

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

District Name: Kashunamuit School District

Address: 985 KSD Way

City: Chevak **State:** AK **Zip:** 99563

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

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District Signature

Larry Parker

District Superintendent (Printed Name):

907-858-7712

Telephone:

X

Signature of the Superintendent:

Date:

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

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

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

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

SCHOOL NAME	AK School ID Number (#####)	Priority or Focus (P/F)	INTERVENTION MODEL					
			Transformation	Turn-around	Restart	Closure	Early Learning	Evidence-Based Whole School
Chevak School	550010	P						X

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

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

Located twelve miles from the Bering Sea, Kashunamiut School District serves 349 PreK-12th grade students in Chevak School. The students here speak English and Cup'ik, and it is one of only two villages in the world speaking the Cup'ik language. KSD is geographically isolated school district located 151 miles from the nearest hospital and 523 miles from a major shopping hub. There are many homes that do not have running water. Children in our district 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.

The district has limited financial resources and is considered economically disadvantaged. With a poverty rate of 42.2%, the district and the community lack the necessary resources to adequately support students in their efforts to develop 21st century literacy skills. The graduation rate in 2012-2013 was 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%).

We used multiple data sources to determine the need for the Success For All whole-school reform model, including: 1) FY13 and FY14 SBA Data, 2) FY16 Chevak School STEPP Plan, 3) 2015 School Climate and Connectedness Survey, and 4) the staff retention rate.

SBA Data

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.

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%

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.

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.

STEPP Plan

In September 2015, the staff at Chevak School worked together to develop a STEPP Plan to identify action steps the district and school could take in FY16 to better meet the needs of the students. We identified the following areas of need during that process as well as how the SIG Evidence Based Whole School Reform model will address these needs:

- Indicator 1.01—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 8th grade will be enrolled in SFA-AP, an intensive program designed to help 9th grade students achieve grade level standards by the end of the year.
- Indicator 2.03—Currently, universal screening assessments are not administered multiple times/year to monitor student progress.
 - SFA gives teachers access to quarterly formal assessments and numerous informal assessments to help teachers know where their students’ progress toward mastering the standards. This data will allow staff to intervene early if need be to ensure all students are reading at grade level.
- Indicators 3.02 and 3.04—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.
 - SFA will provide the school leadership team with the knowledge and tools to help teachers use data to inform and adjust instruction. We will set aside time each week for teams of teachers to collaborate with one another to develop and assess individual RTI plans for every student in Tiers 2 and 3.
- Indicator 4.03—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.
 - SFA gives teachers proven strategies for effective classroom management to intensify instruction and reward positive behaviors. It also provides a schoolwide language and common expectations to ensure the rules are enforced consistently in every classroom.

- Indicator 4.05—Although Chevak School currently has a large number of after school enrichment programs, student participation in these events is often low, leading us to wonder whether our resources could be better allocated elsewhere
 - We will limit our current number of offerings so that the strongest focus will be on academic achievement and social-emotional development activities that build teamwork, cooperation, internal motivation and problem solving skills. These offerings will come through SFA or through community-driven high-interest, culturally-relevant programs.
- Indicator 4.06—Currently, our students’ Cup’ik culture is an integral part of our curriculum and the students’ daily lessons; however, we feel as though it would be to our students’ benefit if we were to integrate the Cup’ik cultural values into our school-wide behavioral plan.
 - We will solicit input from parents who participate in the Second Cup of Coffee program and who serve on the School Improvement team into our school-wide behavioral plan. Although many of the components will be from the SFA program, we will add and/or adjust the language so that it includes Cup’ik cultural values that are relevant and meaningful to the students.
- Indicator 4.07—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.
 - SFA provides the school with numerous strategies for sharing data with families and effectively engaging them in their children’s learning and development, including: Raising Readers, Chips and Chapters, and Second Cup of Coffee. This reform model also offer parent workshops where families can learn how to reinforce what their children are learning at home so that they can be integral partners in the students’ advancement.
- Indicator 4.08—We feel we could 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.
 - Community stakeholders have been integral to the development of our SIG application, and we anticipate that this important role will increase their engagement with our school events. We will communicate the progress of this program through newsletters, radio broadcasts and on our website.
- Indicator 5.01—Our school has been working to better use student data to determine our professional development needs, but we feel we are still in the beginning stages of this process.
 - The staff at our school has made the decision to fully implement the SFA model using SIG funds based on the needs revealed by student data.

School Climate and Connectedness Survey

The 2015 School Climate and Connectedness Survey reveal several crucial areas that need to be addressed in order to improve school climate, including:

- Caring Others/Respectful climate: A majority of students report feeling as though they do not have adults in their lives who have their best interest at heart, and many of the staff reported feeling as though the relationships between students and staff members, and students with their peers were not respectful.
 - SFA works with teachers to establish positive relationships with all of their students, and it also gives the staff the resources necessary to engage stakeholders from the community to better support student learning and their non-academic skills.

- Social and Emotional Learning/Delinquent Behaviors/Substance Use: Most students report that they cannot clearly identify, communicate and respond to their feelings and emotions. Students and staff also reported increased incidences of student delinquent behavior and substance abuse at school or during school events.
 - SFA provide the *Getting Along Together Program*, which will build students' non-academic skills, 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.
- School Leadership: 63% of staff members reported feeling that decisions are not made based on students' needs, that they question the administration's ability to make good decisions for the school, that students and staff are treated fairly, and/or that they have an important role in the school decision-making processes.
 - SFA provides a lot of support to principals and administrators to insure they have the capacity to be effective instructional leaders who are able to give the staff the tools and resources needed to meet their students' needs.

Staff Retention Rate

Although we have a high teacher retention rate (23 of our 25 certified teachers returned in FY16), 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, students' proficiency levels 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 it 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 meet the needs of every student in their classrooms. SFA's supportive network of school leaders from across the country will also give her 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.

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

The KSD 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. KSD staff, parents, and community members have been actively involved in identifying the needs of the district, and in choosing the Whole School Reform Model, Success For All (SFA). 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.

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.

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

KSD will implement the evidence-based whole school reform model, Success For All (SFA). The program is consistent with the final requirements of the evidence-based whole school reform model 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.
- 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.
- 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 s/he has support as s/he works to become a more effective leader in his/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.
- 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.
- 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. Finally, SFA engages families through workshops, daily report cards and attendance-promotion programs to help their children build positive behaviors.
- Success For All'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.

(4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school identified in the LEA's application in

order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

KSD operates a Title 1 Schoolwide program in Chevak School. Upon receipt of the SIG grant, a school improvement team will be developed to determine the steps that need to be taken in order to fully implement the SFA program in Chevak School. This team will consist of the Superintendent, the Technology Director, the State and Federal Programs team, the Principal, teachers, community members and school board members. A complete timeline for the pre-implementation year is included in Section 14 of the application.

We already began the SFA implementation process during the 2014-2015 school year, and we are currently implementing it again this year. Because we are in the very early stages of implementation, we still have a lot of steps to take in order to fully implement to fidelity. The SFA team visited our school this fall, and determined that we are in need of an SFA facilitator who can both gather and analyze data to measure each teacher's success and who is also an effective instructional leader, capable of guiding his/her fellow teachers as they work to fully implement the programs in their classrooms. Currently these responsibilities lie with our district's reading specialist, who has the skills and knowledge needed to support students, but who struggles to effectively lead her peers using data collected during their instructional periods. Our SIG funds will allow us to hire an SFA facilitator and also provide more training and support to our Reading Specialist to increase her capacity to use data to drive instruction/support.

We also feel that our staff is in need of more professional development so that they have the understanding needed to implement the program with fidelity. So far, we have only offered one district-wide training on the program, and we have been relying on our on-site resources to provide support that they do not necessarily have the skills to offer. The SIG funds will allow us to develop a more thorough professional development plan that includes time for in-service-style trainings as well as classroom coaching opportunities.

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

KSD determined during the 2014-2015 school year that there was a need for a strong Language Arts/school-wide classroom management system to help our students master the ELA standards. Resources were pooled from different funding sources to bring in SFA on a limited basis. Therefore, the district already has an agreement established with the external providers who will fully prepare our staff to implement the program. Upon receipt of SIG funds, the district team will meet with our provider to revise the agreement to reflect the additional funds available. These funds will allow us to fully implement SFA, which will give our staff the knowledge and tools needed to better support overall student academic achievement.

KSD 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.

We will work with an outside evaluation team to review the implementation program and assess the quality of the services we receive through the SFA Foundation. We will ask staff to complete pre-/post-surveys in the fall and spring to measure their growth of knowledge and their ability to implement the program each year. We will also administer surveys of the staff after they participate in professional development opportunities including in-service and in-class coaching sessions to determine how effective the staff thought these sessions were and the ways in which services can be refined and improved in the future.

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

Last year, KSD pulled together some funds to begin implementation of SFA as a supplement. While the district recognized the importance of implementing a full program, funding was limited. Because of that, only limited SFA materials were purchased. Funding through the SIG would provide the district with the resources needed to fully implement the SFA program. Below outlines the alignment of funds to the whole school reform model:

Title IA and IIA (REAPED): 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.

AK Moore Grant: 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.

Title VII (Indian Education): 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.

IDEA-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.

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

KSD has already taken some steps to begin implementing the evidence-based whole school reform model in Chevak School. During the 2014-2015 school year, we began implementing SFA in our K-8 classrooms. Although there were not barriers in policy or practice that prevented us from implementing to fidelity, we do not have the funding to fully implement the program at this time. This means that while the program was somewhat successful, we did not experience the level of gains that we will through the SIG.

We have also been working to establish a culture that values learning and success in our school community by offering extended hours after school so that students can receive additional support and so that families can take advantage of our school library's resources. We are also moving to develop bi-lingual radio programming that will give families information about the ways they can promote learning at home with the resources they have on hand, which will allow us to reach families who do not often come into the school setting. Through these efforts, we have primed our community, parents, school board, and staff 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.

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

KSD will provide oversight of the SFA program at Chevak School in the following ways:

- We will develop a fidelity monitoring plan during the pre-implementation period with assistance from our evaluator, which will include items such as:
 - What kinds of professional development was provided to staff

- When and how job-embedded professional development took place
- Which components of the SFA were implemented and their perceived effectiveness
- How often the School Improvement team met and how their feedback was incorporated into the implementation of the program
- What kinds of data were collected and how often
- How did student data impact the program
- What services/materials were made available to families and the community
- We will hire/appoint a district-level SFA Facilitator who will be responsible for 1) day-to-day management, oversight, and monitoring of the implementation of SFA, 2) providing on-site support to staff and 3) scheduling coaching opportunities for staff in need of additional support. This person will report to the superintendent, and will collaborate with the principal to ensure district resources are provided and available for support and full implementation of the program. Ongoing collaboration with and among the School Improvement Team will also be an essential component in addressing district support of the SFA.
- The SFA Facilitator will further be responsible for aligning activities outlined in the SIG with other district priorities/initiatives (PLC's, targeted professional development, extended day programming) to foster a seamless learning and working environment. The SFA Facilitator will work in close collaboration with the Success for All Foundation to effectively implement the SFA Whole-School Reform Model.
- The SFA Facilitator will be an experienced teacher who has had experience working with SFA, and who is a leader in the school. The facilitator will also order supplies/materials needed for implementation, and manage services and program activities.
- We will also provide professional development and support to our current reading specialist whose role it is to assess all of the students in the district to determine which students need to receive one-on-one interventions to help them meet grade-level expectations. The reading specialist will design a plan for each of the students in need of these services, execute that plan with the students, and regularly assess their progress to determine which skills they have mastered, which skills they need more practice using, and when they are reading to transition out of the intervention program. She will also meet with teachers and families regularly to discuss each of their student's progress through the program and to share strategies that the student has been responsive to during their time together.
- We will compile a district-level School Improvement team that will meet on a monthly basis to discuss the implementation of the program and to address any problems that have arisen. This team will include the superintendent, the director of technology/S.F. programs, the State and Federal Programs team, the Principal, the SFA Facilitator, teachers, at least one member from the SFA Foundation, school board members, and parents.

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

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. 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.

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

KSD is 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 reforms 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.

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.

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

In accordance with the services made available through Success For All, KSD will use evidence-based strategies to address the needs of students:

- High-quality, research based reading instruction: Teachers will be given strategies and curriculum to insure that the students are highly engaged in the reading process to develop their competencies as readers at their appropriate levels. Students in Kindergarten and First Grade classrooms will be work in language-rich environments where they will develop their oral language skills, phonemic awareness, as well as their understanding and use of phonics, fluency, vocabulary and early comprehension skills. Students in grades 2-8 will work together in small teams to learn and practice the reading comprehension skills necessary for critical thinking and effective communication. The effectiveness of instruction will be measured through regular assessment of the students using resources available through SFA.
- High-quality, research-based professional development for the school leadership team and teaching staff: The school leadership team and the SFA Facilitator will participate in numerous professional development opportunities and collaborative meetings with principals from across the nation who are implementing SFA to insure they have the skills and knowledge needed to support the teaching staff as they implement the program. The teaching staff will also participate in regular, comprehensive professional development opportunities including on-site training and in-class coaching to assure they have the capacity to successfully meet their students' needs using the SFA model. They will also learn how to analyze and respond to student data to insure that every student is learning in their classroom.
- Providing students with non-cognitive supports to insure their success and social-emotional well-being: Students enrolled in Chevak School will complete the *Getting Along Together* curriculum, which focuses on building students' non-academic skills including self-control,

listening, cooperation, problem-solving, empathy, anger management and patience. In addition to developing the students' social-emotional skills, SFA also provides teacher with extensive professional development focused on effective classroom management to intensify the learning taking place each day.

- Engaging with families and the community: KSD will engage families through workshops where they will learn skills and strategies to help develop their children's literacy skills at home, daily report cards describing students' successes throughout the day, and attendance-promotion programs to insure that students are in school on time every day. Families will also be given opportunities to take on leadership roles in the school by joining the district's School Improvement Team and/or attending the monthly meetings to share their perceptions of the program and to collaborate with staff to solve problems that arise during implementation. KSD will also connect families with access to the resources in their community that can provide services that the school cannot.

(12) The LEA must describe how it will monitor each Priority and Focus school, that receives school improvement funds including by:

- Establishing annual goals for student achievement on the state's assessments in both reaching/language arts and mathematics; and,
- Measuring progress on the leading indicators as defined in the final requirements.

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

Objectives	Annual Outcome Targets	Person(s) Responsible
Objective 1.1: To increase the percent of 3 rd – 10 th grade students who score proficient or above in <u>Reading</u> on State of Alaska benchmark assessments as compared to set baselines.	Outcome 1.1: 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.	Principal; SFA Facilitator
Objective 1.2: To increase the percent of 3 rd – 10 th grade students who score proficient or above in <u>Writing</u> on State of Alaska benchmark assessment as compared to baselines.	Outcome 1.2: 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.	Principal; SFA Facilitator
Objective 1.3: To provide ongoing evidence that will guide and inform daily instruction in language arts.	Outcome 1.3: 100% of 3 – 10 th 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	Principal; SFA Facilitator

	and ongoing Success For All assessments.	
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Goal 2: To improve the academic achievement of KSD students in Mathematics.

Objectives	Annual Outcome Targets	Person(s) Responsible
Objective 1.1: To increase the percent of 3 rd – 10 th grade students who score proficient or above in <u>Mathematics</u> on State of Alaska benchmark assessments as compared to set baselines.	Outcome 1.1: 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.	Principal; SFA Facilitator
Objective 1.2: To provide ongoing evidence that will guide and inform daily instruction in mathematics.	Outcome 1.2: 100% of 3 – 10 th 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.	Principal; SFA Facilitator

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

Objectives	Annual Outcome Targets	Person(s) Responsible
Objective 3.1: 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).	Outcome 3.1: 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.	Principal; Counselor

Success For All includes regular assessments including formative and summative assessments to insure students are progressing toward meeting these goals.

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

Not applicable

- (14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the

activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

Upon the acceptance of our SIG application, KSD will use the remaining time of FY16 (December 2015-June 2016) to conduct our planning and pre-implementation of the Success For All model, which will be fully implemented at the beginning of the FY17 school year. The following table illustrates the planning tasks that will take place:

Pre-Implementation Step	Completion Date	Purpose
Develop a district-level School Improvement Team that includes members of the teaching staff, school board and community.	December 31, 2015	To provide overall direction to implementation of the SFA model and to monitor its on-going process.
Meet with SFA Foundation to evaluate and modify the existing contract with the School District if necessary.	January 31, 2016	To insure all staff will have access to the resources and materials necessary to fully implement the SFA to fidelity.
Hire/appoint the School Improvement Facilitator.	March 31, 2016	To oversee and facilitate the implementation of the SFA.
Develop a fidelity-monitoring plan.	June 30, 2016	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.
Develop a schedule of family/community events for the FY17 school year.	June 30, 2016	To plan and schedule all family/community engagement activities for Year 1.
Develop a schedule of professional development activities for school leadership and teaching staff including on-site coaching opportunities.	June 30, 2016	To assure that all staff will receive adequate training so that they have the capacity to implement SFA to fidelity.
Present the School Improvement Plan to the school board and community.	June 30, 2016	To ensure everyone is aware of the changes that will occur during the FY17 school year and to describe the community's role in this process as well as the impact we expect it to have on student learning.

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

Not applicable

- (16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
- Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and,
 - Partner with a whole school reform model developer, as defined in the SIG requirements.

KSD 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 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.¹ 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.²

We have already established a relationship and a contract with SFA to provide support services to our staff. We are only in the second year of implementation, though, and we still have a lot of work to do in order to fully implement the program to fidelity in each of our classrooms. Through the SIG grant, we will be able to 1) increase our professional development opportunities to include both in-service style trainings and classroom coaching opportunities; 2) hire/appoint an SFA Facilitator who will oversee the implementation of the program and work with teachers on a daily basis to ensure they are implementing the program to fidelity; 3) increase the number of opportunities parents and community members have to participate as both volunteers in school programs and as school leaders on the School Improvement team; and 4) extend our literacy program to include high school students who are not reading at grade level through the SFA AP Reading program. We anticipate that the resources procured through the SIG program will result in significant achievement gains in all of our classrooms.

¹ 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.

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

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

Not Applicable

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

Implementation Step	Timeline
The School Improvement Team will meet regularly to establish plans and goals for each school year, to assess the program’s progress toward meeting those goals, and to problem-solve on an as-needed basis using fidelity reports from the SFA Facilitator and data reports from the principal.	December 31, 2015, and monthly throughout the project.
The Principal, SFA Facilitator and teaching staff will participate in professional development opportunities during in-service annually	August 15, 2016, and annually during each project year
Conduct pre-assessments to assess the staff’s knowledge of and perceived capacity to implement SFA to fidelity, as well as any areas of need.	August 15, 2016 and annually throughout the project
Every K-8 staff member implements SFA to fidelity.	August 22, 2016 and throughout the project
Host a kick-off event for families and the community at the beginning of the school year to share information about SFA and the resources and materials that will be made available to families throughout the project.	August 31, 2016 and annually throughout the project
The school principal, SFA facilitator, and SFA representative design a classroom coaching schedule for the teachers in need of additional support.	September 1, 2016, and annually throughout the project
SFA Facilitator monitors fidelity of implementation using the fidelity monitoring plan and tools by completing regular classroom observations.	Fall, Winter and Spring annually throughout the duration of the project.
Conduct SFA assessments to determine how well students are progressing using the program’s resources and to identify those students in need of additional support.	Fall, Winter and Spring annually throughout the project
Implement family and community activities.	Monthly throughout the project
SFA Facilitator and Principal evaluate the work of the contractors.	November 15, 2016, May 1, 2017 and annually throughout the project
Conduct post-assessments to assess the staff’s knowledge of and capacity to implement SFA to fidelity, as well as any areas of need.	May 1, 2017 and annually throughout the project

Annual reports are reviewed by the school improvement team so that they can begin planning for the next project year. Report is submitted to the state.	June 30, 2017 and annually throughout the project
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C. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority and Focus schools.

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

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received
School Improvement Process and academic needs of students.	3/25/15 6 p.m.	15	22	5		5		Discussed academic needs of the students; district priorities and strategies for addressing identified needs. Reviewed assessment data.
School Improvement Process and the SIG Grant	9/22/15 3:30 p.m.	100	20	3		5		Discussed needs of the school; district priorities and strategies for addressing identified needs.

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

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

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

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

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

1. Complete the following budget overview chart

District SIG Budget Overview

School Name	Year 1 Planning	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation or Sustainability	Five-Year Total
Chevak School	\$35,422	\$319,955	\$304,830	\$288,748	\$23,545	\$972,500
Total Budget	\$35,422	\$319,955	\$304,830	\$288,748	\$23,545	\$972,500

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

<http://www.eed.state.ak.us/forms/home.cfm>

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Assurances Signature Page

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

The LEA assures that it will—

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

Larry Parker, Superintendent of Schools

Name & Title of Authorized Representative

Signature of Authorized Representative

Date

