

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

School Name:	<u>Tukurngailnguq School (Stebbins)</u>	Priority or Focus:	<u>Priority</u>
District:	<u>Bering Strait School District</u>	ASPI Rating:	<u>2 star</u>
Principal's Name:	<u>John Juvinall</u>	Phone: (907)	<u>934-3041</u>
Principal's Email:	<u>jjuvinall@wbb.bssd.org</u>	Fax: (907)	<u>934-3031</u>

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2011-2012, 2012-2013, and 2013-2014 from DIASA that shows SBA results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2014-2015 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2013-2014	78	78		0
2014-2015	70	70		3

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

Data Analyzed	Observations (Describe needs determined from data)
SBA data	Although Tukurngailnguq School has shown some improvement on their SBS scores in the last couple of years, the scores are still at a range that are not conducive to student achievement. Many teachers have voiced that results from the state assessments do not truly reflect the learning that occurs at the school. It seems that students do not have concerns on how well they do on state assessments. No self-pride in their work.
Graduation Rate	Tukurngailnguq School's graduation rate showed an increase in the FY14 school year compared to previous years. For the most part, graduation rates have been in the 40% range with FY14 improving to 67%. This is still a low number for one of our larger schools in the district. This low percentage rate is due to the fact that most students wish to lead more of a cultural subsistence life style than pursuing their education.
Attendance Rate	Attendance rates have stayed consistent over the last several years, staying in the mid to high 80% range. Although this is still within the state's goal, there is room to improve. If students cared more about their environment and themselves, this rate would improve.
ELP Assessment	This is a good amount of ELL students at this school. Almost every incoming kindergartner score or are rated as PHOLOTE on the parent questionnaire and the language observation checklist. Our data shows that the students in this school are taking longer than similar students in other sites to become proficient on the ELP assessment.
Demographics	Tukurngailnguq School is composed of 100% Alaska Native students. It has habitual high drop out rates as well as low attendance rates even as enrollment numbers have been increasing. These indicators show a basic need for engaging and relevant material for instructional purposes. The discipline logs for this site are extensive, which also indicates a high need for a school wide positive behavior plan.
Curriculum	Newly adopted LA curriculum in FY15 and Math curriculum in FY16 for the basic Tier I instruction. The curriculums were chosen due to the high level of alignment with the Alaska standards and GLEs. They are research based and incorporate a high level of technology for instruction as well as interventions and assessments. Built in unit assessments are used to determine if curriculum is meeting the needs of all students.
Instruction	While our curriculum is aligned to the Alaska standards, the instruction of the curriculum is at a mechanical stage. With new curriculums in place, even veteran teachers are feeling like new teachers all over again.
Assessment	Although all assessments are in place and aligned, results from this school do not reflect it.
Supportive Learning Environment	The majority of boxes are checked in this are, but the perceptions of the students, staff and community members do not seem to support it.
Professional Development	Due to teacher turnover and administrative changes, the professional development, while high quality, is full of gaps between levels of implementation of the trainings.
Leadership	Both administrators are new to Tukurngailnguq School as well as being new to administrating.
Other:	Teacher turnover is very high at Tukurngailnguq School. This has some impact on the way the school runs and the how the school climate is relayed to students and parents. Thus, the perceptions of the stakeholders are one of unfavorable standards. The school improvement plan (STEPP) has just been started with the staff of this school.
Other:	
Other:	

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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.

Positive Action:

When looking through all the options for the SIG grant, it seemed that Tukurngailguq School would need something more than just an academic approach to assist in achieving positive outcomes and goals for its students. It would benefit from a whole school approach that looked at the social/emotional outcomes of a child as well as academia.

The ultimate connection was when looking at the sample population. When Positive Action was going through the process of becoming evidence-based research, the research was conducted on Native Hawaiian students. In other areas, there has been a high correlation between what is effective when working with Native Hawaiian students and those that are Native Alaskan. With the demographics and socioeconomic background being similar to one another, so also is the connectedness with their culture and the land in which they live on. Knowing this model/program worked with there, led to the belief that it can work with our student population.

Another key factor in choosing Positive Action was data received from the School Climate Surveys. Data from those surveys showed that the attitude of the students and staff of the school is not one that is conducive to a place of achievement. It also showed a decline in the perspectives of students on the school's climate. This is very worrisome and warrants a change is needed.

Positive Action has not only shown that using the program can drastically reduce bad perspectives of the school and oneself, but has also been shown to improve state assessment scores. Tukurngailguq School is a Priority School, which shows that improvement in state assessments is a priority as well when choosing an option.

Along with improvement of state assessments, Positive Action has also been highly effective with raising graduation rates amongst the schools implementing the program. With Tukurngailguq School having one of the highest drop rates in the district, the choice of this program was validated.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school meets their Annual Measureable Objectives (AMOs). (See questions H-24, H-25, & H-26 in the Guidance.) These goals should be based upon information available at the time of submission and may require adjustment after submission and AMP data becomes available in Fall of 2015.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	44%	39%	<p>Universal Screeners and benchmarks given 3X a year using AIMSweb. Those students not meeting benchmark scores will be given progressing monitoring through AIMSweb 2X a month. Informal curriculum unit assessments will also be used to monitor the progress of the core curriculum and how it is being implemented.</p>	<p>Universal Screener and benchmark given in September, December and May each year. Progress Monitoring occurs 2X a month on a rotation basis with the students. Classroom unit assessments are given at the end of each unit according to the district’s pacing guide.</p>	Project Director

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<p>Math</p>	<p>28%</p>	<p>23%</p>	<p>Universal Screeners and benchmarks given 3X a year using AIMSweb. Those students not meeting benchmark scores will be given progressing monitoring through AIMSweb 2X a month. Informal curriculum unit assessments will also be used to monitor the progress of the core curriculum and how it is being implemented.</p>	<p>Universal Screener and benchmark given in September, December and May each year. Progress Monitoring occurs 2X a month on a rotation basis with the students. Classroom unit assessments are given at the end of each unit according to the district’s pacing guide.</p>	<p>Project Coordinator</p>
<p>Graduation Rate</p>	<p>80%</p>	<p>67%</p>	<p>NOGS (Notice of Graduation of Student) is a form that is filled out with parents, teachers and administration at the school level. The NOGS are used to determine where the student stands in regards to graduation. The begin working on their NOGS when they become an 11th grader.</p>	<p>2X a year</p>	<p>Project Coordinator, Director of C&I, Administration</p>

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.

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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.			
<p>What history does the model developer/partner entity have with working in similar Alaska schools or similar schools in other settings?</p> <p>Currently, there are schools in Alaska implementing the Positive Action program. Similarly, schools across Hawaii have implemented this program with high success. Native Hawaiian and Native Alaskan students have a lot of similar demographic scenarios.</p>			
<p>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?</p> <p>The research conducted to ensure this program is evidence based was in Hawaii with Native Hawaiian students. Because of the similarity of demographics and cultural barriers between the two, the supporting evidence of effectiveness in the research would seem to serve well with the population of the students in Tukurngailnguq School.</p>			
<p>What barriers exist to implementing the chosen model in the unique setting of the selected school and how will they be overcome?</p> <p>The biggest barrier to overcome in implementing this model will be the acceptance and buy in from the staff and students. It is difficult to make changes if one does not believe in the change. Also, adding in extra time in the day to implement the program.</p>			
<p>What capacity does the district have to support and provide flexibility to the school to overcome any barriers?</p> <p>Continues professional development and support to the school and staff. Celebrate success all the time.</p>			
<p>If a non-proprietary implementation partner (<i>Small Schools of Choice</i> only), what rigorous review process was used to ensure the selected partner entity is most likely to provide strong results for the school?</p> <p>N/A</p>			

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.	Project Coordinator	May, 2015	
<p>Describe the aspects of the chosen model and planned activities that directly address the development of strong leaders in the school and community?</p> <p>One of the strong components of this model is the wealth of parent and community pieces. There are several different kits to be used with the family and the community including parenting classes and community kits. There is also an opportunity for staff and community members to join a volunteer group that reinforces the behaviors learned through the lessons in school within the community.</p>			
<p>Describe the planned evaluation system for teachers, including key dates of implementation</p> <p>Year 1 – planning and educating to be completed by May, 2015. Year 2 – training will be given in August, 2016 on the program to staff. Year 2 – implementation will begin and continue through the school year.</p>			

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<p>Describe how the school/district will take into account data on student growth as a significant factor in improvement for teacher evaluations. Student growth is already embedded into the district’s teacher evaluation system. This is based on some of the teacher’s growth plans as well.</p>
<p>Describe the planned evaluation system for the principal, including key dates of implementation. iObservation is used for all evaluations in the district. Principals are evaluated by the superintendent with support from district office staff.</p>
<p>Describe how the school/district will take into account data on student growth as a significant factor in improvement for the principal evaluation. Student growth is already embedded into the district’s administrator evaluation system.</p>
<p>What barriers exist to implementing this new evaluation system and how will these be overcome? Training and understanding of how the system works, especially for those that were on a different evaluation system before.</p>
<p>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? While recruiting and hiring teachers each year, there are specific interview questions that pertain to having knowledge of positive behavior systems. When candidates acknowledge this, those applicants will be the first ones looked at for hiring at Tukurngailnguq School.</p>

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.)	Project Coordinator		
<p>What strategies and interventions included in the chosen model directly address teaching and learning in which academic content area(s)? Positive Action has some alignment to the Common Core standards. It shows references to each content area.</p>			
<p>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? Positive Action has professional development embedded into the implementation of the program. Before school starts, there are two days of PD to learn the program and see how it works in action. Throughout the year, there are online modules to choose from that teachers can watch at any time on any subject. Also, the district conducts high quality PD throughout the year on site and at whole district trainings.</p>			
<p>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? Positive Action has lessons and units for all grade levels, PreK – 12th. With the support of special education, migrant ant LEP, all students at Tukurngailnguq School will be provided the lessons of the program.</p>			

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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.	Project Coordinator		
<p>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.)</p> <p>Positive Action is an education program that goes beyond the core curriculum. It brings together academics with school climate and parent and community pieces to ensure it covers the whole school ecosystem. Along with Positive Action, CHAMPS is also a positive behavior piece being used currently at the school. 21st Century afterschool tutoring will assist with homework and afterschool engagement.</p>			
<p>What role have (will) family and community members played in developing and implementing non-academic support activities?</p> <p>There are many opportunities for family and community member to assist in developing, implementing and monitoring the activities. There are parent engagement programs, community engagement programs, parenting classes and community volunteer groups within the program to ensure the support.</p>			
<p>What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?</p> <p>With the program being aligned to Common Core standards, the PD that the district already has in this area will also assist with the implementation.</p>			
<p>What are the anticipated barriers to implementing successful non-academic support strategies?</p> <p>One barrier that will exist is the difference between school expectations and expectations from home. Students will not be expected to follow the guidelines and/or policies that are held at school at home.</p>			
<p>How do the proposed activities specifically address the local barriers to successful non-academic support for students?</p> <p>By conducting numerous trainings and meetings with the community and parents.</p>			

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.	Project Coordinator		
<p>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?</p> <p>Positive Action has multiple ways to engage family and community. There are parenting classes, parenting engagement programs, community engagement programs and volunteer groups.</p>			
<p>Describe the barriers that exist to healthy family and community engagement.</p> <p>Getting the families and community members to come to the meetings.</p>			
<p>Describe any structures or processes proposed specifically to maintain engagement across the multiple years of the grant.</p> <p>If the community can develop the volunteer committee, this committee will be one that will continue to install the values and lessons from the program for the years to come.</p>			
<p>How will the district, school, families, and community work together on an ongoing basis to evaluate the success</p>			

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of reform activities and jointly inform improvements? What capacity does the district have to provide flexibility and support to the site?

Although the school will hire a Project Coordinator that may not be around after the grant ends, there will still be district office staff that oversee the program, to help maintain the processes. Also, the local AEC meetings can contribute to ongoing evaluation of the program as well as community surveys.

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 type="checkbox"/>	Family and Community Engagement:
<input type="checkbox"/>	Rigorous Review of External Providers:
<input checked="" type="checkbox"/>	Staffing: Hire Project Coordinator by May, 2016
<input checked="" type="checkbox"/>	Instructional Programs: Order all materials by May, 2016
<input checked="" type="checkbox"/>	Professional Development and Support: Planning from now through May, 2016. August, 2016 will have 2 PD days
<input type="checkbox"/>	Preparation for Accountability Measures:
<input checked="" type="checkbox"/>	Other: Technology needs for the school. Alphabetter desks for 1 st – 5 th classrooms

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C. BUDGET AND RESOURCES

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

Indicate the funding sources and amounts provided to support the school each year	2015-2016 Funds	2016-2017 Funds	2017-2018 Funds	2018-2019 Funds	2019-2020 Funds
State Funds	\$111,000	\$111,000			
Local Funds	0	0	0	0	0
SIG 1003(g) Funds		\$304,837	\$304,837	\$304,837	
School Improvement 1003(a) Funds					
Title I, Part A: Improving Basic Programs	\$77,368	\$77,368	\$77,368	\$77,368	\$77,368
Title I, Part C: Migrant Education	\$15,769	\$15,769	\$15,769	\$15,769	\$15,769
Title II, Part A: Teacher and Principal Training and Recruiting Fund	\$61,000	\$61,000	\$61,000	\$61,000	\$61,000
Title II, Part D: Enhancing Education Through Technology	0	0	0	0	0
Title III, Part A: English Language Acquisition	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
IDEA Part B	0	0	0	0	0
Carl Perkins	\$1000	\$1000	\$1000	\$1000	\$1000
Other:					
Other:					

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

Other Resource	Describe how it aligns with and enhances intervention
Title 1, Part A & Part C	The funds from these grants will be used to supplement the professional development in the areas allowed by the grant. They will also be used for grant specific interventions for the students eligible for service.
Title II, Part A	These funds provide a classroom teacher under the Class Size Reduction section. The teacher funded with this money will follow all parts of the SIG grant.

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

<p>Funding: We will continue to look to fund as much of the new activity as we can without getting into issues of supplanting or putting the district in financial peril. The Bering Strait School District has done an excellent job in terms of financial management and it currently in a strong position financially as a result. We could expect that some of the activities may no longer be needed at the conclusion of the grant as we will have addressed the major roadblocks that are currently affecting student achievement.</p>
<p>Hiring Practices: The more we do, and the better we document what we are doing and the results we are getting, the more information we have to share with potential recruits for this school. All new hires will know exactly what is taking place from the initial interview on.</p>
<p>Supporting Professional Development: The more successful any of the staff development related to this proposal is, the greater the likelihood that not only will the district continue to support that at this site, but look to share this professional development at other sites as well. A good deal of what we are proposing in this application will be done at our other sites.</p>
<p>Changes made in Policies and Practices: Again, any policy or practice that helps this school move forward will most certainly be kept and evaluating for application at other sites. The only caveat here is that it must be financially practical for the District. If something is working well, however, this District would see no reason to end it simply because the grant cycle was over.</p>
<p>Other:</p>