

Individual School Plan For Tier I or Tier II Schools
Transformation Model

School Name:	<u>Burchell High School</u>	Tier:	<u>I</u>
District:	<u>Mat-Su Borough School District</u>	Intervention :	<u>Transformation Model</u>
Principal's Name:	<u>Dave Holmquist</u>	Phone: (907)	<u>373-7775</u>
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B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 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 2008-2009 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
2007-2008	2	1	*	*
2008-2009	1	1	*	*

- Did this school have an **Instructional Audit** by a site visitation team? What year? No
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.

Curriculum, Instruction, Supportive Learning Environment, Assessment, Professional Development, Leadership

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 Alaska Native <input checked="" type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input checked="" type="checkbox"/> other: Homeless, Economically disadvantaged, Mental health/drug and alcohol data, YRBS data, Number attending extended day 	<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 AK GLEs <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 AK standards & GLEs <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 pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input checked="" type="checkbox"/> other: Why Try, Character Ed, Human Relations, RY
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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 AK GLEs <input checked="" type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, 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>Burchell High School Needs Analysis</u></p> <p><i>SBA Analysis:</i> In the 2010-2011 school year, the Annual Measurable Objective (AMO) for determining AYP increases to 82.88% proficient in Language Arts and 74.57% proficient in Math.</p> <p>The main areas of concern at BHS, based on an analysis of SBA data from school years 2007, 2008, and 2009 are Math across all categories and then Writing with an emphasis on males.</p> <ul style="list-style-type: none"> • In 2009, approximately 30% of students were proficient on the SBA Math across all categories. <ul style="list-style-type: none"> • Math proficiency is lower than in 2007 but is 3 percentages higher than in 2008. • In 2007, 38% were proficient, while in 2009, 30% were proficient • In 2009, 44% of students were proficient on the SBA Writing. <ul style="list-style-type: none"> • Females were 53% proficient, while Males were only 34% proficient. • Writing has decreased since 2007. • In 2007, Writing proficiency was 64%, while in 2009, 44% were proficient • In 2009, 70% of students were proficient on the SBA Reading <ul style="list-style-type: none"> • Students with Disabilities were 30% proficient in Reading • Reading has decreased from 2007 to 2009. • In 2007, 82% of students were proficient, while in 2009, 70% were proficient. <p><i>Math Analysis:</i></p> <ul style="list-style-type: none"> • The average scale score of 10th grade students on the 2009 Math SBA was 283 which is Below Proficient. • The average scale score of 9th grade students on the 2009 Math SBA was 259 which is 2 points above Far Below Proficient. In Numeration, Estimation & Computation, and Functions & Relationships, 9th grade students scored Far Below Proficient on average
Graduation Rate	<p><i>Graduation Rate:</i></p> <ul style="list-style-type: none"> • The graduation rate of BHS in 2009 was 56.7% which was above the states target rate of 55.58%. However, this was the first year Burchell High School has reached the state target for graduation rate • Females graduated at a rate of 62.6%, while males graduated with a rate of 52% • Caucasian students graduated at a rate of 56.8% and Alaska Native/American Indian students graduated at a rate of 62.3%. • Students with Disabilities graduated at a rate of 52.1% • 68% of new students enrolling as 11th or 12th graders were behind in credits required for graduation • 39% of seniors are 5th or 6th year students

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Attendance Rate	<p>The attendance rate at Burchell in 2008-2009 was 77.3% which was considerably below the state target of 85%</p> <p>Factors and barriers that impact attendance and their overall lack of success at Burchell high are:</p> <ul style="list-style-type: none"> • 52% of students are considered homeless • 76% of the students qualify for free and reduced lunch • 30% of the students are dealing with mental health issues including depression, anxiety, and school or social phobia • 15% of the students are pregnant or teen parents • 31.2% dropout rate • Many students parents are deceased or incarcerated, chronically mentally ill, or disabled
ELP Assessment	<p>Data from SchoolMax (MSBSD's Student Information System) on 5/11/10 indicates that 1 student is certified as ELP for this school year and 2 students are being monitored.</p>
Instructional Audit or Self Study Tool	<p>An Instructional Audit has not been conducted at Burchell. However, the Self Study Tool has been completed in all 6 domains for the current school year. Identified needs will be discussed in further detail under the individual domains.</p>
Demographics	<p>Data from School Max indicates Burchell High School's current enrollment to be 263 students which includes:</p> <ul style="list-style-type: none"> • 25 - 9th grade • 60 - 10th grade • 98 - 11th grade • 80 - 12th grade • 39% of the seniors are 5th or 6th year students • 78% of our students were new to the school this year • 81% of 11th grade and 55% of 12th grade students enrolled this school year were behind in the credits required for graduation <p>Data from MSBSD Nutritional Services shows:</p> <ul style="list-style-type: none"> • 76% of Burchell students are economically disadvantaged and qualify for free and reduced lunch <p>Data from 5 clicks indicates:</p> <ul style="list-style-type: none"> • 75% of the students are Caucasian, 19% are Alaska Native or American Indian, 6% are other • 52% are considered homeless under the MSBSD Families in Transition Program
Curriculum	<p>The Self-Study tool identified the following needs:</p> <ul style="list-style-type: none"> • More college preparatory courses and honors or academic advanced courses • More class offerings in extended day program • Research-based programs for labs • Matching class offerings with needs identified by assessments
Instruction	<p>The Self-Study Tool identified the following needs:</p> <ul style="list-style-type: none"> • Consistently use differentiated instruction • Choose research-based programs to be used in the lab settings for lower skilled students
Assessment	<p>The Self-Study Tool identified the following needs:</p> <ul style="list-style-type: none"> • Training to use data from assessments more effectively • Administer assessments multiple times a year

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Supportive Learning Environment	The Self-Study Tool identified the following needs: <ul style="list-style-type: none"> Evaluating an attendance policy Improve parent support and involvement 			
Professional Development	The Self-Study Tool identified the following needs: <ul style="list-style-type: none"> Increase amount of professional development 			
Leadership	The Self-Study Tool identified the following needs: <ul style="list-style-type: none"> Increased communication 			
Other: YRBS	Data from the 2009 Alaska Youth Risk Behavior Survey compares Traditional high school students to Alternative high school students and Burchell High School students. The survey addresses the health risks unique to Alaska alternative school populations. Table 1 shows the comparisons:			
		Alt. schools	Traditional	BHS students
	Ever smoked	86.7%	47.5%	85.7%
	Smoking now	58.0%	15.7%	64.0%
	Ever drank	88.1%	66.6%	88.6%
	Drinking now	57.0%	33.2%	63.4%
	Binge drinking now	42.7%	21.7%	47.9%
	Ever used marijuana	80.2%	44.5%	80.3%
	Using marijuana now	50.5%	22.7%	54.7%
	Ever used cocaine	28.5%	7.4%	33.9%
	Using cocaine now	8.2%	2.1%	8.5%
	Ever used ecstasy	31.0%	7.1%	33.1%
	Ever used prescription drugs without prescription	48.9%	20.9%	53.3%
	Ever had sexual intercourse	82.2%	43.5%	78.21%
	Ever hit, slapped, or physically beat by boyfriend or girlfriend	21.3%	13.3%	20.1%
	Seriously considered suicide	18.1%	13.9%	17.2%
	Feel teachers care about them	72.4%	59.4%	73.5%
The above data clearly shows that students at Burchell have extremely high at risk behaviors. Especially concerning is the tobacco, alcohol and drug use of the students at Burchell High school which is 2-5 times higher than traditional high school students. Also, the number of Burchell High School students who are sexually active, been victims of physical violence and seriously considering suicide is more than alarming. However, Burchell students believe that their teachers care about them at a higher rate than students in traditional school settings.				

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Other: Learning Center Grant	Burchell High School has a 21 st Century Community Learning Grant that offers classes and instruction in the after school hours. Data from the grant shows that 327 students participated in the after school program for the 2008 – 2009 school year. The extended day was a huge factor in Burchell High School making AYP graduation rate for the 2008-2009 school year.
Other:	

Briefly describe why the Transformation model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

The Transformation Model was chosen by Burchell High School(BHS) as their intervention strategy. In order to implement a Transformation Model, BHS will contract with the Consortium on Reading Excellence or CORE to provide intensive technical assistance and professional development on turning around underperforming schools. The reasons we believe CORE will be able to help transform BHS are outlined in the following history and description of the organization.

Academic Performance

CORE (Consortium on Reading Excellence and CORE Math) was formed in 1995 to work with state and local departments of education, school districts, and individual schools to provide expert reading technical assistance and implementation support. CORE has targeted work in Reading First, secondary intervention, Response to Intervention (RtI), and schools failing to make AYP. CORE has provided leadership development, literacy-related training, events, and site-specific technical assistance to many school districts across the country, including California, New York, Florida, Alaska, Illinois, Maryland, Idaho, Nevada, Washington, Mississippi, South Carolina, North Carolina, Georgia, and Colorado. CORE has also provided math professional development and support and is presently providing such technical assistance under Colorado’s Mathematics and Science Partnership Project.

CORE’s methodology of turning around underperforming schools focuses on literacy and math and involves three critical elements:

1. enhancing teacher and administrator knowledge and understanding of research-based reading and math instruction
2. Supporting fidelity of use of proven curriculum materials and assessments and/or supplementing those existing materials
3. Developing leadership and institutional capacity for sustainable improvements and full implementation

CORE works collaboratively with other content experts in social science, science, and the arts and technology to support implementation of a seamless, high quality academic program consistent with a high quality global education and aligned to individual state and national standards (once developed).

Enhancing the Knowledge Base

CORE provides intensive professional development training in the fundamentals of reading and math instruction through the CORE Reading Academy and the CORE Math Academy. These academies equip educators with the understanding of the scientific research on reading and math instruction and pedagogy and research-based practices. The Academies are connected to the curriculum materials adopted by the school/district. CORE provides an Adolescent Solutions Course for educators teaching grades 4-12 and content area strategies training for subject matter educators to improve content learning. In, addition, CORE provides professional development in writing that addresses explicit instruction in the basics of writing as well as proper language usage. An advanced writing symposium provides instruction in the organization and development of high-quality high school expository essays, including citation styles. CORE’s Vocabulary and Comprehension training focus extensively on proven ways to support English learners and other struggling readers.

Supporting Fidelity and Use of Proven Materials and Assessments

CORE's consultants work directly with school administrators, coaches, and classroom teachers to support full and faithful implementation of the selected curriculum and/or to assist the school/district in the selection of a proven curriculum if the existing one is inadequate. CORE's methodology has enabled districts to use their current materials if sufficiently scientifically-based or to supplement them based on gap analysis and evidence of student need. CORE's methodology also assists schools to make instruction in the core curriculum more systematic and explicit. This approach has meant that schools have turned around achievement without having to spend large sums of money on brand new curriculums and instead have finally learned to use their curriculum materials faithfully and with good results. Where curriculum materials have been weak or are not consistent, CORE assists the school to select from a range of already-proven products that meet the needs of students at multiple tiers of instruction. For struggling students, CORE works to select intervention materials and design schedules and structures to support intensive intervention in order to accelerate growth.

Similarly, CORE works with a school's existing assessments to lay out a model pacing and analysis plan and requires that schools utilize a combination of progress monitoring, universal screening, and diagnostic tools in addition to the state-mandated tests. If the existing assessment plan and system is inadequate, CORE works with the school to select and implement appropriate assessments. CORE works with the building leadership to conduct regular data analysis and planning and to initiate interventions at the teacher and school level based on the data. CORE develops with the site an assessment plan, timeline for testing, data analysis plan and curriculum pacing plans.

Leadership, Capacity-Building and Implementation

CORE focuses implementation fidelity based on two critical components: content fidelity and delivery fidelity. Content fidelity is defined as the extent to which the content of a program is taught the way it was designed. CORE provides a checklist to rate this dimension and to support the identification and selection of a research-based curriculum. Delivery fidelity refers to the extent to which teachers use effective delivery techniques to maximize student learning. CORE has developed a Delivery Checklist to rate effectiveness of instructional delivery. CORE utilizes an implementation rubric, one for elementary schools, and one designed for middle and high schools, to gauge the degree to which the school/ district is effectively implementing a research-based reading program.

To drive implementation deeply, CORE consultants provide on-site in classroom coaching and executive coaching to the building/district leadership. During these days, CORE collaborates with the leadership to develop and implement pacing plans, assessments plans, and calendars. CORE facilitates data study and mentors site leaders to be able to lead this as well. CORE provides specific curriculum program practice and training, and leads learning walks to gauge implementation quality, status, and fidelity. Mathematics lesson study sessions help teachers refine their math instruction, connect their learning to their lessons and study student response patterns.

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 makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading	2011: 78% proficient	2009: 70% proficient	<ul style="list-style-type: none"> The MAP assessment will be given to all students 3 times per year. The district will review school level reports after each testing window to monitor Burchell’s progress. The school’s scores will be analyzed using the normative standards and expected growth published by NWEA-MAP. MAP is a predictor of student performance on the SBA as students who have a MAP percentile ranking of 40 are expected to be proficient on the SBA. 	MAP - Fall-beginning of September Winter-December Spring-April	Dave Holmquist
Writing	2011: 52% proficient	2009: 44% proficient		MAP - Fall-beginning of September Winter-December Spring-April	Dave Holmquist
Math	2011: 40% proficient	2009: 30% proficient		MAP - Fall-beginning of September Winter-December Spring-April	Dave Holmquist
Graduation Rate	2011: 62%	2009: 56.7%	Course passing rates will be reviewed for each student. All students should receive 5-6 credits per year to be on track for graduation.	Quarterly	Each student’s advisor

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

TRANSFORMATION MODEL

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

(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.	Assistant Superintendent of Education, Dr. Deena Paramo	7/2008	8/2008
Describe how the district will replace the principal as part of the school’s transformation model. The position was vacated 6/2008 and a new principal was hired.			
In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time. The principal of Burchell High School was replaced for the 2008-2009 school year. The following elements of the transformation model were implemented at that time:			
<p><u>Teachers and Leaders</u></p> <ul style="list-style-type: none"> • Replaced principal 			
<p><u>Instructional and support strategies</u></p> <ul style="list-style-type: none"> • Implemented instructional models based on student needs: Intervention classes, math pathways classes, credit recovery, Read 180 classes, and Tutoring services. • Provided job-embedded professional development designed to build capacity and support staff: Writing across the curriculum, Why Try Curriculum training, MAP testing training, Read 180 training. • Ensured continuous use of data to inform and differentiate instruction: Use of MAP and test scores in scheduling students 			
<p><u>Time and support</u></p> <ul style="list-style-type: none"> • Provided increased learning time for staff and students: Classes held until 5:30PM daily, 3 week summer school, Saturday school four times per year. • Provided ongoing mechanism for community and family engagement: Parent night two times per year. 			
What capacity does the district have to replace the principal? Involuntary reassignment of administrators may be initiated upon the recommendation of the superintendent or designee in the best interests of the district. (BP 4314) Per the negotiated agreement between the Mat-Su School District and the Principals’ Association, the superintendent will notify each principal by March 15 whether he/she will be non-retained in present position classification and further evaluated. If further evaluation is necessary before assignment, then a Bill of Particulars for further evaluation shall be listed on his/her March 1 evaluation and the principal will be retained if he/she satisfactorily meets the conditions set forth for him/her in the Bill of Particulars. (expires June 30, 2011)			

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What barriers exist to replacing the principal and how will these be overcome?

The only barrier would be if the district tried to deviate from the existing negotiated agreement.

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. Replace the principal who led the school prior to commencement of the transformation model.	Burchell High Principal, Dave Holmquist and Human Resources Director, Katie Gardner	8/2010	6/2011

Describe the planned evaluation system for teachers.

A new teacher evaluation process is being developed by MSBSD administrative staff and BHS staff. A committee is currently being formed under the direction of the Human Resources Director. The committee will meet during the summer to develop a new teacher evaluation model. This model will continue to use the teacher standards as the basis for evaluation and will incorporate student growth in the areas of reading, writing, and math in the determination of the extent to which a teacher has met the standard. Student assessment data using the MAP assessment will be reviewed quarterly and teachers and administrators will be required, during evaluation conferences, to indicate how they will modify or did modify their practices to account for the changes seen in the data.

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

Our current evaluation system includes a standard that requires a teacher to monitor and assess student learning. This standard will be expanded to take student growth in to account when determining the performance of a teacher. All teachers in the district have access to a website that stores the assessment data for all students. Each teacher has immediate access to the data for the students scheduled in their classes. At the beginning of the school year, the principal will hold an initial evaluation conference to discuss how the teacher has analyzed the historical assessment data of their students and how they will use this analysis in planning their subsequent instruction. (The district will define the minimal amount of data that a teacher will be expected to examine.) During the remaining teacher observations, the teacher and principal will review their data, specifically MAP, to see if student growth is occurring. Student growth will be determined based on the typical growth indicated by NWEA-MAP national norms. If there is an acceptable reason why there is not an adequate or expected level of student growth, this will be reflected on the teacher’s evaluation documents. The principal will provide support, interventions, and professional development to assist the teacher in meeting student needs. If over time, the teacher has not adjusted their practice to address the lack of student growth, this will be indicated on the teacher’s evaluation documents.

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

The principal will conduct a minimum of three teacher observations plus a formal teacher observation per semester for all teachers. The principal will use a tool such as OASYS from MyLearningPlan or eCove as a basis for classroom observations. These tools allow the principal to gather objective data on areas of strength and areas of need and provide the teacher and principal the opportunity to work as a team. The results of these observations will be compiled, shared with the teacher during the post-observation conference, and will be considered as part of a comprehensive teacher evaluation system.

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

Each teacher will monitor the growth, using MAP, of all students they teach. If it is determined by the principal that adequate growth of these students is not realized, then the principal will conduct several conversations with the teacher regarding his/her instructional practices and will suggest other strategies that could be utilized to improve student growth.

Describe the planned evaluation system for the principal.

The principal will be evaluated using the existing district principal evaluation tool. In addition, another tool that measures effective school leadership will be implemented. One tool under consideration is the Vanderbilt Assessment of Leadership in Education (VAL-ED). The VAL-ED is a paper and on-line assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to how leaders create those core components. The VAL-ED can be used as part of a comprehensive assessment of the effectiveness of a leader's behaviors by providing a detailed "picture" of perceived performance. All items and response scales were developed to be aligned with the ISLLC standards.

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

The principal's evaluator will include information regarding standard four of the Mat-Su Borough School District Principal/Administrator Standards which states: "An administrator/principal uses assessment and evaluation information to make decisions and to implement curriculum." A principal meets or exceeds this standard if they assess school effectiveness based on data and research. MAP data will be used throughout the year (quarterly) to assess the school's effectiveness in increasing the academic achievement of students. A review of school-wide MAP and SBA data, conducted by the principal, will be used to identify what school-wide systems need to be in place, staffing, scheduling, curriculum used, etc.

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

Formal evaluations of the principal will occur twice a year. The evaluation will include ratings on how the principal meets the six standards outlined in the Mat-Su School District Administrator Evaluation. In addition, the principal's performance will be considered in light of the information obtained through the Vanderbilt Assessment of Leadership in Education (VAL-ED) or some similar valid, reliable instrument aligned with the ISLLC standards.

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

The principal will monitor the growth, using MAP, of all students in the school. If it is determined by the principal's supervisor that adequate growth of all students is not realized, then the principal's supervisor will conduct several conversations with the principal regarding his administrative practices and will suggest other strategies that could be utilized to improve school growth.

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

The district has the capacity to conduct periodic reviews of the evaluation systems used for both teaching and administrative staff. The periodic review will include input from parents, community members, and affected collective bargaining units. During the 2010-2011 school year, the Human Resources Department plans to conduct a review of the current evaluation system.

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

Barriers to a comprehensive review of the evaluation system would be time and resources to conduct an inclusive review of the process. Also, there might be some initial resistance to the idea of tying teacher performance to student growth, as this concept has not been specifically addressed in the current evaluation system.

Barriers and resistance will be overcome through the gradual incorporation of student growth data into the evaluation system. Many principals and teachers already utilize student data when determining their instructional strategies. During the first year of implementing the new evaluation system, teachers and principals will be required to review data, discuss their current practices, and determine if changes are needed. After this initial year, student growth data in the classroom and school-wide will not just be reviewed but will become part of the evaluation system and will be used to make determinations regarding principal and teacher performance.

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

The principal and staff of BHS will be included in the review of the current evaluation system. Their input will be gathered through surveys and/or dialogues during meetings.

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.	Assistant Superintendent of Education, Dr. Deena Paramo Human Resources Director, Katie Gardner	8/2010	8/2011

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.

Data from MAP will be utilized to identify the amount of individual student growth in reading, writing and math. The targeted growth for students will be based on the NWEA-MAP national norms for typical growth in a one year time period. Staff who taught students with positive growth will be rewarded. For example, if a student showed positive growth in writing, all content area teachers for that student would receive credit for the growth in writing, because all content area teachers would be expected to align their lessons with the writing GLE's. Growth will be measured after one school year. Some possible rewards will be: classroom supply stipend, supplemental professional development, and school leadership roles.

Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

The building principal will work with the MSBSD human resources department to involuntarily transfer staff who have not improved their professional practice. This determination will be made on an individual basis and will only be implemented after taking into consideration a number of factors. These factors may include: how far off the growth targets the students are, improvement that has been made to date, length of service of the teacher, other roles the teacher has at the school (including positive relationships with students which addresses the social and emotional needs of students), out of district professional development that the teacher has engaged in, willingness to accept direction, participation in district provided professional development, etc.

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What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?

MSBSD Human Resources department will work with the unions and school leaders to design and implement a new reward and removal system. The school board will amend board policy if needed to reflect the changes.

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

Possible resistance of the unions and individual staff members who are identified for removal may be barriers to implement a new reward and removal system. There will be concerted effort through the development process to gain union and individual teacher buy-in of the new system. The development process will include many and varied opportunities to involve staff, such as school level meetings, district –wide staff surveys, and community surveys.

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.	Burchell High School Principal	8/2010	6/2013

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). (Add rows as needed to use a separate row for each specific activity or strategy.)

The following strategies and activities will be implemented:

In order to significantly improve the academic achievement of Burchell High School’s students, CORE proposes an intensive professional development and technical assistance support plan.

The support plan will include the following:

Year 1

English-Language Arts

- **4 days of Adolescent Solutions Training focused on improving reading skills in decoding, fluency, vocabulary, and comprehension, targeting English, special ed. and reading interventions**
- **2 days of literacy in the content area training for social studies, science and other content teachers who use text in their instruction**
- **20 days of on site implementation and in-class coaching**

Mathematics

- **5 days of Math Academy training to equip teachers with the skills and knowledge to support intervention and acceleration of learning**
- **20 days of on site implementation and in-class coaching**

Year 2

English-Language Arts

- **2 Functional Grammar and Writing to develop students’ ability to write coherent and compelling essays and other written productions**
- **16 days on site implementation and in-class coaching**

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Mathematics

- 16 days of on site implementation and in-class coaching

In addition to the CORE support, BHS will also provide professional development on how to successfully work with at-risk populations, such as students from poverty, mental health issues, substance abuse issues and teen parents.

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

BHS staff has been and will continue to be surveyed for their input on professional development. Staff input will also be gathered through dialogues during staff meetings. Because research and CORE’s own experience have shown that coaching and support are essential for professional development to be effective, CORE has made Site Implementation and Consultation an essential component of CORE expert support. Specific content is determined in consultation between CORE and the school and/or district leadership. During the site visit, CORE Educational Consultants work informally with small groups of teachers, coaches, and administrators.

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?

MSBSD will provide a Teacher on Special Assignment (TOSA) whose duties will include assisting with the coordination between CORE and BHS.

The MSBSD will continue to provide professional development for data analysis, instruction using district curriculum materials, integrating Promethean Board lessons, and Mandt training. District resources through Title IIA professional development activities will provide staff with professional development on response to intervention (RTI) and pyramid of support. BHS can also participate in Focused Learning Teams (FLTs) that address issues specific to their school.

The district’s Federal Program department will assist BHS with alignment of the school wide Title IA plan, the school improvement plans required for AYP level 2 or higher, and the SIG transformation plan. All funds available through federal resources will provide professional development that is closely aligned with the instructional program.

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

One barrier to implementing professional development is time. Burchell has additional federal funds and competitive grants which will help overcome this barrier by providing extended contracts or substitute coverage for attendance at training events.

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.	Burchell High School Principal	6/2010	12/2010

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

Data from MAP will be utilized to identify the amount of individual student growth in reading, writing and math. Staff who taught students with positive growth will be rewarded. For example, if a student showed positive growth in writing, all content area teachers for that student would receive credit for the growth in writing, because all content area teachers would be expected to align their lessons with GLE’s in writing. Growth will be measured after one school year. Some possible rewards will be: classroom supply stipend, supplemental professional development, and school leadership roles.

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<p>Describe the ways in which staff will be provided opportunities for promotion and career growth. Opportunities for promotion and career growth may include: being selected as a Department head, attendance at national conferences, and serving on district committees, such as curriculum council.</p>
<p>Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. Flexible scheduling of staff will be implemented to accommodate staff needs and to increase instructional time for students.</p>
<p>How will the district actively seek to retain staff with the skills needed to make achievement gains at this school? MSBSD Human Resources department and the BHS principal will identify and recruit highly qualified staff who demonstrate strong classroom instructional strategies in their content areas and who exhibit empathy and compassion for at-risk student populations. In order to retain these highly qualified teachers at Burchell High School, they will be provided with additional advantages such as: flexible working conditions, extended contracts for after school programs, and additional professional development opportunities such as attendance at conferences.</p>
<p>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? MSBSD will develop specific job qualifications to address the needs of BHS and may develop new job positions as needed. The district has the capacity to expand their efforts to recruit teachers from universities by attending their job fairs and by making targeted site visits. MSBSD has also implemented an online application which provides more accessibility to administrators in reviewing applicants, greater sort options to filter candidates with specific skill sets, and the capacity for the principal to review candidates from any computer in order to immediately select the most qualified candidates when they become available.</p>
<p>What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome. Recruitment of teachers whose philosophy does not align with the alternative school model or who are not highly qualified in content areas of high need will not be considered for placement at BHS.</p>

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

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			

(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.	Burchell High School Principal	8/2010	6/2011
Describe how the district will use data to identify an instructional program that is research-based. The 2009 SBA data was analyzed and specific academic needs were identified. When the 2010 SBA data becomes available, we will analyze that data and make any necessary adjustments. We will also use MAP data throughout the school year to progress monitor students and make adjustments to the instructional programs as needed. We are currently evaluating research based intervention instructional programs to implement at BHS. Some of the programs being studied are: Read 180, Fastt Math, Agile Mind, System 44, Compass Learning, Criterion Writing, and Step Up to Writing. BHS currently utilizes the district adopted Literacy and Math core curriculum that are research-based. Prentice Hall (Literacy) and McDougal-Littel (Math) both have a strong research base and scientific evidence that demonstrate their effectiveness.			

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<p>CORE will work with BHS to select and implement appropriate assessments. CORE will work with the building leadership to conduct regular data analysis and planning and to initiate interventions at the teacher and school level based on the data. CORE will develop with BHS an assessment plan, timeline for testing, data analysis plan, and curriculum pacing plans.</p>
<p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next. MSBSD’s Education and Instruction department has already aligned the program of courses at the high school level across grade spans. This includes pacing guides, scope and sequences, core content area curriculum maps, approved novel list, and essential vocabulary list for all subject areas.</p>
<p>Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations. The above referenced documents are aligned with the state GLE’s.</p>
<p>What capacity does the district have to identify and implement an aligned research-based instructional program? MSBSD has extensive experience in the identification and implementation of research based instruction programs. Most recently, we have identified McDougal-Littel, Prentice Hall, Read 180, and System 44. The Education and Instruction (E & I) department will assist BHS staff in the identification and implementation process. The E & I Department has a committee process that uses rubrics to assess the validity of proposed instructional programs.</p>
<p>What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? The only barriers identified in implementation of the program would be the requirement that any new programs be approved by the Curriculum Council and School Board. However, BHS has previously submitted proposals for classes and curriculum that have been approved by the council and the school board. The scheduling of instructional programs for students may need to be adjusted to accommodate their learning needs. To overcome this, support will be provided by CORE consultants.</p>

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.	Burchell High school Principal	8/2010	6/2013
<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. MSBSD will provide BHS with SBA and MAP testing data through Just5Clicks so students can be scheduled in classes according to their academic abilities. A scheduling committee consisting of the Guidance Counselor, Principal, SPED staff, Title I staff, Intervention specialist, and school nurse will work together to schedule students for classes each quarter. Once students have been assigned to classes, teachers will access students’ academic levels through Just5Clicks and design lessons that meet their learning needs. Throughout the year, the District will ensure that data systems are kept up-to-date. The CORE consultant will work with small groups of teachers to plan grade-level grouping and interventions based on analysis of assessment data.</p>			
<p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction? The district has installed and maintains extensive data systems that include norm-referenced assessments such as SBA and MAP and has the capacity to track teacher generated assessments.</p>			

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The district also has installed a comprehensive grading system that allows teachers to input daily assignments and final grades which parents and students can access at any time to monitor individual student progress.

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

The barriers for using student data would be the lack of knowledge of accessing and using the data. This would be overcome by professional development.

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?			
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional)	Burchell High School Principal and staff	8/2010	6/2013
Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.			
MSBSD is trained and experienced with RTI and will use their expertise in implementing an RTI model at BHS.			
To facilitate RTI, the MSBSD organizes instruction within a three tier model.			
Tier I: Students receive high quality scientifically based core instruction (Prentice Hall and McDougall-Littel) in the regular classroom. A universal screen tool identifies students who may be at risk for academic difficulties.			



<p>Tier II: Students not making adequate progress in the core curriculum are provided small group supplemental instruction in addition to the time allotted for core instruction. Teachers monitor progress frequently using multiple assessments. Interventions include Read 180, Agile Minds, Step Up to Writing, and Fastt Math. Progress monitoring tools will include MAP.</p> <p>Tier III: Students receive intensive, strategic, supplemental instruction specifically designed and customized to meet student needs. Typically this instruction is delivered in small groups and time is extended beyond the instruction provided in Tier I and Tier II. Frequent progress monitoring is used to determine the impact of the intervention on student learning.</p> <p>BHS does not currently utilize RTI but sees it as an intervention system that focuses on success for all learners by addressing individual needs earlier.</p>
<p>What capacity does the district have to fully implement a schoolwide RTI model? MSBSD currently oversees the RTI system at the elementary and middle schools. They are committed to ensuring each student makes academic progress in their school and therefore will make a commitment to help implement this model at BHS.</p>
<p>What barriers exist to fully implementing RTI and how will these be overcome? The barriers to implementing RTI at BHS would be lack of understanding of the RTI process. This will be overcome by training key personnel at BHS as well as professional development for all staff to understand and support this intervention model.</p>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.			
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.			
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?			
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional)			
Describe how the district will integrate technology-based supports and interventions as part of the instructional process.			
What capacity does the district have to integrate technology-based supports and interventions?			
What barriers exist to integrate technology-based supports and interventions and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.			
(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.			
(3) As applicable, describe how the district will increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.			
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.			
What capacity does the district have to implement the above-described strategies?			
What barriers exist to implement the above-described strategies and how will these be overcome?			

(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 (as defined in Appendix A).	Burchell High School Principal	8/2010	6/2013
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects. BHS will increase their school day by 1.5 hours to provide increased learning time for instruction in the core academic subjects. The district will work in collaboration with BHS to set up this schedule.			
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities. The above schedule will allow for increased learning time for instruction in other subjects and enrichment activities by extending the school day and also by extending classes into the evening hours.			
Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. MSBSD, working in close collaboration with the CORE consultants and BHS staff, will increase opportunities for professional development by providing extended contracts and substitute teachers while the teacher attends professional development. With the implementation of an extended day, teachers will have additional time to collaborate and plan. A model similar to the middle schools may be implemented which includes common planning time for core content area teachers as well as time for staff to analyze student data.			

What capacity does the district have to establish schedules and strategies that provide increased learning time? MSBSD can support any schedule changes which increase learning time.
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome? Since BHS currently stays open into the evening hours, increasing the school day for students will not be an issue.

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.	Burchell High School Principal	8/2010	6/2013
Describe how the district will provide ongoing mechanisms for family and community engagement. MSBSD and BHS have always promoted the idea that the parents are the child's first teachers. Many mechanisms the district has put in place include: the district website, i-Parent, ConnectEd			

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<p>messaging, MSBSD Inside newsletter, advertisements in the local newspaper regarding AYP school status, and two “people to be heard” sessions at every school board meeting. Burchell High School also promotes parent and community involvement by hosting many different family events throughout the year, sending home newsletters, and ConnectEd messages.</p>
<p>What capacity does the district have to provide ongoing mechanisms for family and community engagement? MSBSD and BHS staff have always been willing to explore any means necessary to provide outreach to parents and the community. The district has hired a public information officer who is the main conduit of information to parents and the community about school district happenings.</p>
<p>What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome? One of the barriers is the availability of parents due to the pressure of working full-time and other constraints. This barrier can be overcome by offering family involvement activities in the evenings.</p>

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

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
<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. (optional)</p>	<p>Burchell High School Principal</p>	<p>8/2010</p>	<p>6/2013</p>
<p>Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students’ social, emotional and health needs. BHS will partner with the following agencies to create safe school environments and to meet the student’s social, emotional, and health needs:</p> <ul style="list-style-type: none"> • Knik Tribal Council • Mat-Su Health Services (community mental health) • Alaska Family Services (drug and alcohol services, anger management, domestic violence) • Mat-Su Health Center • American Red Cross • Community Homeless Shelters • Alaska Food Coalition 			
<p>What capacity does the district have to partner with the organizations or agencies as described above? MSBSD and BHS have extensive experience and success in partnering with community organizations and agencies.</p>			
<p>What barriers exist to partnering with organizations and agencies and how will these be overcome? None</p>			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)			
Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.			
What capacity does the district have to extend or restructure the school day?			
What barriers exist to extending or restructuring the school day and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(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. (optional)	Burchell High School Principal	8/2010	6/2013
Describe how the district will implement 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>MSBSD will support BHS in developing programs and strategies to address improving school climate, student behavior, and bullying and harassment issues. Some suggested programs are:</p> <ul style="list-style-type: none"> • Why Try Curriculum • Reconnecting Youth Curriculum • Character Education classes • Diversity training • Support groups including anger management, stress management, etc. • On site alternative to suspension program 			
What capacity does the district have to implement approaches to improve school climate and discipline? MSBSD and BHS have personally implemented successful programs addressing school climate and discipline.			
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome? Barriers would include lack of staff time and training needed to implement programs. These will be overcome by flexible scheduling and professional development.			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			

(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.	Assistant Superintendent of Instruction, Dr. Deena Paramo	8/2010	6/2013
What different operational flexibility will the school have in relation to staffing? Staffing changes at BHS will be based on finding the best qualified staff that will support the implementation of the Transformation Model.			
What different operational flexibility will the school have in relation to school calendars and instructional time? BHS will be allowed to schedule Saturday school, extended day classes, and summer school.			
What different operational flexibility will the school have in relation to budgets? The principal has prerogative on the use of school discretionary funds. BHS is also a Title I school and has the ability to design Title I budgets that can expand and enhance the transformational efforts funded through SIG 1003(g). BHS also has 21st Century Learning Center grant that can be used to fund after school and summer programs.			
What capacity does the district have to grant operational flexibility to the school? MSBSD has the capacity to grant operational flexibility to BHS in scheduling, SBR intervention materials, use of discretionary funds, use of facilities for extended learning and community events, and hiring of new staff members. BHS is allowed to set their daily class schedule with input from CORE. The principal is able to use discretionary funds in the manner he deems will best support achieving school-wide goals. The principal is also the final decision maker regarding the use of facilities for events and the principal has the final say on hiring highly qualified staff.			
What barriers exist to granting operational flexibility to the school and how will those be overcome? As long as there is clear communication between BHS and MSBSD and BHS follows all board policies and grant regulations, every effort will be made to support the implementation of the Transformation model.			

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).	Assistant Superintendent of Instruction, Dr. Deena Paramo	8/2010	6/2013
<p>Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.</p> <ul style="list-style-type: none"> • CORE: August 2010-June 2013 <ul style="list-style-type: none"> ○ Enhancing teacher and administrator knowledge and understanding of research-based reading and math instruction ○ Supporting fidelity of the use of proven curriculum materials and assessments and/or supplementing those existing materials ○ Developing leadership and institutional capacity for sustainable improvements and full implementation • Federal Programs <ul style="list-style-type: none"> ○ Assist with providing data analysis ○ Provide grant budget management support ○ Provide support in following federal grant regulations and OMB guidelines • Education and Instruction <ul style="list-style-type: none"> ○ Provide support in coordinating with CORE ○ Provide support in selecting and implementing research-based intervention materials ○ Provide support in delivering high-quality, job-embedded professional development • Information Technology <ul style="list-style-type: none"> ○ Support all technological infrastructure such as internet, servers, switches, routers, etc. ○ Support in providing professional development on integrating technology in the classroom 			
<p>What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?</p> <p>MSBSD has highly trained, experienced staff to provide on-going intensive technical assistance in the areas listed above. MSBSD has just completed a year long relationship with CORE in implementing a comprehensive professional development plan to support our new elementary literacy adoption.</p>			
<p>What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?</p> <p>One barrier that exists is the availability of a dedicated Sysop to provide technological support for computer-based instructional interventions. One way to overcome this is to prioritize the needs of BHS.</p>			

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(4) Providing Operational Flexibility and support (ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			

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C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	\$1,445,101	\$1,518,664	\$1,594,597	\$1,674,327
Local Funds				
SIG 1003(g) Funds	\$0	\$641,184.	\$641,184.	\$641,184
School Improvement 1003(a) Funds	\$20,000	\$20,000	\$20,000	\$20,000
Title I, Part A: Improving Basic Programs	\$109,499	\$109,499	\$109,499	\$109,499
Title I, Part C: Migrant Education	0	0	0	0
Title II, Part A: Teacher and Principal Training and Recruiting Fund	0	0	0	0
Title II, Part D: Enhancing Education Through Technology	0	0	0	0
Title III, Part A: English Language Acquisition	0	0	0	0
Title IV, Part A: Safe & Drug-Free Schools and Communities	0	0	0	0
IDEA Part B	0	0	0	0
Carl Perkins	0	0	0	0
Other: State Governor’s Grant	\$70,000.	0	0	0
Other: State 21th Century Community Learning Center Grant	\$620,000.	\$500,000.	\$500,000.	\$500,000
Other:				

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



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

Other Resource	Describe how it aligns with and enhances intervention
Title I A	BHS is a Title I school-wide school and will use their Title funds to support the comprehensive transformation model.
21 st Century Community Learning Center Grant	This grant provides funding for extended day programs and summer school which is one of the requirements of this grant.

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

<p>Funding: BHS will continue to be a Title I school due to the high percentage of students on free and reduced lunch. MSBSD Program Based Budget process will consider the unique needs of alternative schools when allocating district resources. BHS will continue to pursue additional funding through federal, state, and local grants.</p>
<p>Hiring Practices: The administrative staff at BHS will continue to hire the highly qualified staff that would enhance the educational program at BHS. Displaced teachers will not be placed at BHS without the consent of the principal.</p>
<p>Supporting Professional Development: MSBSD will continue to provide professional development to BHS through the Title I school-wide planning process and the use of Title I funds. Title IIA funds will also be used to support professional development for BHS staff.</p>
<p>Changes made in Policies and Practices: MSBSD and the school board will continue to review and adopt policies that support student learning through “professional learning communities” which address curriculum, assessment, and instruction.</p>
<p>Other:</p>

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: Burchell High - Regular

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337010

COA	Account Title	Budget Amount TOTAL	Narrative Description
<i>REQUIRED</i>			Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	\$95,726.78	
313	Principal		
314	Director		
314	Assistant Director		
315	Certified Teachers	\$88,226.78	2 @ 0.5 FTE Supplemental Teachers to provide Language Arts instruction in areas of high need
316	Certified Extra Duty Stipends		
317	Certified Substitutes	\$7,500.00	Substitute time for Burchell High School staff to participate in CORE training and peer coaching
318	Certified Specialists		
320	NON-CERTIFICATED SALARIES	\$4,640.00	
321	Mid-Level Management		
322	Student Hire		
323	Paraprofessionals		
324	Support Staff		
329	Non-Certified Substitutes	\$4,640.00	Substitute time for Burchell High School staff to participate in CORE training and peer coaching
330	Non-Certified Overtime		
333	Non-Certified Leave Cash-In		
360	EMPLOYEE BENEFITS	\$39,435.83	
361	Health Insurance	\$24,667.50	
362	Unemployment Insurance	\$320.52	
363	Worker's Compensation	\$1,255.99	
364	FICA	\$1,452.35	
365	TRS	\$10,995.28	
366	PERS		
367	SBS	\$744.18	
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL		
420	STAFF TRAVEL		
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES	\$206,574.38	
		\$169,000.00	Service Contract with Consortium on Reading Excellence (CORE) to provide intensive professional development on reading, writing, and math instruction, research based instructional practices, and data analysis
		\$37,574.38	Service Contract for Graduation Coach to provide career counseling and credit verification
450	SUPPLIES/MATERIALS/MEDIA	\$31,325.00	
		\$360.00	Val-Ed Administrator Evaluation Tool including On-line inventory of administrative behaviors

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: Burchell High - Regular

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337010

COA	Account Title	Budget Amount	Narrative Description
<i>REQUIRED</i>		TOTAL	Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
		\$1,150.00	Teacher observation and appraisal system add on to current district license with MyLearningPlan.com
		\$815.00	General Classroom Supplies
		\$9,000.00	30 1-year subscriptions for Fast Math computer based math fluency program
	457 - Small Tools & Equipment	\$20,000.00	20 Student Computers for Intervention Lab & hub
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
Subtotal		\$377,701.99	Expand cells as needed
Indirect 4.09%		\$15,448.01	
Total (rounded)		\$393,150.00	

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: Burchell High - ARRA

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337010

COA	Account Title	Budget Amount TOTAL	Narrative Description
			Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
REQUIRED			
310	CERTIFICATED SALARIES	\$163,192.34	
313	Principal		
314	Director		
314	Assistant Director		
315	Certified Teachers	\$163,192.34	1.0 FTE Supplemental Teachers to provide Math instruction in areas of high need; 2.0 FTE Intervention Specialists to assist with data analysis and identifying appropriate instructional interventions
316	Certified Extra Duty Stipends		
317	Certified Substitutes		
318	Certified Specialists		
320	NON-CERTIFICATED SALARIES	\$0.00	
321	Mid-Level Management		
322	Student Hire		
323	Paraprofessionals		
324	Support Staff		
329	Non-Certified Substitutes		
330	Non-Certified Overtime		
333	Non-Certified Leave Cash-In		
360	EMPLOYEE BENEFITS	\$75,095.68	
361	Health Insurance	\$49,335.00	
362	Unemployment Insurance	\$531.57	
363	Worker's Compensation	\$2,080.59	
364	FICA	\$2,408.69	
365	TRS	\$20,739.83	
366	PERS		
367	SBS		
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL		
420	STAFF TRAVEL		
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES		
450	SUPPLIES/MATERIALS/MEDIA		
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
Subtotal		\$238,288.02	
Indirect 4.09%		\$9,745.98	
Total (rounded)		\$248,034.00	

Expand cells as needed