



Individual School Plan for Priority or Focus Schools
Transformation Model

School Name:	<u>Anna Tobeluk Memorial School</u>	Priority or Focus:	<u>Priority</u>
District:	<u>Lower Kuskokwim School District</u>	ASPI Rating:	<u>*</u>
Principal's Name:	<u>Daryl Daugaard</u>	Phone: (907)	<u>527-5701</u>
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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	158	142	30.30%	0.0%

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

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

<p>Demographics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> alignment with AK standards & GLEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input checked="" type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to the Alaska Standards <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with the Alaska Standards <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress monitoring data <input checked="" type="checkbox"/> other formative assessments <input checked="" type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines professional development priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input checked="" type="checkbox"/> other: Connected Schools (DRIVE), RTI training in Anchorage 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input checked="" type="checkbox"/> other: School Climate & Connectedness
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<p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input checked="" type="checkbox"/> implementation data for specific program or process <input checked="" type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School Improvement Plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in the Alaska Standards <input checked="" type="checkbox"/> leaders have support from district office or others
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**LEA School Improvement Grants 1003(g) Application Supplement
Transformation 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 style="text-align: center;"><u>Anna Tobeluk Memorial School Needs Analysis</u></p> <p><i>SBA Analysis:</i> Based on an analysis of SBA data from Fiscal Years 2012, 2013, and 2014, the main areas of concern at ATMS are the large decrease in both Math and Science SBA scores and the decrease in Writing SBA scores.</p> <ul style="list-style-type: none"> • In FY14, approximately 33% of students were proficient or above on the Reading SBA across all categories. <ul style="list-style-type: none"> • Reading proficiency is 3 percentage points higher than FY13 and 2 percentage points higher than FY12. • In FY12, 31% were proficient. In FY14, 33% were proficient. • In FY14, approximately 28% of students were proficient or above on the Writing SBA across all categories. <ul style="list-style-type: none"> • Writing proficiency is 4 percentage points higher than FY13 and 4 percentage points lower than FY12. • In FY12, 32% were proficient. In FY14, 28% were proficient. • In FY14, approximately 15% of students were proficient or above on the Math SBA across all categories. <ul style="list-style-type: none"> • Math proficiency is 8 percentage points lower than FY13 and 15 percentage points lower than FY12. • Math proficiency has significantly decreased since FY12. • In FY12, 30% were proficient. In FY14, 15% were proficient. • In FY14, approximately 2% of students were proficient or above on the Science SBA across all categories. <ul style="list-style-type: none"> • Science proficiency is 6 percentage points lower than FY13 and 9 percentage points lower than FY12. • Science proficiency has significantly decreased since FY12. • In FY12, 11% were proficient. In FY14, 2% were proficient. <p>The data shows that many students are behind academically in all content areas. All academic areas are major areas of concern. However, math and science scores are significantly lower than the reading and writing scores.</p>
Graduation Rate	<p><i>Graduation Rate:</i></p> <ul style="list-style-type: none"> • The graduation rate of ATMS in FY15 was 25% (based upon a 4-year cohort) and 41% (based upon a 5-year cohort). The graduation rate for ATMS is significantly below the state’s target rate of 90%. • Females graduated at a rate of 35%; males graduated at a rate of 33%. • Students with Without Disabilities graduated at a rate of 35 %. • Currently in FY16, 75% of seniors are 5th, 6th, or 7th year high school students. <p>Students are not graduating within 4 years or are completing dropping out of school. Strategies for getting to school and staying in school are necessary for encouraging students to graduate from school.</p>
Attendance Rate	<p>The schoolwide attendance rate at ATMS in 2013-2014 was 87.21%. The state target was 95%.</p> <ul style="list-style-type: none"> • ASPI statistics show that the K-8 student attendance rate is 88.32%. • ASPI statistics show that the 9-12 student attendance rate is 82.18%. • Students With Disabilities had an 80.97% student attendance rate. <p>One significant barrier to school attendance is the fact that a river separates the village. Approximately 40% of the students live on the other side of the river. Travel to school is by boat until freeze-up occurs. Student tardiness and absence also occurs during inclement</p>

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	<p>weather conditions such as wind, questionable ice conditions, and storms. These physical environmental conditions makes obtaining the state target goal of 95% even more challenging.</p>
<p>ELP Assessment</p>	<p>The most recent ELP data available from 2013-2014 indicates that on 30% of tested students achieved positive growth on the assessment. No student attained a proficient level on the assessment.</p> <p>The low growth in the assessment shows that acquisition of proficient English Language skills is a significant barrier to student learning.</p>
<p>Demographics</p>	<p>Data from PowerSchool indicates that Anna Tobeluk Memorial School’s current enrollment to be 204 students. This is the highest attendance this school has ever obtained. This is an increase of 16 students more than the next highest school year attendance (last year in FY15) of 188 students. This reflects a net increase of 16 students and an 8.5% increase in our total school attendance.</p> <p>Grade level breakdown of students includes:</p> <ul style="list-style-type: none"> • 18 – Kindergarten students • 21 – 1st grade students • 8 – 2nd grade students • 21 – 3rd grade students • 18 – 4th grade students • 13 – 5th grade students • 29 – 6th grade students • 13 – 7th grade students • 9 – 8th grade students • 26 – 9th grade students • 16 – 10th grade students • 8 – 11th grade students • 4 – 12th grade students • 75% of the seniors are 5th, 6th, or 7th year students. • 75% of currently enrolled 12th students are behind in the credits required for graduation. • 14% of currently enrolled 11th students are behind in the credits required for graduation. • 36% of currently enrolled 10th students are behind in the credits required for graduation. • 38% of currently enrolled 9th students have been retained from the previous school year due to being behind in the credits required for graduation. <p>Other notable demographic statistics show:</p> <ul style="list-style-type: none"> • 100% of Anna Tobeluk Memorial School’s students are described as economically disadvantaged and qualify for free and reduced lunch. • 100% of the students tested students in FY14 are Alaska Native or American Indian; 0% are described or designated as “Other”. <p>Along with the extremely high rate of economically disadvantaged students, the large 6th grade class of 29 students creates additional challenges in school facility that is already at its full student capacity. Space is at a premium. With this, the increased record attendance to the current 204 students just compounds many of the current challenges that already exist academically and in the physical climate.</p>
<p>Curriculum</p>	<p>The Lower Kuskokwim School District’s Instructional Framework is our district and school guide to instruction for our teachers and the site administrator. The LKSD curriculum is <i>what we teach to students</i>. It is a response to the question, “<i>What do we want students to know and be able to do?</i>” The Alaska Common Core Standards and the State Content Standards and Grade Level expectations drive the curricula in our school. The district curricula is housed on Rubicon-Atlas, a web-based curriculum design program. With a district expectation that the curriculum be used with precision, teachers are expected to incorporate differentiation in their instruction based on data regarding student learning needs, the adopted pedagogy of the LKSD, and sheltered instruction strategies. The Shelter Instruction Observation Protocol (SIOP) is a major feature of our teachers’ lesson planning and instruction.</p> <p>At Anna Tobeluk Memorial School lack of academic progress noted in state assessment data</p>

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	<p>and MAP/AimsWeb results have been determining factors leading to the implementation of various replacement curriculum components. Some replacement features include:</p> <ul style="list-style-type: none"> • Language! is a language arts replacement curriculum implemented at grades 3, 4, 5, 6, and 7. • Read 180 is a language arts replacement curriculum implemented at grades 6, 7, 8, and 9. • Math Triumphs program is a mathematics replacement curriculum implemented at grades 6, 7, and 8. • In order to further meet student learning needs in high school, a literature lab support course supports students enrolled in the Language Arts I course and a math lab support course supports students in math course such as Algebra I. <p>The SIOP, AimsWeb, MAP, Language!, Read 180, and Math Triumphs are all research-based strategies and programs. Our school is fairly early in the implementation of the replacement curriculum in both language arts and math. However, the fact that so many students are behind academically makes it truly difficult to implement RTI interventions – because so many students need significant services. Teachers also need significant support as they learn how to use the SIOP in lesson planning and delivery. Staff members require significant training in administering and utilizing the MAP assessment. All staff members can benefit in learning how to utilize data in both the MAP and AimsWeb assessment programs.</p>
<p>Instruction</p>	<p>According to <i>Results Now</i>, by Mike Schmoker, the classroom teacher is the most decisive factor for positive growth in student learning. With the implementation of the SIOP, the expectation is that the teacher provides explicit instruction in teacher talk and modeling no more than 1/3 of the instructional time. The remainder of the instructional time is ideally spent in cooperative learning strategies.</p> <p>The instructional staff members at Anna Tobeluk Memorial School face a variety of instructional challenges and barriers. Some of these include:</p> <ul style="list-style-type: none"> • Teachers that do not demonstrate an adequate depth of understanding of the SIOP. <ul style="list-style-type: none"> - As evidenced by teacher SIOP lesson plans that are incomplete or demonstrate lack of understanding. - Input collected from teachers that state a lack of confidence in using and understanding how to effectively use the SIOP model. • The annual instructional staff turnover rate is extremely high at Anna Tobeluk Memorial School. <ul style="list-style-type: none"> - The turnover rate after the FY15 school year was 44%. - The turnover rate after the FY14 school year was 15%. - The turnover rate after the FY13 school year was 21%. - The turnover rate after the FY12 school year was 36%. - The turnover rate after the FY12 school year was 36%. - The turnover rate after the FY11 school year was 33%. • The 6-year average for turnover rate is 31%. • The most recent yearly turnover for FY15 is 44%; the highest single yearly amount in the last 6 years.
<p>Assessment</p>	<p>Anna Tobeluk Memorial School administers all of the required state tests, including the SBA, AMP, Terra-Nova, ELP (WIDA), WorkKeys, and testing required for the kindergarten profile. In addition, the school administers universal screening and benchmarking measures three times a year using AimsWeb for grades K-5 and MAP for grades 6-12. Teachers review data in order to plan core instruction and intervention for students. Formative and summative assessment occurs regularly in the classroom to monitor progress and guide instruction. Since the State of Alaska has not yet released results of the Spring AMP, some summary results from Anna Tobeluk Memorial School’s MAP testing and AimsWeb testing is being provided for the 2014-2015 school year. MAP is administered to students in grades 6-12. AimsWeb is administered to students in grades K-5.</p> <p>Analysis of 2014-2015 MAP Data for Anna Tobeluk Memorial School for grades 6-11:</p>

Grade 6:

- 42% met Projected Growth - Reading
 - 92% - Lo (R)
 - 8% - LoAvg (R)
- 36% met Projected Growth - Language Usage
 - 93% - Lo (LU)
 - 7% - LoAvg (LU)
- 43% met Projected Growth - Mathematics
 - 100% - Lo (M)

All 2014-15 6th grade students scored below average in Reading, Language Usage, and Math. Students who met Projected Growth in all 3 areas ranged from 36-42%.

Grade 7:

- 17% met Projected Growth - Reading
 - 83% - Lo (R)
 - 17% - LoAvg (R)
- 67% met Projected Growth - Language Usage
 - 83% - Lo (LU)
 - 17% - LoAvg (LU)
- 57% met Projected Growth - Mathematics
 - 86% - Lo (M)
 - 14% - LoAvg (M)

All 2014-15 7th grade students scored below average in Reading, Language Usage, and Math. Even though 17% of students met Projected Growth in Reading, 67% met Projected Growth in Language Usage. 57% of students met Projected Growth in Math.

Grade 8:

- 67% met Projected Growth - Reading
 - 71% - Lo (R)
 - 29% - LoAvg (R)
- 82% met Projected Growth - Language Usage
 - 43% - Lo (LU)
 - 50% - LoAvg (LU)
 - 7% - HiAvg (LU)
- 80% met Projected Growth - Mathematics
 - 50% - Lo (M)
 - 38% - LoAvg (M)
 - 6% - Avg (M)
 - 6% - HiAvg (M)

All 2014-15 students in 8th grade scored below average in Reading and Language Usage. However, 67% of students met Projected Growth in Reading and 82% met Projected Growth in Language Usage. All but 2 students scored below average in Math (1 student scored Average, and 1 High Average) and 80% of students met Projected Growth in Math.

Grade 9:

- 53% met Projected Growth - Reading
 - 59% - Lo (R)
 - 24% - LoAvg (R)
 - 18% - Avg (R)
- 69% met Projected Growth - Language Usage
 - 41% - Lo (LU)
 - 29% - LoAvg (LU)
 - 24% - Avg (LU)
 - 6% - HiAvg (LU)
- 53% met Projected Growth - Mathematics

- 50% - Lo (M)
- 28% - LoAvg (M)
- 22% - Avg (M)

In the 2014-15, 18-28% of 9th grade students scored at Average in all 3 areas. One student (6%) scored at High Average in Language Usage. The highest percentage of students to meet Projected Growth was in Language Usage (69%). 53% of students met Projected Growth in Reading and 53% of students met Projected Growth in Math.

Grade 10:

- 40% met Projected Growth - Reading
 - 67% - LoAvg (R)
 - 33% - Avg (R)
- 60% met Projected Growth - Language Usage
 - 50% - LoAvg (LU)
 - 50% - Avg (LU)
- 40% met Projected Growth - Mathematics
 - 17% - Lo (M)
 - 17% - LoAvg (M)
 - 50% - Avg (M)
 - 17% - HiAvg (M)

Most of the 2014-15 10th grade students scored Average or Low Average in Reading and Language Usage. The variation of performance levels was wider in Math, with students performing from Low to High Average. 40% of students met Projected Growth in Math, 40% in Reading, and 60% in Language Usage.

Grade 11:

- 100% - Lo (Reading)
- 50% - LoAvg (Language Usage)
- 50% - HiAvg (Language Usage)
- 100% - LoAvg (Math)

Only one 2014-15 11th grade student participated in the Reading assessment (Low) and 1 student participated in the Math assessment (Low Average). Two students participated in the Language Usage assessment, with 1 student scoring at Low Average and 1 student scoring at High Average.

Overall projected growth summary for grades 6-10 in Reading, Language Usage and Mathematics:

Reading:

- 42% met Projected Growth - Reading - 6th grade
- 17% met Projected Growth - Reading - 7th grade
- 67% met Projected Growth - Reading - 8th grade
- 53% met Projected Growth - Reading - 9th grade
- 40% met Projected Growth - Reading - 10th grade

Language Usage:

- 36% met Projected Growth - Language Usage - 6th grade
- 67% met Projected Growth - Language Usage - 7th grade
- 82% met Projected Growth - Language Usage - 8th grade
- 69% met Projected Growth - Language Usage - 9th grade
- 60% met Projected Growth - Language Usage - 10th grade

Mathematics:

- 43% met Projected Growth - Mathematics - 6th grade
- 57% met Projected Growth - Mathematics - 7th grade
- 80% met Projected Growth - Mathematics - 8th grade
- 53% met Projected Growth - Mathematics - 9th grade
- 40% met Projected Growth - Mathematics - 10th grade

Average of the percentage of students in each grade level, 6-10, that met Projected Growth in each content area:

- Reading: 43.8%
- Language Usage: 62.8%
- Mathematics: 54.6%
- Language Usage is the content area in which students are making the most gain. Reading is the content area in which students are making the least gain.
- All but 2 students in the 2014-15 6th-8th grades scored below average in all three content areas.

Analysis of 2014-2015 AimsWeb Data for Anna Tobeluk Memorial School for grades K-5:

F – indicates Fall administration; S- indicates Spring administration

Math Concepts and Applications

Grade 2

Tier 3: F 47% S 50%
Tier 2: F 32% S 40%
Tier 1: F 21% S 10%

Grade 3

Tier 3: F 72% S 89%
Tier 2: F 22% S 11%
Tier 1: F 6% S 0%

Grade 4

Tier 3: F 66.6% S 50%
Tier 2: F 33.2% S 50%
Tier 1: F 0% S 0%

Grade 5

Tier 3: F 78.5% S 70.3%
Tier 2: F 14.2% S 22.1%
Tier 1: F 7% S 7.3%

- The majority of 2014-15 Grade 2-5 students tested in AimsWeb 2.0 began and ended the year in Tier 3 for Math Concepts and Applications. For both fall and spring testing, 10% or less of the students were in Tier 1, with the exception of 21% of Grade 2 students in the fall administration.

Math Computation

Grade 1

Tier 3: F 44.3% S 66.6%
Tier 2: F 11% S 0%
Tier 1: F 44.3% S 33.2%

Grade 2

Tier 3: F 40% S 35%
Tier 2: F 30% S 25%
Tier 1: F 30% S 40%

Grade 3

Tier 3: F 16.6% S 44.3%
Tier 2: F 22.1% S 33.2%
Tier 1: F 61% S 22.1%

Grade 4

Tier 3: F 75% S 41.6%
Tier 2: F 25% S 25%
Tier 1: F 0% S 33.2%

Grade 5

Tier 3: F 82% S 25.8%
Tier 2: F 14.2% S 55.5%
Tier 1: F 3.5% S 18.4%

- For 2014-15 Grade 1-5 students tested in AimsWeb 2.0 Math Computation in fall and spring, positive growth was shown in Grades, 2, 4, and 5. Negative growth was shown in Grades 1 and 3.
- 2014-15 AimsWeb 2.0 scores for Grades 2-5 show stronger skills in Math Computation than in Math Concepts and Applications.

Quantity Discrimination

Grade K

Tier 3: F 61.8% S 66.6%
Tier 2: F 4.7% S 5.5%
Tier 1: F 33.2% S 27.7%

Grade 1

Tier 3: F 66.6% S 55.5%
Tier 2: F 11% S 11%
Tier 1: F 22.1% S 33.2%

• While 2014-15 Grade 1 students showed positive growth in AimsWeb 2.0 Quantity Discrimination from fall to spring, Kindergarten students showed negative growth.

Oral Counting

Grade K

Tier 3: F 76% S 28%
Tier 2: F 19% S 39%
Tier 1: F 5% S 33%

Grade 1

Tier 3: F 78% S 67%
Tier 2: F 11% S 22%
Tier 1: F 11% S 11%

• 2014-15 Kindergarten students showed strong positive growth from fall to spring AimsWeb 2.0 administrations in Oral Counting, while 1st Grade students showed minimal growth.

Number Identification

Grade K

Tier 3: F 57% S 39%
Tier 2: F 19% S 22%
Tier 1: F 24% S 39%

Grade 1

Tier 3: F 56% S 67%
Tier 2: F 11% S 33%
Tier 1: F 33% S 0%

• 2014-15 Kindergarten students showed positive growth from fall to spring AimsWeb 2.0 administrations in Number Identification, while 1st Grade students showed minimal growth.

Missing Number

Grade K

Tier 3: F 66.6% S 44.3%
Tier 2: F 19% S 22.1%
Tier 1: F 14.2% S 33.2%

Grade 1

Tier 3: F 55.5% S 44.3%
Tier 2: F 11% S 22.1%
Tier 1: F 33.2% S 33.2%

• 2014-15 Kindergarten students showed strong positive growth from fall to spring AimsWeb 2.0 administrations in Missing Number, while 1st Grade students showed almost no growth.

MAZE - Comprehension

Grade 2

Tier 3: F 75% S 84%
Tier 2: F 25% S 11%
Tier 1: F 0% S 5%

Grade 3

Tier 3: F 78% (14) S 78% (14)
Tier 2: F 11% (2) S 22% (4)
Tier 1: F 11% (2) S 0% (0)

Grade 4

Tier 3: F 67% S 67%
Tier 2: F 11% S 33%
Tier 1: F 22% S 0%

Grade 5

Tier 3: F 93% S 77%
Tier 2: F 7% S 15%
Tier 1: F 0% S 8%

• 2014-15 Grade 2 and 5 students showed positive growth from the fall to spring AimsWeb 2.0 MAZE Reading Comprehension administrations; Grade 3 showed minimal growth, and Grade 4 showed negative growth.

Reading - Curriculum Based Measurement

Grade 1

Tier 3: F 0%	S 56%
Tier 2: F 0%	S 22%
Tier 1: F 0%	S 22%

Grade 2

Tier 3: F 80%	S 65%
Tier 2: F 15%	S 30%
Tier 1: F 5%	S 5%

Grade 3

Tier 3: F 56%	S 83%
Tier 2: F 44%	S 17%
Tier 1: F 0%	S 0%

Grade 4

Tier 3: F 67%	S 75%
Tier 2: F 33%	S 17%
Tier 1: F 0%	S 8%

Grade 5

Tier 3: F 78%	S 72%
Tier 2: F 15%	S 24%
Tier 1: F 7%	S 4%

• While 2014-15 Grade 2 students showed positive growth in AimsWeb 2.0 Reading-Curriculum Based Measurement fall to spring administrations, Grade 3 showed negative growth. Grades 4 and 5 demonstrated neutral growth.

Letter Naming Fluency

Grade K

Tier 3: F 71.3%	S 38.8%
Tier 2: F 14.2%	S 22.1%
Tier 1: F 14.2%	S 38.8%

Grade 1

Tier 3: F 56%	S 0%
Tier 2: F 22%	S 0%
Tier 1: F 22%	S 0%

• 2014-15 Kindergarten students showed strong positive growth in the AimsWeb 2.0 Letter Naming Fluency fall to spring administrations.

Letter Sound Fluency

Grade K

Tier 3: F 0%	S 44.3%
Tier 2: F 0%	S 22.1%
Tier 1: F 0%	S 33.2%

Grade 1

Tier 3: F 44.3%	S 0%
Tier 2: F 11%	S 0%
Tier 1: F 44.3%	S 0%

• 2014-15 Kindergarten students in the spring AimsWeb 2.0 administration of Letter Sound Fluency, as well as 1st grade students in the fall administration, fell about equally in Tier 1 and Tier 3 with a minority of students in Tier 2.

Nonsense Word Fluency

Grade K

Tier 3: F 0%	S 44%
Tier 2: F 0%	S 17%
Tier 1: F 0%	S 39%

Grade 1

Tier 3: F 55.5%	S 77.7%
Tier 2: F 11%	S 0%
Tier 1: F 33.2%	S 22.1%

• 2014-15 Kindergarten students in the spring AimsWeb 2.0 administration of Nonsense Word Fluency fell about equally in Tier 1 and Tier 3 with a minority of students in Tier 2. Grade 1 students showed negative growth in Nonsense Word Fluency from fall to spring administrations.

Phoneme Segmentation Fluency



	Grade K			
	Tier 3: F 0%	S 50%		
	Tier 2: F 0%	S 28%		
	Tier 1: F 0%	S 22%		
	Grade 1			
	Tier 3: F 44%	S 22.1%		
	Tier 2: F 22.1%	S 33.2%		
	Tier 1: F 33.2%	S 44.3%		
	<ul style="list-style-type: none"> • 2014-15 1st Grade students in the fall to spring AimsWeb 2.0 administrations of Phoneme Segmentation Fluency showed positive growth. 			
	Kindergarten			
	Quantity Discrimination		Oral Counting	
	Tier 3: F 61.8%	S 66.6%	Tier 3: F 76%	S 28%
	Tier 2: F 4.7%	S 5.5%	Tier 2: F 19%	S 39%
	Tier 1: F 33.2%	S 27.7%	Tier 1: F 5%	S 33%
	Number Identification		Missing Number	
	Tier 3: F 57%	S 39%	Tier 3: F 66.6%	S 44.3%
	Tier 2: F 19%	S 22%	Tier 2: F 19%	S 22.1%
	Tier 1: F 24%	S 39%	Tier 1: F 14.2%	S 33.2%
	Letter Naming Fluency		Letter Sound Fluency	
	Tier 3: F 71.3%	S 38.8%	Tier 3: F 0%	S 44.3%
Tier 2: F 14.2%	S 22.1%	Tier 2: F 0%	S 22.1%	
Tier 1: F 14.2%	S 38.8%	Tier 1: F 0%	S 33.2%	
Nonsense Word Fluency		Phoneme Segmentation Fluency		
Tier 3: F 0%	S 44% (8)	Tier 3: F 0%	S 50%	
Tier 2: F 0%	S 17% (3)	Tier 2: F 0%	S 28%	
Tier 1: F 0%	S 39% (7)	Tier 1: F 0%	S 22%	
<ul style="list-style-type: none"> • For 2014-15 Kindergarten students in the Spring administration of AimsWeb 2.0, Quantity Discrimination and Phoneme Segmentation Fluency are the biggest areas of concern. Interestingly, all of the other skills assessments show the K students split almost evenly between Tier 1 and Tier 3, with a minority in Tier 2. 				
Grade 1				
Math Computation		Quantity Discrimination		
Tier 3: F 44.3%	S 66.6%	Tier 3: F 66.6%	S 55.5%	
Tier 2: F 11%	S 0%	Tier 2: F 11%	S 11%	
Tier 1: F 44.3%	S 33.2%	Tier 1: F 22.1%	S 33.2%	
Oral Counting		Number Identification		
Tier 3: F 78%	S 67%	Tier 3: F 56%	S 67%	
Tier 2: F 11%	S 22%	Tier 2: F 11%	S 33%	
Tier 1: F 11%	S 11%	Tier 1: F 33%	S 0%	
Missing Number		Reading - Curriculum Based Measurement		

Tier 3: F 55.5%	S 44.3%	Tier 3: F 0%	S 56%
Tier 2: F 11%	S 22.1%	Tier 2: F 0%	S 22%
Tier 1: F 33.2%	S 33.2%	Tier 1: F 0%	S 22%

Letter Naming Fluency

Tier 3: F 56%	S 0%
Tier 2: F 22%	S 0%
Tier 1: F 22%	S 0%

Letter Sound Fluency

Tier 3: F 44.3%	S 0%
Tier 2: F 11%	S 0%
Tier 1: F 44.3%	S 0%

Nonsense Word Fluency

Tier 3: F 55.5%	S 77.7%
Tier 2: F 11%	S 0%
Tier 1: F 33.2%	S 22.1%

Phoneme Segmentation Fluency

Tier 3: F 44%	S 22.1%
Tier 2: F 22.1%	S 33.2%
Tier 1: F 33.2%	S 44.3%

• The spring administration of AimsWeb 2.0 for the 1st grade students resulted in most of the students falling in Tier 3 in all skills assessments except for Phoneme Segmentation Fluency. In this test, most of the students were in Tier 1.

Grade 2

Math Concepts and Applications

Tier 3: F 47%	S 50%
Tier 2: F 32%	S 40%
Tier 1: F 21%	S 10%

Math Computation

Tier 3: F 40%	S 35%
Tier 2: F 30%	S 25%
Tier 1: F 30%	S 40%

MAZE – Comprehension

Tier 3: F 75%	S 84%
Tier 2: F 25%	S 11%
Tier 1: F 0%	S 5%

Reading - Curriculum Based Measurement

Tier 3: F 80%	S 65%
Tier 2: F 15%	S 30%
Tier 1: F 5%	S 5%

• Grade 2 students taking the spring administration of AimsWeb 2.0 in 2014-15 showed stronger skills in Math Computation than in Math Concepts and Applications. • For the Curriculum Based measurement test, more than half of the students landed in Tier 3 while only one student was in Tier 1 for this test and the Comprehension test. Almost all of the students tested were in Tier 3 for the Comprehension test.

Grade 3

Math Concepts and Applications

Tier 3: F 72%	S 89%
Tier 2: F 22%	S 11%
Tier 1: F 6%	S 0%

Math Computation

Tier 3: F 16.6%	S 44.3%
Tier 2: F 22.1%	S 33.2%
Tier 1: F 61%	S 22.1%

MAZE – Comprehension Measurement

Tier 3: F 78%	S 78%
Tier 2: F 11%	S 22%
Tier 1: F 11%	S 0%

Reading - Curriculum Based

Tier 3: F 56%	S 83%
Tier 2: F 44%	S 17%
Tier 1: F 0%	S 0%

• While most of the 2014-15 3rd Grade students were in Tier 3 for both the AimsWeb 2.0 Math Concepts and Applications and Math Computation tests, all but 2 of the students were in Tier 3 for the Math Concepts and Applications test, so Math Computation showed as a stronger area for the 3rd graders. Most of the 3rd grade students landed in Tier 3 in the Comprehension Test and also in the Curriculum Based Measurement.

	<p>Grade 4</p> <table border="0"> <tr> <td>Math Concepts and Applications</td> <td>Math Computation</td> </tr> <tr> <td>Tier 3: F 66.6% S 50%</td> <td>Tier 3: F 75% S 41.6%</td> </tr> <tr> <td>Tier 2: F 33.2% S 50%</td> <td>Tier 2: F 25% S 25%</td> </tr> <tr> <td>Tier 1: F 0% S 0%</td> <td>Tier 1: F 0% S 33.2%</td> </tr> </table> <table border="0"> <tr> <td>MAZE – Comprehension Measurement</td> <td>Reading - Curriculum Based</td> </tr> <tr> <td>Tier 3: F 67% S 67%</td> <td>Tier 3: F 67% S 75%</td> </tr> <tr> <td>Tier 2: F 11% S 33%</td> <td>Tier 2: F 33% S 17%</td> </tr> <tr> <td>Tier 1: F 22% S 0%</td> <td>Tier 1: F 0% S 8%</td> </tr> </table> <p>• 2014-15 4th Grade students performed better in Math Computation than in Math Concepts and Applications. Most of the students landed in Tier 3 for the Comprehension and Curriculum Based Measurement assessments.</p> <p>Grade 5</p> <table border="0"> <tr> <td>Math Concepts and Applications</td> <td>Math Computation</td> </tr> <tr> <td>Tier 3: F 78.5% S 70.3%</td> <td>Tier 3: F 82% S 25.8%</td> </tr> <tr> <td>Tier 2: F 14.2% S 22.1%</td> <td>Tier 2: F 14.2% S 55.5%</td> </tr> <tr> <td>Tier 1: F 7% S 7.3%</td> <td>Tier 1: F 3.5% S 18.4%</td> </tr> </table> <table border="0"> <tr> <td>MAZE – Comprehension Measurement</td> <td>Reading - Curriculum Based</td> </tr> <tr> <td>Tier 3: F 93% S 77%</td> <td>Tier 3: F 78% S 72%</td> </tr> <tr> <td>Tier 2: F 7% S 15%</td> <td>Tier 2: F 15% S 24%</td> </tr> <tr> <td>Tier 1: F 0% S 8%</td> <td>Tier 1: F 7% S 4%</td> </tr> </table> <p>•2014-15 5th Grade students performed better in Math Computation than in Math Concepts and Applications. Most of the students landed in Tier 3 for the Comprehension and Curriculum Based Measurement assessments.</p> <p>• 2014-15 Grade 2-5 students showed stronger performance in Math Computation than Math Concepts and Applications in the AimsWeb 2.0 spring administration.</p> <p>• 2014-15 Grade 2-5 students showed poor performance in the AimsWeb 2.0 spring administrations of the Comprehension and Curriculum Based Measurement assessments.</p> <p>Greatest areas of concern in order of greatest concern:</p> <ol style="list-style-type: none"> 1. Reading Comprehension and Curriculum Based Measurement 2. Math Concepts and Applications 3. Math Computation 	Math Concepts and Applications	Math Computation	Tier 3: F 66.6% S 50%	Tier 3: F 75% S 41.6%	Tier 2: F 33.2% S 50%	Tier 2: F 25% S 25%	Tier 1: F 0% S 0%	Tier 1: F 0% S 33.2%	MAZE – Comprehension Measurement	Reading - Curriculum Based	Tier 3: F 67% S 67%	Tier 3: F 67% S 75%	Tier 2: F 11% S 33%	Tier 2: F 33% S 17%	Tier 1: F 22% S 0%	Tier 1: F 0% S 8%	Math Concepts and Applications	Math Computation	Tier 3: F 78.5% S 70.3%	Tier 3: F 82% S 25.8%	Tier 2: F 14.2% S 22.1%	Tier 2: F 14.2% S 55.5%	Tier 1: F 7% S 7.3%	Tier 1: F 3.5% S 18.4%	MAZE – Comprehension Measurement	Reading - Curriculum Based	Tier 3: F 93% S 77%	Tier 3: F 78% S 72%	Tier 2: F 7% S 15%	Tier 2: F 15% S 24%	Tier 1: F 0% S 8%	Tier 1: F 7% S 4%
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<p>Supportive Learning Environment</p>	<p>According to the National Center on Safe Supportive Learning Environments, the school climate of a safe, supportive learning environment is as follows:</p> <p>“School climate is a broad, multifaceted concept that involves many aspects of the student’s educational experience. A positive school climate is the product of a school’s attention to fostering safety, to promoting a supportive academic, disciplinary, and physical environment, and to encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting – from Pre-K/Elementary School to higher education.”</p> <p>School Climate and Connectedness Summary for Anna Tobeluk Memorial School</p> <p>Anna Tobeluk Memorial School has administered a School Climate and Connectedness</p>																																

Survey supported by American Institutes for Research. The survey has been administered for multiple years. The following comparison data is in reference to the past 5 years of school climate information at Anna Tobeluk Memorial School.

Sixty-four Anna Tobeluk Memorial School students and 20 staff took part in the 2014-2015 School Climate and Connectedness Survey (SCCS).

**School Climate trends over the past 5 years- student input:
(based on student input on a scale from a (1) strongly disagree to (5) strongly agree)**

- High Expectations: Fluctuating results, but rising for past two years
- 2015 score of 4.16
- School Safety: Fluctuating results, with a significant one-year growth increase
- 2015 score of 3.92
- School Leadership & Student Involvement: Significant growth decrease in past 2 years
- 2015 score of 3.47
- Respectful Climate: Growth decrease over past two years
- 2015 score of 3.66
- Peer Climate: Fluctuating results for past 3 years, with a significant one-year growth increase in one year bringing the result to where it was during Year 3
- 2015 score of 3.26
- Caring Adults: Fluctuating results for past 5 years
- 2015 score of 3.63
- Parent & Community Involvement: Fluctuating results for past 5 years, stagnant growth over past 2 years
- 2015 score of 3.51
- Social & Emotional Learning: Fluctuating results, with a significant one-year growth increase from Year 4 to Year 5, but following a significant one-year growth decrease from Year 3 to Year 4
- 2015 score of 3.90

The final two areas assessed are reverse-scored, meaning that a score closer to a (1) is favorable and a score closer to a (5) is not favorable.

- Student Delinquent Behaviors: Decreasing favorably over 5 years, stagnant growth over the past 2 years
- 2015 score of 1.64
- Student Drug & Alcohol Use: Decreasing favorably from Year 1 to Year 3; increasing unfavorably from Year 3 to Year 5
- 2015 score of 1.39

**School Climate trends over the past 5 years- staff input:
(based on staff input on a scale from a (1) strongly disagree to (5) strongly agree)**

- School Leadership & Involvement: Significant steady growth decrease from Year 1 to Year 5 (4.08 to 3.43)
- 2015 score of 3.43
- Staff Attitudes: Significant steady growth decrease from Year 1 to Year 5 (4.31 to 3.46)
- 2015 score of 3.46
- Student Involvement: Large fluctuations & significant steady growth decrease from Year 1 to Year 5 (3.88 to 3.11)
- 2015 score of 3.11
- Respectful Climate: Significant steady growth decrease from Year 1 to Year 5 (4.03 to 3.12)
- 2015 score of 3.12
- School Safety: Large fluctuations & significant steady growth decrease from Year 1 to Year 5 (4.23 to 3.62)
- 2015 score of 3.62

	<ul style="list-style-type: none"> • Parent & Community Involvement: Significant steady growth decrease from Year 1 to Year 5 (4.01 to 3.14) - 2015 score of 3.14 <p>The final two areas assessed are reverse-scored, meaning that a score closer to a (1) is favorable and a score closer to a (5) is not favorable.</p> <ul style="list-style-type: none"> • Student Delinquent Behaviors: Significant steady growth decrease from Year 1 to Year 5 (1.84 to 2.76) - 2015 score of 2.67 • Student Drug & Alcohol Use: Significant steady growth decrease from Year 1 to Year 5 (1.30 to 1.67) - 2015 score of 1.67 <p>Summary of all results from the SCCS:</p> <ul style="list-style-type: none"> • From 2014-2015, Anna Tobeluk Memorial School student ratings increased significantly for School Safety, Peer Climate and Social and Emotional Learning. • Anna Tobeluk Memorial School staff gave significantly lower ratings for Student Involvement in 2015 than they had in 2014. From 2014 to 2015, there were significant increases in staff reports of student delinquent behaviors and reports of student drug and alcohol use. • For the 5-year period, from 2011 to 2015, <u>significant growth decreases</u> are shown for the staff results of the survey in all eight reporting categories. <p>Overall, the results indicate that the school climate at Anna Tobeluk Memorial School has continued to deteriorate over the past five years. Even though some positive growth has occurred, some serious concerns are noted from the adults working in the school in all areas: School Leadership & Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent & Community Involvement, Student Delinquent Behaviors, and Student Drug & Alcohol Use. Anna Tobeluk Memorial School faces challenges in fostering safety and in achieving the goal of obtaining a supportive academic, disciplinary and physical environment. According to the adult staff working at this school, successful growth is <u>not</u> occurring in School Connectedness and Climate.</p>
Professional Development	<p>Professional development at ATMS takes place in a variety of ways. These include:</p> <ul style="list-style-type: none"> • 13 in-service days <ul style="list-style-type: none"> - 7 of these days are dedicated to the site, where the ATMS site administrator can guide instruction towards the specific needs for teacher at the site. - 6 of the days are set for district initiatives including an all-district in-service held in - 2 of the 6 district-wide days are used for the K-100 program for staff; this allows teachers to select professional development via VTC that fits their individual learning needs. • An early release on Friday for students allows instructional staff the opportunity for two hours of professional development and PLC collaboration time. • For the past two years, ATMS has utilized an outside trainer from a program called Connected Schools (DRIVE), with the purpose of training school staff to strengthen healthy connections with students and other staff members. • The LKSD provides additional district-wide training for 1st year teachers and 2nd year teachers. <p>Despite the training provided, a significant need for additional training is necessary for teachers at Anna Tobeluk Memorial School. Some of the specific areas of need in professional development include more training in the SIOP, CHAMPS and other classroom management ideas, AimsWeb administration and data usage, MAP administration and data usage, and the ability to learn how to effectively use a SmartBoard. These needs are further supported with input provided by staff members during site in-services, results of data from classroom observations and walkthroughs, and from teacher self-assessment data.</p>

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Transformation Model**



Leadership	<p>In the School Connectedness and Climate Survey, the area of School Leadership has been assessed annually.</p> <p>Students assessed the school leadership at Anna Tobeluk Memorial School as follows:</p> <ul style="list-style-type: none"> • School Leadership & Student Involvement: Significant growth decrease in past 2 years <ul style="list-style-type: none"> - 2015 score of 3.47 <p>Staff members assessed the school leadership at Anna Tobeluk Memorial School as follows:</p> <ul style="list-style-type: none"> • School Leadership & Involvement: Significant steady growth decrease from Year 1 to Year 5 (4.08 to 3.43) <ul style="list-style-type: none"> - 2015 score of 3.43 <p>The continual decrease in growth in the area of school leadership with both students and staff members over the period of five years indicates that site administrator can benefit from further training, professional development, and coaching.</p>
Other:	
Other:	
Other:	

Describe why the Transformation model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Transformation model is most likely to dramatically improve the student achievement and/or graduation rate in this school.

The Transformation model was chosen as the most appropriate intervention model for this school because it provides more flexibility and permissible activities than the other models. It provides for an ongoing mechanism for community and family engagement, which is an area of need as indicated on the Community Stakeholder Input Forms. These communities are poised for meaningful parent involvement at all levels of the education process.

The Transformation model also allows the district and this school to continue toward full implementation of major initiatives that have taken, in some cases, several years to develop and roll out; such as the Teacher Evaluation System that includes the use of student growth data, a highly refined RTI system, and the student behavior management program.

Furthermore, it will bring about substantial improvement in student learning by addressing the following identified needs:

Identified Needs:

- Increase student academic achievement
- Increase graduation rates
- Increase attendance rates
- Increase limited English proficient students making progress toward and attaining English proficiency
- Provide ongoing professional development for teachers in the implementation of instructional models and how to use data to differentiate instruction, including training on using MAP and AimsWeb assessment programs
- Increase community and family involvement

- Increase school climate and connectedness

Transformation Model

Leader and Teacher Effectiveness:

- Increase principal and teacher effectiveness
- Improve retention of effective principal and teachers
- Implement new evaluation system, developed with staff and uses student growth data

Instructional and Support Strategies:

- Implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support for staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support:

- Provide increase learning time for staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

It should be noted the Turnaround model was not selected because it would pose a hardship by replacing at least 50% of the instructional staff when recruiting and retaining teachers in our rural district is already an ongoing challenge. As a case in point, the certified turnover rate at Anna Tobeluk Memorial School in 2014-2015 was 44%.

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	Reduce the percent of non-proficient students by 10% annually.	FY14: Reading 33% Proficient; Writing 28% Proficient	<ul style="list-style-type: none"> • AimsWeb will be administered to all K-5th grade students to monitor progress in reading. • The MAP assessment will be administered to all 6th-12th grade students to monitor progress in reading and language arts. 	3 yearly administrations of AimsWeb/MAP <ul style="list-style-type: none"> • Fall- September • Winter-January • Spring- April 	Daryl Daugaard
Math	Reduce the percent of non-proficient students by 10% annually.	FY14: Math 15% Proficient	<ul style="list-style-type: none"> • AimsWeb will be administered to all K-5th grade students to monitor progress in math. • The MAP assessment will be administered to all 6th-12th grade students to monitor progress in math. 	3 yearly administrations of AimsWeb/MAP <ul style="list-style-type: none"> • Fall- September • Winter-January • Spring- April 	Daryl Daugaard



Graduation Rate	Reduce the percent of non-graduated students by 10% annually.	FY14: 35%: 4-year cohort; 25% 5-year cohort	Student passing rates will be reviewed quarterly. Progress will be discussed with parents at parent-teacher conferences. High school students will meet with principal and academic counselor each semester to monitor progress. Students should receive at least 5.5 credits in order to be on track for graduation.	Passing rate: Quarterly Academic credit check: End of each semester	Daryl Daugaard
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B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

NOTE: Each required activity **must** be addressed to qualify for funding.

Rural School Flexibility

A rural LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the transformation model if the intent and purpose of that element is still met.

- In implementing this model, we are requesting rural flexibility in one element of this model. In the box below we have clearly stated which requirement we will flex, and how the proposed interventions will still meet the spirit of the element.**

The principal is new to the school and was selected as a result of a thorough and lengthy hiring process including multiple district-level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community. The principal possesses the skills and abilities to lead the school in this transformation effort.

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

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.	Carlton Kuhns	May 2015	July 2015
<p>Describe how the district will replace the principal as part of the school’s transformation model.</p> <p>The current principal at Anna Tobeluk Memorial School was hired since the designation as a priority school. For purposes of this standard, the principal has already been replaced.</p>			
<p>In the case of a school that has replaced the principal within the last two years (since the start of the 2013-2014 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this transformation effort that have been implemented during that time.</p> <p>The current principal was selected as a result of a thorough and lengthy hiring process including multiple district level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community.</p>			
<p>What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model?</p> <p>The Lower Kuskokwim School District conducts a thorough and lengthy hiring process including multiple district level interviews and a site interview with the local Advisory School Board (ASB) with input provided by staff and community. The district hires principals that exhibit highly developed relational and leadership skills.</p> <p>Additionally, the district has developed and implemented a Principal Intern Program. This program is designed to provide new administrative candidates with at least 1 year of administrative training and cross-cultural experience. Through the use of Title II funds, the district places 4 new administrator candidates into the internship program each year with the intent of providing a pool of prepared administrators each year.</p>			
<p>What barriers exist to replacing the principal and how will these be overcome?</p> <p>There are no significant barriers to removing a principal with an unsatisfactory performance evaluation.</p>			

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Transformation Model**



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	Josh Gill	August 2016	July 2020
<p>Describe the planned evaluation system for teachers, including key dates of implementation</p> <p>The LKSD Teacher Evaluation Rubric is in full implementation as of fall 2015 after having been piloted in the previous year. The new evaluation system is explicitly aligned with Alaska Teaching Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards. The redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals. While the performance domains are in full implementation for FY16, the student learning measures domain will not be calculated into the evaluation ratings until FY17 and beyond.</p>			
<p>Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.</p> <p>In 2015-16, all instructional staff members, including teachers and principals, are piloting the student achievement growth measures. Beginning in the fall 2016, all instructional staff including teachers and principals will implement the LKSD Student Growth Index (SGI) instrument. The instrument is designed to measure student growth in core academic areas using 3 data points; standards-based measures, norm-based measures, and content specific measures.</p>			
<p>How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?</p> <p>Each teacher evaluation cycle contains at least 2 walk-through observations, 1 informal observation, and 1 formal observation. Non-tenured teachers have at a minimum 2 evaluation cycles per year; tenured teachers have at a minimum, 1 evaluation cycle per year. In addition to observations by the supervisor, a teacher's evaluation may include classroom observations made by other qualified administrators. Teacher evaluations may consider information from other sources such as supporting artifacts/evidence and input forms from students and parents.</p>			
<p>How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?</p> <p>Each teacher will review his or her student learning measure instruments with the principal on a mid-year and end-of-year basis annually. In cases where substantial above average growth of students is not evident, the principal will consult with the teacher to suggest additional strategies that will increase the likelihood of measureable growth.</p>			
<p>Describe the planned evaluation system for the principal, including key dates of implementation.</p> <p>The LKSD Principal Evaluation Rubric is in full implementation as of fall 2015. The new evaluation system, based on the New Leaders evaluation model, is explicitly aligned with Alaska Administrator Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards. The</p>			

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Transformation Model



redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals.

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

In 2015-16, all instructional staff members, including teachers and principals, are piloting the student achievement growth measures. Beginning in the fall 2016, all instructional staff including principals will implement the LKSD Student Growth Measures Instrument. The instrument is designed to measure student growth in core academic areas using 3 data points; standards-based measures, norm-based measures, and content specific measures.

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

The evaluator will make 2 site visits to the school and may consider information from other sources such as supporting artifacts/evidence and input forms from students, parents and staff.

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

Each principal will review his or her student learning measure instruments with the evaluator on a mid-year and end-of-year basis annually. In cases where substantial above average growth of students is not evident, the evaluator will consult with the principal to suggest additional strategies that will increase the likelihood of measureable growth.

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

The redesigned evaluation instrument was a collaborative effort of a broad representative stakeholder group including teachers and principals. The LKSD Teacher Evaluation Rubric is in full implementation as of fall 2015 after having been piloted in the previous year. The new evaluation system is explicitly aligned with Alaska Teaching Standards, SIOP (sheltered instruction) Model of instruction, and the Alaska Cultural Standards.

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

Implementation is underway of the redesigned evaluation system and includes multi-year training with internal experts and external consultants in the areas of instructional strategies, data mining, inter-rater reliability, and Alaska Student Learning Standards. Evaluation system training is provided during each of the 6 principal in-services provided by the district every year.

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

We do not anticipate any barriers in the implementation of this evaluation system other than teacher and principal turnover.

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Transformation Model**



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	Josh Gill Carlton Kuhns	August 2016	July 2020
<p>Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates, including key dates of implementation.</p> <p>As part of this grant, teachers and principals who have demonstrated a level of exemplary performance will be considered for additional opportunities to attend professional conferences, reimbursement for coursework, and approval for state and national educational committees.</p> <p>Additionally, high performing teachers will be offered a 5-day contract extension to serve as building level instructional leaders.</p> <p>As graduation rates increase, a reward system will be developed and implemented at the school level.</p>			
<p>Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>Each teacher evaluation cycles contains at least 2 walk-through observations, 1 informal observation, and 1 formal observation. Non-tenured teachers have at a minimum of 2 evaluation cycles per year; Tenured teachers have at a minimum 1 evaluation cycle per year. In addition to observations by the evaluator, a teacher’s evaluation may include classroom observations made by other qualified administrators. Teacher evaluations my consider information from other sources such as supporting artifacts/evidence and input forms from students and parents.</p> <p>If a staff member receives an evaluation rating of “unsatisfactory”, then a professional plan of improvement is developed targeting the area(s) of weakness. If after ample professional development opportunities have been provided with little or no improvement, the staff member will be non-retained using procedures consistent with state statute, evaluation procedures, and the negotiated agreement.</p>			
<p>What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?</p> <p>The funding through this grant opportunity will allow the district to implement the reward system. No additional funds are needed from this grant for the removal of staff as the capacity and procedures are already in place.</p>			
<p>What barriers exist to implementing this new reward and removal system and how will these be overcome?</p>			

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We do not anticipate any barriers in the implementation of this evaluation system other than teacher and principal turnover.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	Carlton Kuhns, Josh Gill, Andrea Engbretsen, Janelle Vanasse	August 2016	July 2020

Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction), including key dates of implementation. (Add rows as needed to use a separate row for each specific activity or strategy.)

LKSD has a robust professional development capacity that provides continuous job-embedded training for all instructional staff. Thirteen in-service days are built into the teacher contract, seven of which are site-based to meet site AK STEPP and other site identified goals, and six of which are district delivered to meet the needs of district requirements. District in-service plans include an analysis of the student learning data at the district level and targets the interventions necessary for student success.

Two of the six district in-service days are delivered via VTC through an innovative job-embedded model referred to as K-100. A large range of more than 100 VTC sessions is available to teachers to meet job-specific instructional and curriculum needs. The K-100 sessions may be taken during the calendared in-service days, or alternatively, teachers may take the sessions in advance, after their contract day, to bank the time against the in-service day on the calendar.

Our induction professional development for first and second year teachers has been in place for the past 6 years. New teachers to the district are provided with 5 additional contract days to participate in the induction program, which has a planned sequence of identified induction elements such as cultural training, curriculum-specific training, SIOP instructional model, and CHAMPS classroom management training. Second year teachers attend a series of 3 Saturday in-services as part of the induction program. These training days focus on job-alike curriculum and pedagogy.

Additional professional development opportunities are provided on an as-needed basis to schools, such as CHAMPS training, Imagine Learning, and Read180.

How will the professional development be designed with input from school staff?

Professional development in LKSD is designed to meet the needs of instructional staff through the analysis of student data, gap analysis of implementation of the Instructional Framework, and an active survey process to the teaching staff to determine needs. At the end of each professional development activity, participants provide an evaluation of the effectiveness of the training.

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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?

The district collaborates with outside consultants to provide ongoing, high-quality professional, job-embedded professional development that is aligned with the instructional program. This professional development has spanned several years and has moved schools further along the effective practice continuum. Each school is provided training to meet their unique needs and is supported with experts at the district level and through outside consultants. The district has the capacity to provide content specific professional development as well as instructional model professional development (SIOP, Dual Language, CHAMPS).

What barriers exist to implementing these professional development strategies and how will these be overcome?

One barrier is principal turnover, which can disrupt a smoothly laid out professional development plan. To address this concern, the district assists sites by housing professional development plans and working with new principals to keep the professional development plans moving forward. Another barrier is the large geographical size of the district, which due to cost factors limits the ability to conduct face-to-face professional development as well as impacts time away from site. The district does provide a large portion of professional development through the VTC.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	Josh Gill	August 2016	July 2020

Describe the ways in which staff will receive financial incentives for achievement gains at this school.

As part of this grant, teachers and principals who have demonstrated a level of exemplary performance will be considered for additional opportunities to attend professional conferences, reimbursement for coursework, and approval for state and national educational committees.

Additionally, high performing teachers will be offered a 5-day contract extension to serve as building level instructional leaders.

As graduation rates increase a reward system will be developed and implemented at the school level.

Describe the ways in which staff will be provided opportunities for promotion and career growth.

The district has developed and implemented the following programs to provide opportunities for promotion and career growth:

- Principal Intern Program: The Principal Intern Program is designed to improve the recruitment,

quality, and retention of principals. Eligible applicants must have a type B principal's certificate or be enrolled in a principal certification program to be eligible for the principal internship component. This program supports four assistant/intern principal positions.

- Principal Career Ladder Program: The Principal Career Ladder Program provides tuition support for approved certified teachers to pursue their type B principal's certificate.
- Career Ladder/TEACH Program: The Career Ladder/TEACH Program provides an avenue for the district to employ an increased number of certified Yugtun teachers and creates a clear career path for all associate teachers to work toward teacher certification status.
- Certified Teachers Adding Additional Endorsement Areas: The district assists certified teachers who are pursuing additional endorsement areas in high needs areas, such as Special Education and Math, by providing tuition support.
- Certified Teachers Adding Highly-Qualified Areas: The district supports certified teachers adding highly-qualified status areas by covering testing fees and associated travel costs.
- Membership on Curriculum Committees: The district recruits certified teachers, associate teachers, and other staff for membership on various curriculum committees.

Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.

Contract and current employment practices allow for significant flexibility as needed.

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

Teacher hiring is a significant challenge and in recent years has resulted in numerous teaching positions remaining unfilled when the school year begins. The district is actively reviewing and revising the recruiting and hiring process.

- LKSD hiring teams attend Alaska Teacher Placement and national job fairs throughout the year to recruit and hire staff with the necessary skills and abilities that align with the needs of our students.
- The Director of Personnel and staff search the Alaska Teacher Placement website and other job search sites for qualified candidates.
- The district will develop relationships with teacher preparation programs to enable new teacher candidates to conduct their student internships in LKSD schools.
- The district has designed and implemented career development programs that promote promising teachers and principals from within the district.

What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?

The district is in the process of implementing a new effort to place student teachers in LKSD schools from teacher preparation programs in other states. This strategy will not only assist in recruitment and hiring, but should increase retention as well. The district continually explores new ideas to recruit and retain capable staff.

What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

Teacher hiring is becoming an increasingly challenging area. Due to this, the district is developing and will continue to develop new strategies for the recruitment and retention of capable staff. As mentioned above, partnering with teacher preparation programs in other states provides a new avenue for recruitment and offers promising results.

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

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing teacher and school leader effectiveness that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
<input type="checkbox"/>	(B) Instituting a system for measuring changes in instructional practices resulting from professional development.
<input checked="" type="checkbox"/>	<p>(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.</p> <p>Consistent with the Teacher’s Negotiated Agreement, current procedures allow for principals to interview and make selection decisions for teacher placement including transfer requests within the district. Key Timeline: This is currently in place and will continue.</p>

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	Janelle Vanasse Andrea Engbretsen	August 2016	July 2020
<p>Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly-adopted instructional program, how the district used data to identify the research-based program that was selected.</p> <p>The LKSD Instructional Framework details the district’s instructional program and explains its processes and procedures for implementation. Initially, student data from various sources were analyzed and needs identified. Then the Department of Academic Programs personnel working with outside entities such as</p>			

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Alaska EED and expert consultants, researched best practices that best fit the needs of district students. These identified programs, models or other types of practices then became part of the LKSD Instructional Framework. An ongoing data cycle drives the annual updates to this instructional framework, which contains such programs as the SIOP (sheltered instruction) model, Dual Language Instructional model, and Response to Instruction/Intervention.

Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.

When curriculum is reviewed on the six-year cycle, it is aligned with the Alaska State Standards. It is during this review cycle that it is also examined for vertical alignment so students will be ready for the next grade.

Describe how the district will ensure that the instructional program is aligned with the Alaska Standards, including key dates of implementation.

The district curricula as well as pacing guides and alignment structures are housed on Rubicon, a web-based curriculum management tool. Each content area curriculum is aligned to the Alaska State Standards through a review cycle every six years, or more often as changes are made at the state level. As part of the curriculum review process, best practices in each content area are researched and incorporated into the curriculum. Research is selected by accessing the Department of Education's website for each content area. Research at national websites, such as the National Council of Teachers of Mathematics and the National Association of English Teachers, is also reviewed.

The instructional program is aligned to the Alaska State Standards.

What capacity does the district have to identify and implement an aligned research-based instructional program?

As evidenced with the LKSD Instructional Framework, the district does have the capacity to identify and implement an aligned research-based instructional program. The Instructional Framework was collaboratively developed and includes input from outside experts. Our curriculum is explicitly aligned with Alaska State Standards, which is further supplemented with Tier II and Tier III research-based intervention programs.

What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?

A large percentage of students whose achievement scores place them at tier III interventions; thereby making it difficult to deliver core curriculum at grade level. This can be overcome if significant resources are available to tier III students to accelerate academic growth to enable success in tier I programs.

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Janelle Vanasse Andrea Engbretsen	August 2016	July 2020
<p>Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students, including key dates of implementation and specific assessments that have or will be used.</p> <p>The district has embraced the data driven decision-making process and provides extensive professional development and coaching on collecting and using data to inform and differentiate instruction. It is embedded in the LKSD Instructional Framework:</p> <p>The district has a well-defined assessment structure that includes both summative and formative measures. Priorities include:</p> <ul style="list-style-type: none"> • Valid and careful administration of the universal screening and benchmarking measures on schedule three times a year. • Staff review of the above data three times a year. • Instructional coaches have been trained and support classroom teachers in implementing Rapid Inquiry-Driven Change Cycle. • The “SPUR” cycle of <i>Set Focus, Plan Change, Undertake Change and Recharge & Sustain</i> is used in short 12-18 week cycles by teachers to focus on student improvement. • Use of the data at each school site to plan core instruction and intervention as needed for students who are achieving ahead of or behind expectation. • Effective and ongoing formative assessment of student progress each day in the classroom; strategic and progress monitoring of student response to instruction as needed. • Targeted summative and formative assessment of student achievement to be used for grading and reporting to parents. <p>Specific assessments include State Assessments, WIDA Testing for LEP Students, MAP Testing, AIMSweb, Yugtun CBM, and classroom formative and summative assessments.</p>			
<p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?</p> <p>For the past several years, the district has worked on institutionalizing the use of student data to inform and differentiate instruction. It has taken time to determine needs, purchase and develop assessments, and provide extensive ongoing professional development to district office staff, principals, and teachers in the administration of assessments, operation of assessment websites, collection and analysis of data, and the use of data to inform and differentiate instruction. This collaborative process has involved district personnel at all levels as well as expert consultants. While the mechanisms for this system are in place, the professional development needs are ongoing due to teacher and principal turnover.</p>			

Leadership meetings with principals are focused on analyzing student achievement data and identifying school goals using Professional Learning Community structure called High Performance Teams. This is a highly collaborative process that involves a broad range of instructional staff, and to some extent the local advisory school boards. Principals lead their High Performance Teams at site to continuously review performance data and make instructional placement decisions.

What barriers exist to using student data to inform and differentiate instruction?

Time for principals and teachers to learn how to access data and develop plans for differentiation is a significant barrier. This is addressed through professional development related to data access and analysis and additional collaborative time for planning differentiated instruction.

Continuous training is needed due to teacher and principal turnover.

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for comprehensive instructional reform that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
<input checked="" type="checkbox"/>	<p>(B) Implementing a schoolwide response to instruction/intervention (RTI) model.</p> <p>Anna Tobelek Memorial School is implementing a schoolwide RTI model and continues to assess and refine its implementation to improve student achievement. The RTI tier II and tier III intervention programs being used are: Read180; Language!; Math Triumphs; ALEKS; Hands-on Equations; Imagine Learning.</p>
<input type="checkbox"/>	(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
<input type="checkbox"/>	(D) Using and integrating technology-based supports and interventions as part of the instructional process.
<input checked="" type="checkbox"/>	<p>(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below.</p> <p>The LSKD Step Grant that begins October 2015 provides resources to increase graduation rates through the development, training, and use of an early warning system for at-risk students.</p>

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

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development.	Daryl Daugaard, Site Administrator	August 2016	June 2020

Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.

Presently, the school day begins at 8:20 am with breakfast. The beginning of the instructional day is at 8:50 am with a 4:00 pm dismissal for all students on Monday – Thursday and a 1:00 pm dismissal on Friday. The current schedule, exclusive of breakfast and lunch, provides for 30 1/3 hours of student instruction each week, 121.4 hours per month, and 1,093 hours per year. Currently, the instructional staff has 2 hours per week of staff development time every Friday afternoon, equivalent to 8 hours per month or 68 hours per year.

The Student/Parent Involvement specialist (SPI) will take the lead in being responsible for the implementation of R.E.A.L. (Read-Excel-Achieve-Lead). The SPI will recruit and facilitate parent/community volunteers as reading mentors 60 minutes a day, 1 day per month. Recognizing that this may make for too long of a school day for primary students, we are investigating a creative way of including the R.E.A.L. program for K-2 students along with their lunch period. The R.E.A.L. program is designed for students in grades K-7 and is aligned to support the Transformation Model.

The SPI will also take the lead in facilitating 2 student/parent activity nights each month that reinforce academic areas. One activity night will focus on grades K-6; the second activity night will focus on grades 6-12. Grade 6 is intentionally included on both nights, as we recognize the need to focus extra attention on 6th graders as they are transitioning between a self-contained classroom to more of a middle school approach in this year of their schooling. The average length of each activity is equivalent to 1.5 hours or a total of 3 hours per month, 30 hours per year.

Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.

With an afterschool implementation, the R.E.A.L. program will provide up to an additional 1 hour of instruction each month in the area of Reading/Language Arts for students in grades K-7.

The student/parent activity nights will have an academic focus. One activity night each month will have a focus on math-science. The second activity night will have a focus on reading-language arts, and yet be flexible enough to incorporate other subject areas such as social studies, health, or cultural studies. This gives an opportunity for an additional 3 hours of academic instruction per month.

We are not only building in learning time for core instruction, but also incorporating parents and community volunteer mentors within the implementation.

Our School Climate Connectedness Survey indicates that ATMS needs to give strong emphasis to improving student attitudes and behavior in the school. In addressing this, along with Turnaround Principle #6: School environment, we plan to have school climate presenters come to our school specifically to address students and staff members once each quarter of the school year. The focus will be to address students' social, emotional, and health needs and also include issues such as bullying, suicide and other student behaviors of concern.

Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Anna Tobeluk Memorial School currently has a reduced student day on Fridays of each week. This allows a weekly 2-hour period of time for staff professional development and PLCs. The instructional staff needs more time for professional development, collaboration, and data analysis. To meet this need, each month a half-day Saturday will be built in each month for the purpose of additional professional development in the SIOP, classroom management, and MAP/AimsWeb data analysis.

What capacity does the district have to establish schedules and strategies that provide increased learning time?

The district provides schools with the calendar template from which individual schools develop their school calendar. Significant flexibility is available to each site. Additionally, the district has procedures for contract extensions for extended year and day programs.

The LKSD can support schedule adjustments that increase learning time. The LKSD support personnel can also assist Anna Tobeluk Memorial School by ensuring that student instructional time is effectively and efficiently planned.

What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

One barrier is the teacher negotiated agreement language restricts the district from mandating that a teacher accept a contract extension, which may limit the amount of extended day or year programs.

The most significant challenge is the fact that our building is filled to capacity. As we implement the additional activities, other regularly scheduled activities such as extra-curricular sports and custodial cleaning will also be occurring. This will require changing some of the cleaning routines so that other activities are not interrupted. Lengthening the day length of students also can be a factor for fatigue and burnout of staff. One proactive approach will be attempting to schedule as much of the core courses in reading, writing, and math in the morning. Then, students will hopefully have more stamina for doing a reading, writing, or math activity beyond the regular school day length. The SPI will also need to develop a strict protocol to ensure that classroom cleanliness and order is maintained with the parent volunteers during R.E.A.L. since the regular classroom teacher will have ended their workday.

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		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.	Daryl Daugaard, Site Administrator	August 2016	May 2020
<p>Describe how the district will provide ongoing mechanisms for family and community engagement.</p> <p>The 5-year analysis of our School Climate Connectedness Survey supports the conclusion that parent and community involvement has steadily decreased at Anna Tobeluk Memorial School. Some of the responsibilities of the Student/Parent Involvement specialist (SPI) will be to manage and facilitate all activities and participation related to parent and community involvement at the school. The types of expectations includes:</p> <ul style="list-style-type: none"> • Organize and recruit parents and teachers to be a part of a local Parent Teacher Organization (PTO). • Organize and lead a parent support group. • Lead parenting classes. • Provide resources to parents related to parenting skills. • Recruit and train volunteers to be a part of the R.E.A.L reading and mentoring program. • Facilitate and lead parent-student activity nights twice a month. • Utilize resources from Alaska Parent Information and Resource Center (AKPIRC) to strengthen the connection between families and the school. 			
<p>What capacity does the district have to provide ongoing mechanisms for family and community engagement?</p> <p>The LKSD is committed to providing positive family and community engagement with the schools. At Anna Tobeluk Memorial School, funding from the Indian Education grant is utilized in the hiring and continual employment of a School Community Advocate. The School Community Advocate is a liaison between the school and the homes. The school has conducted the annual Title I Community meeting where parents on their right to be involved in their child’s education; this is an annual event at ATMS. At this meeting, parents were also informed about our AK STEPP school improvement plan and provided information on how to log on. All community members present were provided an ESEA Title Overview brochure summarizing how the district utilizes resources for educational programs in the LKSD. Our school has recently updated the parent-student-teacher compacts. The compacts will be completed during the month of October in conjunction with our first quarter parent-teacher conferences.</p>			
<p>What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?</p> <p>One of the most significant barriers is the present state of our local family and community engagement with the Anna Tobeluk Memorial School. As supported by the SCCS results, many of these positive connections with the school do not exist with our families. With a large window for growth, this also means that every success has an opportunity to be noticed. As we notice and celebrate each success, we will be able to build a successful family and community engagement program that our community can be proud of.</p>			

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

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing learning time and creating community-oriented schools that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input checked="" type="checkbox"/>	<p>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students’ social, emotional, and health needs.</p> <ul style="list-style-type: none"> • The SPI will coordinate and facilitate the development of a local Parent Teacher Organization (PTO). <ul style="list-style-type: none"> - The development of the PTO will occur beginning in August 2016. • The SPI will establish a parent support group. <ul style="list-style-type: none"> - The development of the parent support group will occur beginning in August 2016. • The SPI will provide parenting training to parents and other community members. <ul style="list-style-type: none"> - The development of the parenting training will occur beginning in August 2016. • The SPI will work with the School Community Advocate to recruit and train volunteers for the school. <ul style="list-style-type: none"> - The recruitment and training of volunteers will occur beginning in August 2016. • Anna Tobeluk Memorial School has developed a strong, positive working relationship with the local clinic, tribal government, and local law enforcement.
<input checked="" type="checkbox"/>	<p>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</p> <ul style="list-style-type: none"> • The School Counselor will provide academic support to students and guidance to staff in meeting the program needs of students. <ul style="list-style-type: none"> - The development of the academic support will occur beginning in August 2016. • The School Counselor will provide support to college and career bound students. <ul style="list-style-type: none"> - The development of the support to college and career bound students will occur beginning in August 2016. • The School Counselor will provide smoking cessation support students. <ul style="list-style-type: none"> - The development of the smoking cessation support students will occur beginning in August 2016. • The School Counselor will provide drug and alcohol support students. <ul style="list-style-type: none"> - The development of the drug and alcohol support students will occur beginning in August 2016.
<input checked="" type="checkbox"/>	<p>(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</p> <ul style="list-style-type: none"> • The School Counselor will establish support system for students that are being harassed or bullied. <ul style="list-style-type: none"> - The development of the support system will occur beginning in August 2016. • The School Counselor will facilitate classroom instruction on social and education issues such as bullying, harassment, and other student social issues. <ul style="list-style-type: none"> - The facilitation of classroom instruction will occur beginning in August 2016. • The School Counselor will facilitate suicide prevention support to students in coordination with the school social worker and school community advocate. <ul style="list-style-type: none"> - The facilitation of suicide prevention support will occur beginning in August 2016. • The site administrator, in conjunction with the counselor and SPI, will provide continued professional

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	<p>development to the instructional staff in positive behavior supports including CHAMPS.</p> <ul style="list-style-type: none"> - The professional development will occur beginning in August 2016. • The School Counselor will assist in the facilitation of setting up the school climate presenters that will come to our school specifically to address students and staff members in assemblies once each quarter of the school year.
<input checked="" type="checkbox"/>	<p>(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.</p> <ul style="list-style-type: none"> • Anna Tobeluk Memorial School currently offers a full-day kindergarten program.

**(4) Providing Operational Flexibility and support
(i). Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Carlton Kuhns	August 2016	July 2020
<p>What different operational flexibility will the school have in relation to staffing?</p> <p>Sites have the capability to hire additional certified staff, as well as paraprofessionals, as a result of the district’s site based budgeting process.</p>			
<p>What different operational flexibility will the school have in relation to school calendars and instructional time?</p> <p>The district provides schools with the calendar template from which individual schools develop their school calendar. Significant flexibility is available to each site. Sites also have the ability to incorporate a collaboration day/early dismissal one day per week.</p>			
<p>What different operational flexibility will the school have in relation to budgets?</p> <p>The district utilizes a site based budgeting process, which give each building significant flexibility in determining budget priorities including staffing, professional development, facilities, student activities as examples.</p>			
<p>What capacity does the district have to grant operational flexibility to the school?</p> <p>As identified in the previous three responses significant operational flexibility is provided to schools.</p>			
<p>What barriers exist to granting operational flexibility to the school and how will those be overcome?</p> <p>No known barriers exist.</p>			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Carlton Kuhns Josh Gill	August 2016	July 2020
<p>Describe how the district will provide ongoing, intensive technical assistance and related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.</p> <p>The LKSD Administrative Team will provide oversight and support for the implementation of the Transformation Model for Anna Tobeluk Memorial School.</p> <ul style="list-style-type: none"> Review monthly site reports Coordinate expert consultants Monitor SIG grant requirements Oversee budgets and budget revisions Ensure adequate grant resources are available (technology, personnel, financial, technical support) Monitor site implementation of the grant Provide technical assistance for reports Monitor timely preparation and submission of reports <p>The team will be comprised on the following people:</p> <ul style="list-style-type: none"> Daniel Walker, Superintendent Carlton Kuhns, Assistant Superintendent of Instructional Programs Janelle Vanasse, Director of Secondary Education Andrea Engbretsen, Director of Elementary Education Josh Gill, Director of Personnel and Student Services Ashley Crace, Director of Special Education <p>A team member will be designated as point person for the grant site:</p> <ul style="list-style-type: none"> Anna Tobeluk Memorial School – Josh Gill <p>The school has an assigned itinerant instructional coach to support data analysis, curriculum implementation, differential instruction, classroom management techniques, positive learning environment, best practices, technology integration:</p> <ul style="list-style-type: none"> Anna Tobeluk Memorial School – Sheila Wallace <p>The school has an assigned State System of Support (SSOS) Coach:</p> <ul style="list-style-type: none"> Anna Tobeluk Memorial School – Tammy Morris <p>What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?</p>			

The LKSD has experience, capacity and adequate resources to support the priority schools included in this application in order to implement, fully and effectively, the required components of the transformation model starting on the first day of the first year of full implementation.

Administrative Team

- Coordinates district efforts to meet the academic needs of students
- Assigns site evaluator to conduct on-site formative reviews and performance evaluations that includes the implementation of the Title I School-wide Plan

Instructional Department

- Conducts principal professional development
- Provides technical support to principals
- Monitors grant implementation and reporting
- CTE Program aligning of counselor (if a site selects counselor)
- Coordinates high-quality professional development opportunities
- Provides an itinerant instructional coach to support data analysis, curriculum implementation, differential instruction, classroom management techniques, positive learning environment, best practices, technology integration

Personnel Department

- Recruits principals that exhibit highly developed relational and leadership skills and have the ability to successfully lead a school improvement effort
- Collaborates with the administrative team and principals to determine staffing needs
- Recruits highly-qualified teachers and staff to meet the unique needs of the school
- Supports the development of personnel based on individual, school and district needs
- Provides professional development on staff employment, evaluation, and other personnel procedures
- Maintains personnel records to ensure compliance with state and federal requirements
- Submits required personnel and effectiveness reports

Technology

- Supports technology integrated instruction
- Provides training and assistance for web-based interventions and assessments
- Maintains technological infrastructure

What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?

The most significant barrier is the coordination of technical assistance services provided by the district and the state through the SSOS coaches. Along with the challenges of the geographical size of the district, coordination of the technical assistance resources requires increased intentionality in communication and collaboration.

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(4) Providing Operational Flexibility and support

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for providing operational flexibility and support that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

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

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Pre-Implementation/Planning Year Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input checked="" type="checkbox"/>	<p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • A community meeting & potluck will be held in April/May to explain the changes that will occur in the upcoming 2016-2017 school year. We want to draw emphasis to the program changes that will take place so that parents aren't caught by surprise in the fall. - \$2,000
<input type="checkbox"/>	Rigorous Review of External Providers:
<input checked="" type="checkbox"/>	<p>Staffing:</p> <ul style="list-style-type: none"> • Interview screening and hiring will take place for the Counselor and the Student/Parent Involvement specialist. The goal is to have these two positions filled no later than June 1st. If the hiring of these two positions has not been completed before the ATP Anchorage Job Fair, it would be preferable that the current Site Administrator at Anna Tobeluk Memorial School be allowed to join the interview team in Anchorage or another location to interview candidates. - \$1,500
<input checked="" type="checkbox"/>	<p>Instructional Programs:</p> <ul style="list-style-type: none"> • Order the first year supplies of the Scholastic R.E.A.L. student materials and mentor materials. Get the materials ordered in the spring so that they can be delivered and stored at site before summer. This will ensure that the materials are here at site for the SPI specialist. With the airport being on the other side of the river, deliveries sometimes get backed up for the beginning of school. - \$8,500
<input checked="" type="checkbox"/>	<p>Professional Development and Support:</p> <ul style="list-style-type: none"> • The Vanderbilt Assessment of Leadership in Education (VAL-ED) is a research-based evaluation tool that measures the effectiveness of a school leader by providing a detailed assessment of the principal's performance. We will set up this tool so that it is ready to be used when the FY17 school year begins. - \$400 (to cover the expense for the first year) • Purchase and distribute a copy to all instructional staff of <i>The Art & Science of Teaching</i> by Robert Marzano and <i>Results Now</i> by Mike Schmoker. These will be ordered so that teachers will have them to read over the summer. - \$1,200 • Attendance and participation at the Annual Safe & Civil Schools National Conference in Portland, Oregon on July 17-July 21, 2016. This professional development conference will be attended by four ATMS leaders, including the Site Administrator, Dean of Students, Counselor, and the SPI specialist. This will likely be the first time that all four individuals meet. It will be a time for educational learning as well as a time for this leadership team to make connections as working team. - \$8,000
<input checked="" type="checkbox"/>	<p>Preparation for Accountability Measures:</p> <ul style="list-style-type: none"> • The Site Administrator and Dean of Students for the FY17 school year will be enrolled in an online AimsWeb Learning Academy that provides access to modularized learning tutorials that allow the user to take the sections that are most pertinent to his/her learning needs. - \$500
<input checked="" type="checkbox"/>	<p>Other:</p> <ul style="list-style-type: none"> • We need to perform some physical restructuring of our working space here at Anna Tobeluk

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Memorial School. As our school attendance continues to grow in record numbers, our options for available space gets more challenging. This will require reallocating the working space of 5 of our current rooms in order to make school more functional. It will involve relocating the space for the Site Administrator's office, a special education resource room, a laundry room, the Dean's office, and a storage closet. We will begin some of these transitions now, with the goal of completing them before the beginning of the FY17 school year. It is anticipated that we will need to purchase some material in order to get these rooms functional for the added personnel. Anticipated needs for the two new personnel include a desk, office chair, computer, printer, scanner, filing cabinet systems, miscellaneous office supplies, and the shipping cost. - \$14,000

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	949,210	949,000	949,000	949,000	949,000
Local Funds					
SIG 1003(g) Funds	50,324	303,687	310,020	316,543	323,261
School Improvement 1003(a) Funds	38,000	20,000	20,000	20,000	20,000
Title I, Part A: Improving Basic Programs	Direct Services Provided				
Title I, Part C: Migrant Education	17,544	17,000	17,000	17,000	17,000
Title II, Part A: Teacher and Principal Training and Recruiting Fund	Direct Services Provided				
Title II, Part D: Enhancing Education Through Technology					
Title III, Part A: English Language Acquisition	Direct Services Provided				
IDEA Part B	Direct Services Provided				
Carl Perkins					
Other: Indian Education	55,526	55,000	55,000	55,000	55,000
Other: Parent Involvement 1%	1,080	1,000	1,000	1,000	1,000



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
Indian Education	<p>Anna Tobeluk Memorial School utilizes Indian Education funding to staff a School Community Advocate. This utilizes about two-thirds of the funding. The School Community Advocate is an essential link for communicating effectively with parents. The Indian Education funding also helps provide afterschool learning opportunities for students. These resources are also lined up with the site’s AK STEPP plan with key indicators 4.5 and 4.7.</p> <ul style="list-style-type: none"> • Indicator 4.5: School staff provide extended learning opportunities, and students in need of additional support regularly participate. • Indicator 4.7: School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.
Parent Involvement 1%	<p>With parent input at the September AK STEPP meeting and the Title I Community Meeting, the FY16 Parent Involvement 1% set-aside is currently planned for usage in two ways. First, \$929 is allocated to encourage parent and community volunteerism in grades K-5 by providing a school lunch to individuals who volunteer for at least a thirty-minute period during a school week. Second, \$150 is allocated to encourage parent participation in parent-teacher conferences during the first and third quarters by a drawing for five gift certificates for each session of conferences.</p>

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:</p> <p>It is anticipated the School Board will maintain a commitment to site-based funding and site-based management principles. Additionally in consideration of the predicted success of the counselor program, it is also anticipated that the School Board will consider prioritizing a similar program.</p>
<p>Hiring Practices:</p> <p>The district will continue its current hiring practices and develop new strategies for the recruitment and retention of capable staff.</p>

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Supporting Professional Development:

The district will continue its huge commitment to professional development through multiple funding sources including pursuing grants to support additional efforts to improve student achievement. School level selected professional development is currently supported and embedded in the district's professional development delivery plan.

Changes made in Policies and Practices:

The district has determined that no practices or policies will interfere with the full and effective implementation of the transformation model. If at any time the principal believes a district policy or practice is interfering, then procedures are in place to address and if necessary change these barriers.

Other:

School Report Card for 2013-2014 School Year

School:	<u>Anna Tobeluk Memorial School</u>	District:	<u>Lower Kuskokwim School District</u>
Grade span:	<u>PK - 12</u>	School Enrollment:	<u>188</u>
ASPI Score:	<u>47.43</u>	Star Rating:	<u>*</u>
Title I School?	<u>YES</u>	Title I Program:	<u>Schoolwide</u>

Accreditation: YES

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

Anna Tobeluk Memorial School has been designated as a 1-star school. The ASPI report, located at the end of this Report Card, contains information about why the school received this rating. Since our school has a 1-star rating, we must conduct a needs assessment and implement an improvement plan. Parents and community members are invited and encouraged to be a part of the school improvement process. If you are interested in participating in this process, please contact Ed Pekar at (907)737-7212.

Anna Tobeluk Memorial School has been designated as a Priority school. This designation is based on its star rating and potential to benefit from additional support. The school implemented interventions beginning in the 2013-2014 school year and must continue these interventions for a minimum of three years. The state and district will provide oversight and support.

The district has selected the following actions, strategies, and interventions to be implemented at our school. A new language arts curriculum, which includes both reading and writing, is being implemented. The research-based Sheltered Instruction Observation Protocol Instructional Model is being used in classrooms regardless of the language program type. A new teacher evaluation system is based, in part, on the implementation of sheltered instruction in the classroom. Response to Instruction/Intervention, a multi-tier system to maximize student achievement, is being implemented to support struggling students. Teachers will be supported in these initiatives through mentoring, coaching, professional learning communities, and other forms of professional development to ensure the success of our students and schools.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: _____

or on the district website at: _____

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
Bachelors	Masters	Ed Specialist	Doctorate
11	2		

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Percentage of Classes Taught by Highly Qualified Teachers	90.60%
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The percentage of teachers in the school teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Other School Information

Grades KG-8 Retention Rate:	0.68%	Number of High School Graduates:	5
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	16.4%	Number of Grade 7-12 Dropouts:	12
Enrollment Change:	0.0%	Enrollment Change Due to Transfers:	24.4%
Students Survey Return Rate:	19.9%	Parents Survey Return Rate:	27.9%
Students Commenting:	4	Parents Commenting:	14
Average Volunteer Hours Per Week:	1	Community Members Commenting:	17
Persistently Dangerous School:		School/Business Partnerships:	0