emotional and interpersonal capacity. SFA also provides teacher with extensive professional development focused on effective classroom management to intensify the learning taking place each day. When teacher focus on reinforcing students’ positive behaviors and effectively intervening to prevent misbehavior, student engagement increases, meaning that more instructional time will be spent on teaching and learning, not on dealing with students’ misbehaviors. These behavior management systems will be in place throughout the school to provide students with a sense of consistency and fairness.

***What are the anticipated barriers to implementing successful non-academic support strategies?***

One of the larger barriers we experience currently when offering non-academic support activities is a low rate of participation due to the high number of offerings available at the end of the school day. Our staff report that many of the current offerings are of little value to the students, and that the small numbers of students who participate in each make it difficult to offer as many high-interest activities as they would be able to offer with larger groups of students.

***How do the proposed activities specifically address the local barriers to successful non-academic support for students?***

To address this barrier, we will limit our current number of offerings so that the strongest focus is on either academic achievement or social-emotional development activities that build teamwork, cooperation, internal motivation and problem solving skills. We will also ensure that the curricular offerings take place during the school day so that more students have access to that information. Finally we will solicit input from students, families and community members about the kinds of activities they feel are of the highest interest to ensure high rates of participation, and we will advertise these offerings through multiple means to access more people.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) For all students in the school, implementation must address, in a comprehensive and coordinated manner, family and community engagement.	Superintendent	December 1, 2015	Throughout the project

***What aspects of the chosen model are designed and proposed specifically to engage family and community? What specific actions are proposed to address any identified needs of the site not addressed by the chosen model?***

Success For All has built-in family engagement components including Raising Readers and Chips and Chapters, programs that teach families how to read with their children to help them develop their reading comprehension skills. Second Cup of Coffee is another program that invites parents into the schools in the morning to meet with staff members in a designated Parent Room to discuss anything that’s on their minds and to build solid relationships with the families before problems arise. Finally, SFA works to engage the community by calling upon individuals and agencies to volunteer in the schools and provide students and their families with access to resources the school cannot provide on its own.

Chevak School will supplement these activities to include more information about supporting children at each stage of development and while they are completing homework for each subject they are enrolled in,

# LEA School Improvement Grants 1003(g) Application Supplement

## Evidence-Based Whole School Reform Model



including mathematics. We will provide this information through weekly radio broadcasts, newsletters and community nights at the school. We will also work with community members to design high-interest, culturally-relevant afterschool activities that will be highly engaging for the students and that will also include roles for family members as volunteers, guest speakers and as learners.

***Describe the barriers that exist to healthy family and community engagement.***

One of the barriers we currently experience to healthy family and community engagement is reaching those families who do not typically turn out for school-sponsored activities, either due to scheduling conflicts or to feelings of discomfort in the school setting. Those families who do participate in school-sponsored activities are generally very supportive of the school staff and of student learning.

***Describe any structures or processes proposed specifically to maintain engagement across the multiple years of the grant.***

To address the barrier described above, we are seeking to increase the number of school-sponsored activities at different times of the day. The parent room will be available for families throughout the day so that they can meet with staff members whenever is most convenient for them to discuss their child's progress, their feelings about the work being done through the SIG, etc. We are also working to reach out to families in different ways including radio broadcasts to ensure that they have access to bilingual resources that will help them better support their child's learning and development at home without requiring that they come into the school to access this information. We hope that these actions will ultimately help parents feel more comfortable coming into the school and collaborating with their children's teachers to help their child be more successful in school and at home.

***How will the district, school, families, and community work together on an ongoing basis to evaluate the success of reform activities and jointly inform improvements? What capacity does the district have to provide flexibility and support to the site?***

Chevak School currently reaches out to families in a variety of ways to insure that families are aware of activities at the school and that they also have input during decision-making times. Staff, parents, and community members have been actively involved in identifying the needs of the district, and in choosing Success For All (SFA) as the whole-school reform model to be implemented through the SIG. Families were part of the SFA selection process during a community wide meeting on September 21, 2015, and during our school's weekly collaboration time. Family and community input will continue to be sought as we fully implement the SFA through the SIG.

# LEA School Improvement Grants 1003(g) Application Supplement

## Evidence-Based Whole School Reform Model



### 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><b>Family and Community Engagement:</b></p> <ul style="list-style-type: none"> <li>• By December 31, 2015, we will develop a district-level School Improvement Team that includes members of the teaching staff, school board and community to provide overall direction to implementation of the SFA model and to monitor its on-going process.</li> <li>• By June 30, 2016, we will develop a schedule of family/community events for the FY17 school year.</li> <li>• By June 30, 2016, we will present the School Improvement Plan to the school board and community.</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Rigorous Review of External Providers:</b></p> <ul style="list-style-type: none"> <li>• By January 31, 2016, we will meet with SFA Foundation to evaluate and modify the existing contract with the School District if necessary to insure all staff will have access to the resources and materials necessary to fully implement the SFA to fidelity.</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• By March 31, 2016, we will hire/appoint the School Improvement Facilitator to oversee and facilitate the implementation of the SFA.</li> </ul>
<input type="checkbox"/>	<p><b>Instructional Programs:</b></p>
<input checked="" type="checkbox"/>	<p><b>Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>• By June 30, 2016, we will create a schedule of professional development activities for school leadership and teaching staff including on-site coaching opportunities to assure that all staff will receive adequate training so that they have the capacity to implement SFA to fidelity.</li> </ul>
<input checked="" type="checkbox"/>	<p><b>Preparation for Accountability Measures:</b></p> <ul style="list-style-type: none"> <li>• By June 30, 2016, we will develop a fidelity-monitoring plan to address each of the elements of the SFA model and ensure both that it is implemented with fidelity and that there is a system for efficiently addressing problems that may arise during the implementation process.</li> </ul>

**LEA School Improvement Grants 1003(g) Application Supplement**  
**Evidence-Based Whole School Reform Model**



**C. BUDGET AND RESOURCES**

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation/planning through June 30 2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020).

<b>Indicate the funding sources and amounts provided to support the school each year</b>	<b>2015-2016 Funds</b>	<b>2016-2017 Funds</b>	<b>2017-2018 Funds</b>	<b>2018-2019 Funds</b>	<b>2019-2020 Funds</b>
State Funds					
Local Funds					
SIG 1003(g) Funds	\$35,422	\$319,955	\$304,830	\$288,748	\$23,545
School Improvement 1003(a) Funds	\$50,000				
Title I, Part A: Improving Basic Programs	\$368,685	\$368,685	\$368,685	\$368,685	\$368,685
Title I, Part C: Migrant Education	\$91,102	\$91,102	\$91,102	\$91,102	\$91,102
Title II, Part A: Teacher and Principal Training and Recruiting Fund ( <b>REAPED</b> )					
Title III, Part A: English Language Acquisition					
IDEA Part B	\$88,575	\$88,575	\$88,575	\$88,575	\$88,575
Carl Perkins	\$15,961	\$15,961	\$15,961	\$15,961	\$15,961
Other: Title VII: Indian Education	\$122,730	\$122,730	\$122,730	\$122,730	\$122,730
Other: AK Moore Grant	\$200,000	\$200,000	\$200,000		



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

Other Resource	Describe how it aligns with and enhances intervention
<b>Title IA and IIA (REAPED)</b>	Funds will be used to assist with extended day programming through after-school and summer school activities in coordination with SERRC that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition. Funds will also be used to assist in providing a Reading Specialist who will deliver individualized and small group targeted instruction to struggling students.
<b>AK Moore Grant</b>	Provide a Pre-Kindergarten program that will consist of a program of instruction providing literacy and language, mathematics, and social-emotional skills that prepare students for entering Kindergarten.
<b>Title VII (Indian Education)</b>	Assist with literacy intervention programming for students who are at-risk or failing to meet grade level expectations in literacy. Also assists in providing remediation for students identified as below proficiency in reading, writing or math, and in providing ongoing professional development activities that will implement with fidelity the key provisions of the Success For All framework.
<b>IDEA-B</b>	Coordination of services for SPED students within the framework of Success For All program. Paraprofessionals, speech pathologist, materials/supplies provided through this funding source.

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><b>Funding:</b></p> <p>After the funding period ends, we anticipate that our Success For All expenses will be less because we will have already established the infrastructure and provided the training necessary to fully implement the program in our school with little to no support. Currently we use funds from Titles IA, IIA and VII as well as IDEA-B funds and other grant funds to pay for our more limited implementation of SFA. Once SIG funding ends, we will continue to pull from these sources to provide training on an as-needed basis (especially for new staff) to ensure that all of our staff continues to fully implement the program with fidelity.</p>
<p><b>Hiring Practices:</b></p> <p>Because we have traditionally had low rates of teacher turnover at our school, we believe that the rate of retention after the SIG funding ends will continue to be high. This means that we will not have to expend a lot of resources training new staff members about SFA and its role in our school. We will continue to seek only the most qualified candidates when we are required to fill positions, and we will offer opportunities like Sea Week and in-services to ensure that our new staff members feel welcome in our school and community, and that they have the skills and knowledge needed to successfully support our students.</p>

***Supporting Professional Development:***

We are confident that we will be able to sustain the reforms made through the SIG funding, because although we will not have the funds required to fully implement the program, our staff will have been fully trained to use the resources available through the program. As described Section 3 of this application, SFA offers a professional development system that includes more support in the first year of implementation (26 days of in-person, on-site training) and gradually reducing support in the remaining years (16 days in the second year, 9 in the third year and each year after) with the idea that by the time our funding period ends, the district will be able to sustain the reformations that have been made on our own. We will have staff members on-site whose skill levels regarding SFA will be high enough that they can provide support to new teachers and/or teachers who are still struggling to successfully implement the program. We will also leverage other funds to provide coaching opportunities through the SFA foundation for those staff members in need of additional support.

***Changes made in Policies and Practices:***

One major change to policy and practices that will remain in place well beyond the funding period is our use of the Danielson Framework to evaluate teacher and principal performance. This change will be essential to our students' continued success because it allows us to look critically at each educator's practice to determine how effectively it is meeting the students' needs, and it gives the staff clear benchmarks to strive to meet on a daily basis. Our new system for evaluation will assure that our students are receiving a quality education through Chevak School.

***Other:***

By the end of the funding period, we also anticipate that we will have successfully given our families the tools they need to both support their children at home and to advocate for their children's needs at school. They will see that Chevak School is working towards the same goal they are—to insure their children are prepared to be successful upon graduation from high school—and that the school is a place with relevant resources to support families as they work toward meeting this goal.