

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

District Name: Yukon-Koyukuk School District

Address: 4762 Old Airport Way

City: Fairbanks **State:** AK **Zip:** 99709-4456

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

Contact Name: Gina Hrinko

Position: Assistant Superintendent

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City: Fairbanks **State:** AK **Zip:** 99709-4456

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District Signature

Kerry Boyd, Superintendent
District Superintendent (Printed Name):

907-374-9400
Telephone:

X
Signature of the Superintendent:

9/16/2015
Date:

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

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

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

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

SCHOOL NAME	AK School ID Number (#####)	Priority or Focus (P/F)	INTERVENTION MODEL					
			Transformation	Turn-around	Restart	Closure	Early Learning	Evidence-Based Whole School
Allakaket School	520010	F	X					
Kaltag School	520050	F	X					

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

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

YKSD conducted a needs assessment to align the needs of Allakaket and Kaltag Schools with the selected intervention.

- We used multiple data sources, including
 - student and staff profiles
 - student achievement data
 - graduation rates
 - curriculum analysis data
 - instruction practices
 - school culture surveys
 - student family and community surveys
 - professional development inventories and evaluations
- There were multiple staff members involved in this analysis, including the Allakaket Principal, Kaltag Principal, teachers and community members involved in each school's STEPP process, the YKSD Curriculum Director, YKSD Assessment Director, and the YKSD Assistant Superintendent as well as the YKSD's external evaluator. At the school level, the principals and teachers looked at school-level data and summarized needs in their STEPP plans. At the district level, the YKSD and external evaluator analyzed school data, as well as district needs assessment data.

Allakaket School

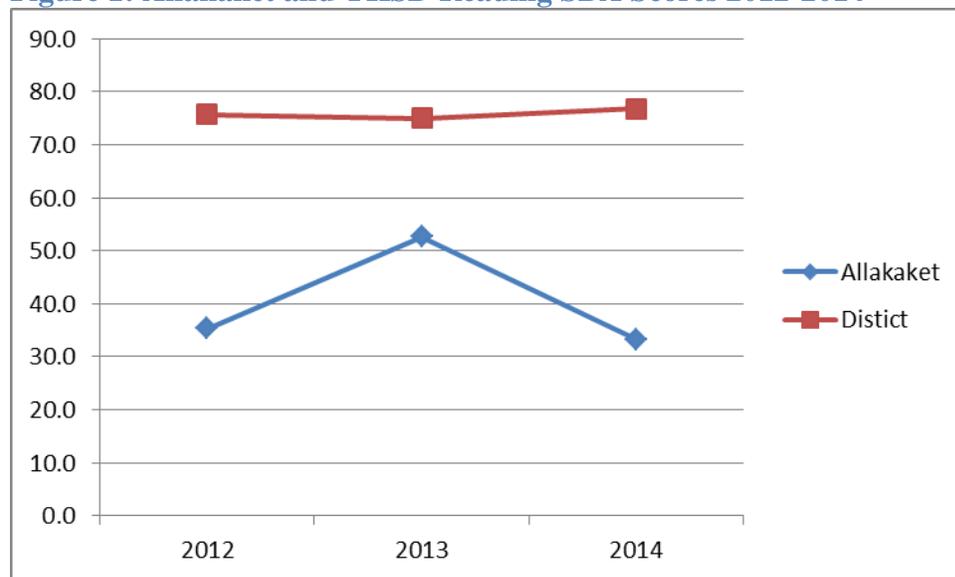
Allakaket School is located in the rural community of Allakaket. Allakaket is located approximately 190 air miles northwest of Fairbanks on the Arctic Circle on the banks of the Koyukuk

River and has a total population of 171 (105 in the City of Allakaket and 66 in New Allakaket, according to the 2010 U.S. Census.) Allakaket School also serves children who live in the Alatna (population 37), located 4 miles downriver from Allakaket. This area is growing and experienced a population increase of 25% since the 2000 Census. More than 95% of the people living in Allakaket are Alaska Native and low and moderate-income (LMI) residents make up 67.7% of the population in Allakaket. Allakaket is not located on the road system between Fairbanks or any other hub communities, and is reached by a one-hour flight from Fairbanks, costing on average \$340 roundtrip per person. The climate is cold and continental with extreme temperature differences. The average high temperature is 70°F during July and the average low temperature is well below zero during January, with extended periods of -40°F or colder.

Academic Progress:

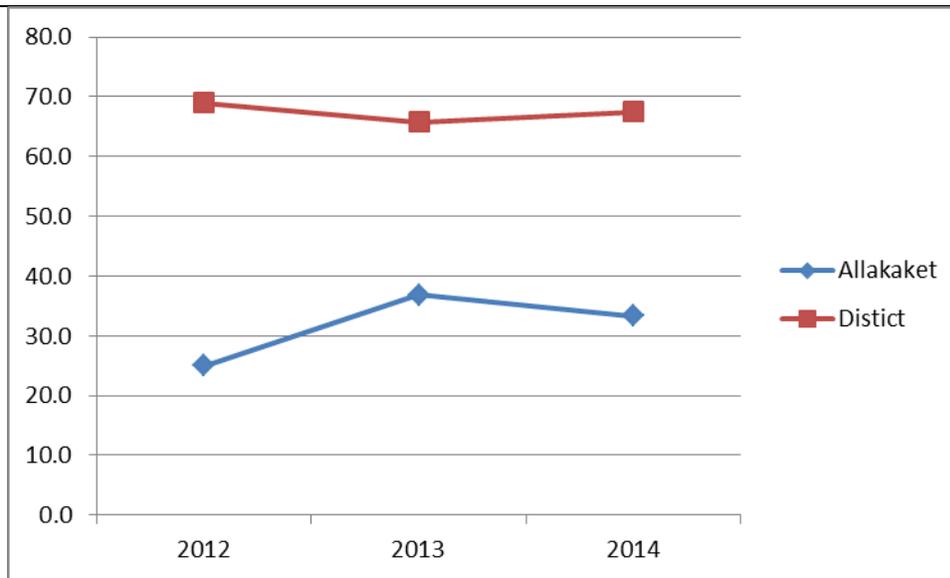
Allakaket School looked at its Standards Based Assessment scores (see attachment) from 2012 to 2014 for reading, writing, and math. Allakaket School’s reading SBA scores have consistently lagged behind the district average. In 2012, 75.6% of YKSD students were advanced or proficient in reading, while only 35.3% of Allakaket School students were advanced or proficient. In 2013, Allakaket School increased the percent of students who achieved proficiency to 52.6% (the district average was 75.0%). But, in 2014 the percent again fell to 35.7% while the district increased the percent of students who achieved proficiency to 79.7%.

Figure 1: Allakaket and YKSD Reading SBA Scores 2012-2014



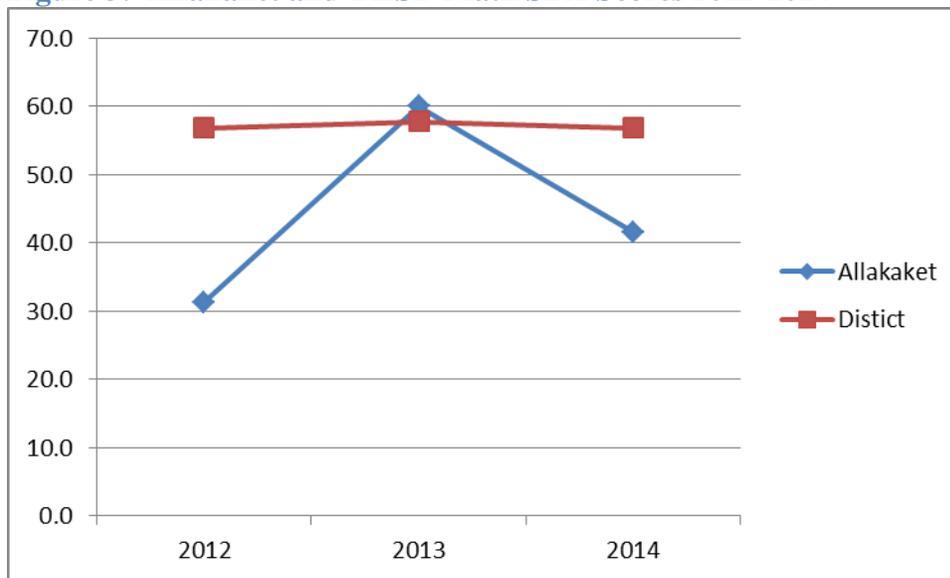
Similarly, writing SBA scores for Allakaket School, while increasing slightly from 2012 to 2014, have nonetheless significantly lagged behind the district average. In 2012, 68.9% of students district wide were advanced or proficient on the writing section of the SBA. In comparison, only 25.5% of Allakaket students were advanced or proficient. In 2013, the trend continued: 65.8% of students district wide were advanced or proficient and only 36.8% of Allakaket School students reached proficiency. And in 2014, twice as many district students (70.7%) as Allakaket School students (35.7%) were advanced or proficient on the writing portion of the SBAs.

Figure 2: Allakaket and YKSD Writing SBA Scores 2012-2014



Allakaket School math scores have also lagged behind the district’s average SBA math scores, but not to the extent of reading and writing. For instance, in 2012, 31.3% of Allakaket students were proficient on the math section of the SBA and 56.9% of students district wide were proficient. In 2013, Allakaket students outperformed the district average with 60.0% proficient or advanced on the math SBA and 57.7% of district-wide students proficient. Allakaket students’ SBA scores dropped again in 2014 to 42.9% with the district average increasing to 61.3%.

Figure 3: Allakaket and YKSD Math SBA Scores 2012-2014



In addition, the Allakaket School STEPP planning team reviewed Measure of Academic Progress (MAP) results for its students. These results also show the Allakaket students significantly lagging behind the district averages in reading. The average spring 2014 reading RIT scale score for the district was 184. In comparison, the Allakaket School average spring 2014 reading RIT scale score was 174, the lowest among the district’s nine river schools. The average spring 2014 math RIT scale score for Allakaket students was higher than the reading at 185, but still significantly less than the district’s average of 196 and the lowest of the nine river schools. The average language usage scale score of 190 was higher than both the reading and math score for Allakaket students, but was still

below the district average of 198.

Although, Allakaket students showed growth on their MAP results from the fall of 2013 to the spring of 2014 in all three content areas, none of the increases were statistically significant. Reading and Language Usage made the smallest gains. Additionally, for each of the curricular goals below, it is clear that the majority our students are lacking foundational skills in reading and language usage. This learning area will be a priority area for the SIG Transformation project.

Measurement Scale Name	Goal Name	High Score	Average Score	Low Score
Language Usage	Plan / Organize / Research	3.64%	16.36%	80.00%
Language Usage	Understand Grammar / Usage	3.64%	16.36%	80.00%
Language Usage	Punctuate / Spell Correctly	9.09%	14.55%	76.36%
Reading	Foundational Skills	0.00%	4.55%	95.45%
Reading	Literature	3.64%	9.09%	87.27%
Reading	Informational Text	1.82%	7.27%	90.91%
Reading	Language & Writing	0.00%	4.55%	95.45%
Reading	Foundations / Vocabulary	5.45%	14.55%	80.00%
Reading	Literature & Informational	9.09%	18.18%	72.73%
Reading	Vocabulary Use & Functions	13.64%	27.27%	59.09%
Mathematics	Algebraic Thinking	4.17%	22.22%	73.61%
Mathematics	Number & Operations	2.00%	16.00%	82.00%
Mathematics	Real & Complex Number Systems	0.00%	27.27%	72.73%
Mathematics	Geometry	0.00%	22.73%	77.27%
Mathematics	Measurement & Data	6.00%	22.00%	72.00%
Mathematics	Geometry	6.00%	20.00%	74.00%
Mathematics	Statistics & Probability	0.00%	18.18%	81.82%

Curriculum/Instruction/Assessment: There are three instructional needs that will be addressed through this Turnaround Project. First, our staff does not regularly measure the effectiveness of their instruction using a variety of formative assessments. This project will provide training to teachers to use formative assessments in order to drive their instruction. Second, our lowest performing students are not receiving additional support, in either reading or math; this is particularly worrisome for reading based on our MAP data. We have established a 30-minute daily period in which the lowest performing students will receive additional support; however, this project will provide a reading

specialist who will work directly with students, particularly elementary grade students, to address their remediation needs in reading foundational skills. In addition, we will provide one hour of tutoring after school for two days each week. Tutoring teachers will use Study Island to assist with math and particularly reading. Third, and probably most important, due to a lack of time, our principal who also teaches Middle School Math and provides SPED services is not able to effectively function as an instructional leader to monitor that teachers are implementing instructional activities with fidelity and to provide professional development to help them reach fidelity. This project will create time for our principal to fully engage in her role as an instructional leader by making the principal position full-time, rather than a principal/teacher position in which the principal has the dual role of teaching and providing school administration, but very little time as an instructional leader.

Using the STEPP planning process, the Allakaket School identified several needs related to implementation of the district's approved curriculum. The district revised its English Language Arts curriculum and adopted Reading Wonders Reading Program and Prentice Hall Literature textbooks in 2013; these are aligned with the Alaska State Standards. However, fidelity to the district's adopted curriculum is limited and one of the goals of the Allakaket Turnaround Project is to help teachers develop lesson plans that clearly reflect the district's curricular scope and sequence.

Allakaket School administers Measures of Academic Progress (MAP) three times each school year (September, January, April). MAP is aligned with Alaska State Standards. School staff use common planning time to review students data and are in the early stages of implementing RTI (Response to Intervention), a multi-tiered approach to the early identification and support of students with learning and behavior needs. Although data is readily accessible to all teachers, the Allakaket School staff is still at the initial RTI stage of implementation of individualized instruction for their students. Our staff needs extensive training and support. This project will provide training to teachers to differentiate their instruction, group students, and provided focused instruction that addresses specific skills.

Supportive Learning Environment: There are two needs that will be addressed through this Turnaround Project. First, Allakaket School has limited communication of behavior standards to students and not all students meet behavior standards. School-wide behavior standards have been communicated, but consistency in the implementation of these behavior standards is a work in progress. This project will provide opportunities for the school to implement consistent behavior standards. Second, Allakaket School has limited parent and community involvement. Our 2015-2016 Family Involvement Plan was developed by the Principal and three community members and includes Community School Committee meetings, parent-teacher conferences, carnivals and holiday programs, and several literacy nights. The staff have intermittent and informal communication with parents. Through this project our school will increase the opportunities for the community and parents to come into the school both as participants in activities and observers of student work or performances.

Professional Development: Currently professional development is not explicitly linked to student performance data. However, some professional development is job embedded. For example, the district has provided coaching, in which professional development staff model lessons and provide onsite feedback and support. This is a model that we would like to extend by explicitly linking embedded coaching to student data. This will require coaches to be part of the school's professional learning community. In addition, to reach the goal of providing embedded instruction that is explicitly linked to student performance data, our principal needs to increase her role as an instructional leader who is able to collaborate with coaches to provide professional development.

Discipline: Over the last three years, Allakaket School, which has 12% of the district's students, had

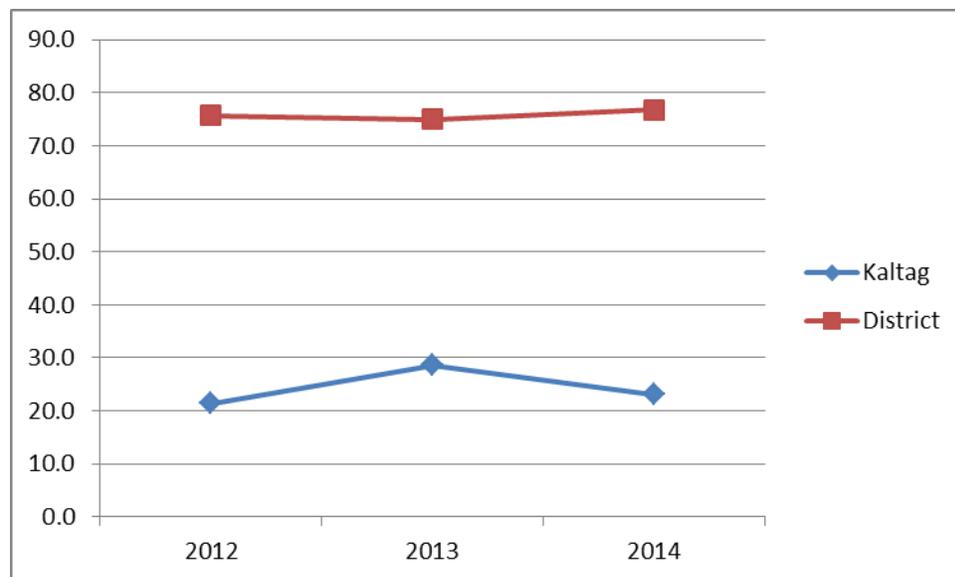
33% of the district's discipline incidents. While the number of discipline incidents drastically decreased from 45 in 2013-2014 school year to six during the 2014-2015 school year, the high number of discipline incidents historically points to underlying classroom and school behavior management issues that will be addressed through this project.

Kaltag School

Kaltag School is located in the community of Kaltag. Kaltag is located approximately 335 air miles west of Fairbanks on the banks of the Yukon River and has a total population of 190 people, of whom 94% are Alaska Native and 40% are low and moderate-income (LMI). Kaltag is not located on the road system between Fairbanks or any other hub communities, and is reached by a two and a half hour flight from Fairbanks, costing on average \$700 roundtrip per person. The climate is cold and continental with extreme temperature differences. The average high temperature is 70°F during July and the average low temperature is well below zero during January, with extended periods of -40°F or colder.

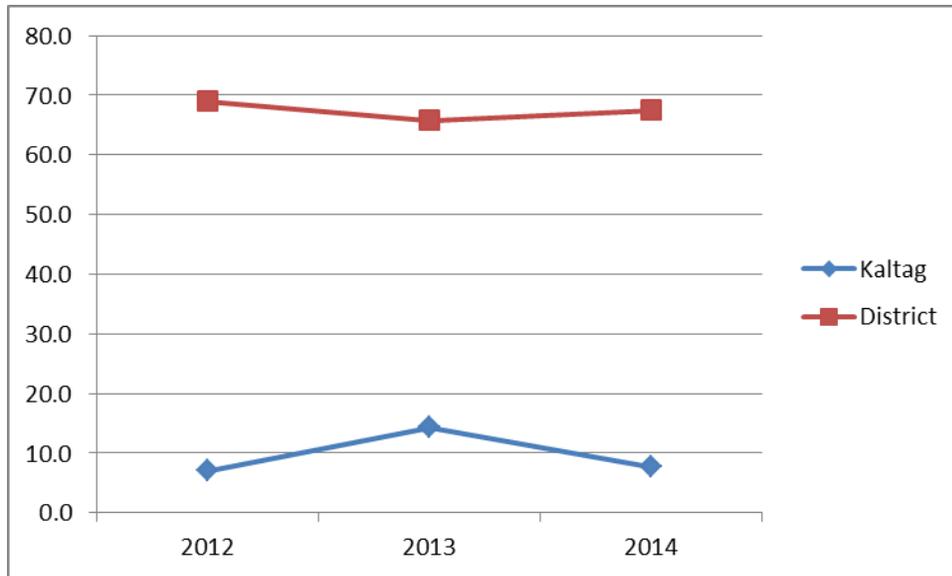
Academic Progress: Kaltag School looked at its Standards Based Assessment scores (see attachment) from 2012 to 2014 for reading, writing, and math. Kaltag School's reading SBA scores have consistently lagged behind the district average. In 2012, 75.6% of YKSD students were advanced or proficient in reading, while only 21.4% of Kaltag School students were advanced or proficient. In 2013, Kaltag School increased the percent of students who achieved proficiency to 28.6% (the district average was 75.0%). But, in 2014 the percent again fell to 23.1% while the district increased the percent of students who achieved proficiency to 79.7%.

Figure 4: Kaltag School and YKSD Reading SBA Scores 2012-2014



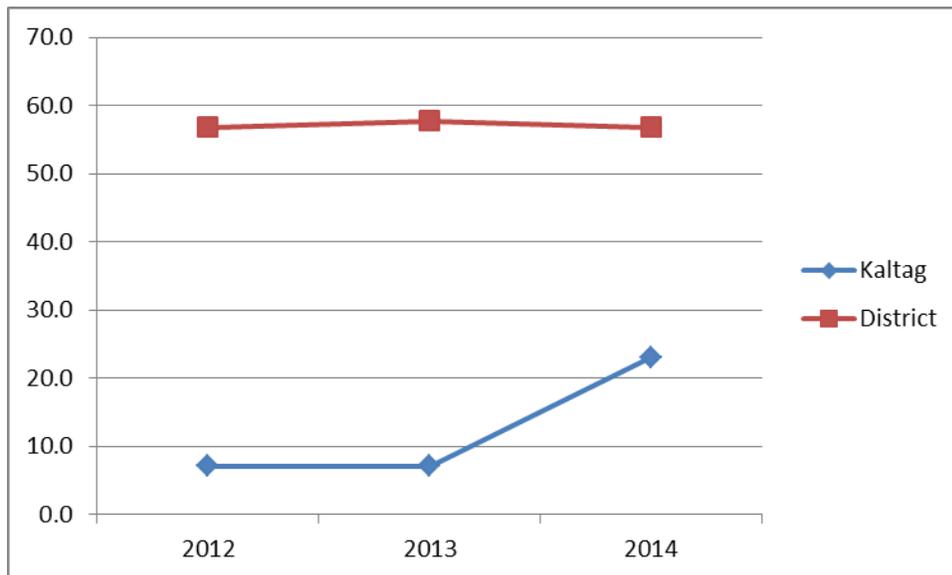
Similarly, writing SBA scores for Kaltag School have nonetheless significantly lagged behind the district average. In 2012, 68.9% of students district wide were advanced or proficient on the writing section of the SBA. In comparison, only 7.1% of Kaltag students were advanced or proficient. In 2013, the trend continued: 65.8% of students district wide were advanced or proficient and only 14.3% of Kaltag School students reached proficiency. And in 2014, almost ten times as many district students (67.5%) as Kaltag School students (7.7%) were advanced or proficient on the writing portion of the SBAs.

Figure 5: Kaltag and YKSD Writing SBA Scores 2012-2014



Kaltag School math scores have also lagged behind the district's average SBA math scores, although the school had a slight increase in math scores in 2014. In 2012, only 7.1% of Kaltag students were proficient on the math section of the SBA and 56.9% of students district wide were proficient. In 2013, Kaltag School again only had 7.1% of its students advanced or proficient in math; 57.7% of district-wide students proficient. Kaltag students' SBA scores increased in 2014 to 23.1% with the district average increasing to 61.3%.

Figure 6: Kaltag School and YKSD Math SBA Scores 2012-2014

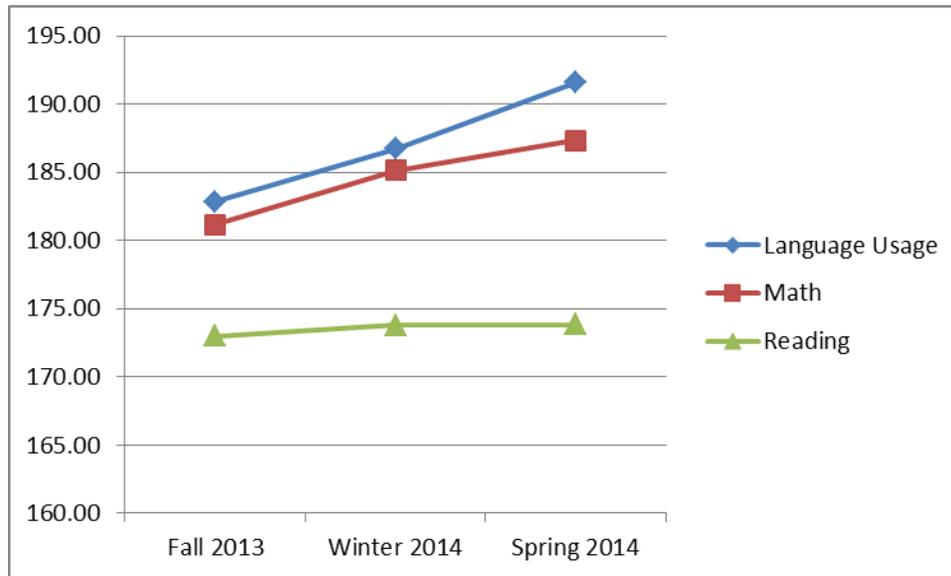


In addition, the Kaltag School STEPP planning team reviewed Measure of Academic Progress (MAP) results for its students. These results also show the Kaltag students significantly lagging behind the district averages in reading. The average spring 2014 reading RIT scale score for the district was 184. In comparison, the Kaltag School average spring 2014 reading RIT scale score was 174, the second lowest among the district's nine river schools. The average spring 2014 math RIT scale score for Kaltag students was higher than the reading at 185, but still significantly less than the

district's average of 196 and the lowest of the nine river schools. The average language usage scale score of 187 was higher than both the reading and math score for Kaltag students, but was still below the district average of 198.

Although, Kaltag students showed growth on their MAP results from the fall of 2013 to the spring of 2014 in all three content areas, none of the increases were statistically significant. Reading made the smallest gains.

Figure 7: Kaltag MAP RIT Scores Fall 2013, Winter 2014, Spring 2014



Additionally, for each of the curricular goals below, it is clear that the majority our students are lacking foundational skills in reading and language usage. The table below shows that 100% of Kaltag students received low scores in four of the reading goal areas. This learning area will be a priority area for the SIG Transformation project.

Figure 8: Kaltag Spring 2014 MAP Goal Achievement

Measurement Scale Name	Goal Name	High Score	Average Score	Low Score
Mathematics	Geometry	0.00%	0.00%	100.00%
Mathematics	Statistics & Probability	0.00%	0.00%	100.00%
Reading	Foundational Skills	0.00%	0.00%	100.00%
Reading	Language & Writing	0.00%	0.00%	100.00%
Reading	Literature & Informational	0.00%	0.00%	100.00%
Reading	Vocabulary Use & Functions	0.00%	0.00%	100.00%
Language Usage	Plan / Organize / Research	0.00%	7.14%	92.86%
Language Usage	Understand Grammar / Usage	0.00%	7.14%	92.86%
Language Usage	Punctuate / Spell Correctly	0.00%	7.14%	92.86%
Reading	Literature	0.00%	7.14%	92.86%

Reading	Informational Text	0.00%	7.14%	92.86%
Reading	Foundations / Vocabulary	0.00%	7.14%	92.86%
Mathematics	Real & Complex Number Systems	0.00%	9.09%	90.91%
Mathematics	Algebraic Thinking	0.00%	18.18%	81.82%
Mathematics	Measurement & Data	9.09%	9.09%	81.82%
Mathematics	Geometry	0.00%	18.18%	81.82%
Mathematics	Number & Operations	0.00%	27.27%	72.73%

Curriculum/Instruction/Assessment: Using the STEPP planning process, the Kaltag School identified several needs related to implementation of the district’s approved curriculum. The district revised its English Language Arts curriculum and adopted Reading Wonders Reading Program and Prentice Hall Literature textbooks in 2013; these are aligned with the Alaska State Standards. However, fidelity to the district’s adopted curriculum is limited and one of the goals of the Kaltag Transformation Project is to help teachers develop lesson plans that clearly reflect the district’s curricular scope and sequence.

There are three instructional needs that will be addressed through this Transformation Project. First, our staff does not regularly measure the effectiveness of their instruction using a variety of formative assessments. This project will provide training to teachers to use formative assessments in order to drive their instruction. Second, our lowest performing students are not receiving additional support, in either reading or math; this is particularly worrisome for all three primary curricular areas – reading, math and writing based on our MAP data. Although students have made gains in both math and language use, they have not made gains in reading. To ensure that students make gains similar to the math and language usage gains, our focus for this project will be on reading (see discussion under MAP data below). We have established a 30-minute daily period in which the lowest performing students will receive additional support; however, this project will provide a reading specialist who will work directly with students, particularly elementary grade students, to address their remediation needs in reading foundational skills. In addition, we will provide one hour of tutoring after school for two days each week. Tutoring teachers will use Study Island to assist with math and particularly reading. Third, and probably most important, due to a lack of time, our principal who also teaches is not able to effectively function as an instructional leader to monitor that teachers are implementing instructional activities with fidelity and to provide professional development to help them reach fidelity. This project will create time for our principal to fully engage in his role as an instructional leader by making the principal position full-time, rather than a principal/teacher position in which the principal has the dual role of teaching and providing school administration, but very little time as an instructional leader.

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Professional Development: Currently professional development is not explicitly linked to student performance data. However, some professional development is job embedded. For example, the district has provided coaching, in which professional development staff model lessons and provide onsite feedback and support. This is a model that we would like to extend by explicitly linking embedded coaching to student data. This will require coaches to be part of the school's professional learning community. In addition, to reach the goal of providing embedded instruction that is explicitly linked to student performance data, our principal needs to increase her role as an instructional leader who is able to collaborate with coaches to provide professional development.

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

YKSD has consulted with relevant stakeholders, including parents, regarding the LEA's application and implementation of the Transformation model:

- Community School Committee (CSC) meetings: Each school has a CSC that includes five community members who meet monthly to assist in decision and policy making as well as site budgeting and similar topics regarding the future of the school. Meetings at which the LEA's application and the Transformation model were discussed were held in Allakaket on the following days: 9/02, 9/09, 9/16, 9/30, and 10/07, and in Kaltag on 9/02, 9/04, 9/16, 9/30, and 10/07. CSC members were in favor of the application and strategies for achieving increased student proficiency through extended learning opportunities and principals with non-teaching duties.
- Both Allakaket and Kaltag Schools conducted a self-assessment using the STEPP process. Both teams includes community members. The STEPP process outlined the general goals for the Transformation projects.
- The District Leadership Team held several meetings to review and assess school improvement efforts.

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

YKSD has taken the following actions to design and implement a plan consistent with the final requirements of the Transformation model:

- YKSD conducted a strategic planning process in August 2015 that directly supports the Transformation model. The strategic planning process included the following staff: the Superintendent, Assistant Superintendent, Director of Assessment, Director of Technology, Director of Curriculum, Instruction and Professional Development, Business Manager, Assessment Coordinator, CTE Coordinator, Native Language Coordinator, Early Childhood Education Specialist, and the Principals of all nine school sites. The following table illustrates the relationship between the Transformation model and the district's planned objectives and actions.

YKSD has developed a timeline and action plan (see section 14) that will be used in planning for the implementation of the Transformation model in the Allakaket and Kaltag Schools.

- (4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

YKSD has the capacity and ability to support and provide the resources to implement the Transformation model in the Allakaket and Kaltag Schools. The district has taken the following actions to develop a solid foundation from which to implement the Transformation model in the Allakaket and Kaltag Schools:

- Received a commitment from stakeholders including the School Board, staff, parents, and the community to implement the Transformation model at the Allakaket and Kaltag Schools. Stakeholders have had numerous opportunities to provide input in the planning stage.
- Purchased a new math curriculum in 2013 and a reading curriculum in 2014 for grades K-12. The new curricula are aligned with the State of Alaska Math and English Language standards and with the Measures of Academic Progress (MAP) assessment, which is used to monitor student progress. The subject area committees that reviewed and recommended these materials included the Director of Curriculum and Instruction, a principal, a community member, a school board member, a high school teacher, and an elementary school teacher. The district has provided professional development opportunities including sessions offered during the August In-services annually and on-site coaching opportunities to develop teachers' ability to effectively implement these new curricula to fidelity.
- Aligned 7% of Kaltag School's and 12% of Allakaket School's Title I professional development and other funding sources to enhance the implementation efforts of the Transformation model.
- Developed and implemented a teacher evaluation process that is based on Charlotte Danielson's research and tied to student outcomes. The model was developed in collaboration with district teachers and includes four domains: planning and preparation, classroom environment, professional responsibilities, and instruction. The district adopted the new teacher evaluation tool in 2014.
- Implemented the use of Measures of Academic Progress (MAP) for formative assessment and instructional planning from kindergarten through graduation.
- Implemented expanded blocks of time for language arts and math during the school day schedule.
- Begun to implement Response to Intervention (RTI) and provided professional development to teachers and other school staff.
- Implemented collaborative time into the school schedule district wide. This time will facilitate job-embedded professional development.
- The principals will work under the direct supervision of the Assistant Superintendent. The Allakaket Principal and the Kaltag Principal were both hired within the past two years. Both principals have the expertise and leadership qualities to implement the Transformation model with fidelity.
- The Assistant Superintendent has been with YKSD for more than 15 years both as a school administrator and district administrator. Her expertise in school leadership, curriculum development, professional development, assessment and evaluation will be essential to implement the Transformation model with fidelity.
- YKSD has the ability to recruit and retain qualified and effective principals and teachers.

During FY14 and carried over into F15, the district used funding from a Moore Teacher Retention grant to install internet services in all district teacher housing units as well as satellite TV dishes. This enables our teachers to now have the ability to keep in contact with their family and friends from the comforts of their own home. Prior to securing funding for this project, teachers who wanted to get on the internet had to either stay late at school or go back to the school later in the evening. This was a huge inconvenience for our teachers and they were not able to fully relax and enjoy their evenings. Offering internet and satellite TV in our teacher housing units is a benefit that teacher applicants are made aware of during recruitment, and we are confident that having internet and satellite TV in our teacher housing units is helpful in retaining our teachers.

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

YKSD will follow its procurement policies to hire external providers. The procurement policies outline the following actions to recruit, screen, select, and monitor the quality of external providers:

- Develop a detailed scope of work that includes specific tasks, timelines, and costs that reflect the School Improvement Transformation model projects at each school. Include clear accountability measures and expectations to use in evaluation of the services provided.
- Conduct a background check of providers to document a proven track record of success in working with similar schools and/or in rural Alaska.
- Require contractors to provide an action plan that details the contractor’s planned implementation of specific tasks; ensure these align with Transformation model and planned SIG activities.
- Require signed contract between district and contractor; if specifications are not met, the contract will be terminated.
- Evaluate the work of the contractor with formal, frequent, and routine reviews of the work provided and completed by the contractor using the action plans as a guide.
- Provide timely feedback to address any performance problems.

The School Improvement Facilitator will work with the principals at each school to develop scopes of work, to investigate any external contractors, to monitor the work of contractors, and to evaluate the services provided.

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

YKSD will align other resources to support the Transformation model implementation in the Allakaket and Kaltag Schools in the following ways:

Resource	How it will be aligned with Transformation Model implementation
Title I, Part A	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours

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

YKSD has already modified the following practices or policies to implement the Transformation model in the Allakaket School and the Kaltag School:

- Developed a class schedule to provide 30 minutes a day for remedial instruction.
- Modified the weekly schedule to provide 90 minutes of collaborative planning time.

YKSD will modify the following practices or policies during the grant period to enable it to implement the Transformation model in the Allakaket School and the Kaltag School:

- Develop a Memorandum of Agreement (MOA) between the YKSD and the Teacher UNION to address the collective bargaining modification necessary for implementation of the Transformation Model. The MOA will include provisions concerning teacher evaluation, teacher contract time, performance pay, and other areas covered by the collective bargaining agreement.
- Modify hiring and retention practices at Allakaket and Kaltag schools to provide flexibility and to attract high-performing educators, including redefining individual teacher roles, providing more flexible work conditions, and providing rewards for meeting student goals.
- Modify teacher job description to include Transformation competencies. Current staff will be provided an opportunity to transfer to another YKSD site.
- Extend the school calendar to significantly increase the total number of school hours Allakaket and Kaltag School students attend school and receive instruction in core academic subjects and enrichment activities. The local bargaining unit agreement requires teachers to be paid at their hourly rate. These rates have been built in school SIG budgets.
- Extend the school calendar to include additional professional development days (extra contract days).
- Grant budgeting flexibility, including of Title I funds, to the principal.

No specific policies and procedures were identified that might inhibit effective implementation of the Transformation model. Policies and procedures are in place regarding requisitions, purchasing, service providers/contracts, employment, evaluation, and staff/student duties and responsibilities. Any modification to existing policies and procedures will be made as needed for successful implementation of the SIG grant. In addition, any new policies and/or procedures that are needed will be approved and implemented upon consultation with the LEA attorney and presentation to the Board of Education.

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

YKSD will provide oversight and support for implementation of the Transformation models in Allakaket and Kaltag in the following ways:

- YKSD will develop a fidelity monitoring plan during planning (see timeline). The fidelity monitoring plan will provide a tool to monitor the key aspects of the Transformation model, including items, such as
 - How and when collaborative team planning occurred
 - How extended school time was provided
 - When and how job-embedded professional development took place
 - Use of data to inform and differentiate instruction
 - The extent to which RTI observable processes are being implemented
 - Description of social-emotional and community-oriented services and supports provided
- Hire a district-level School Improvement Facilitator to oversee and help facilitate and supervise the implementation of the model, provide support; this position will report directly to the Superintendent. He or she will also be responsible for monitoring the implementation of the Transformation model for fidelity. The individual who fills this position will possess a minimum of a Master's degree, demonstrate past experience in leading school reform

efforts, and be an effective leader. The School Improvement Facilitator will be responsible for the day-to-day management, oversight, and monitoring of the implementation of the Transformation model. He or she will collaborate with the superintendent to ensure district resources are provided and available for support and implementation of the program.

- Organize a district-level School Improvement Team that will meet monthly to monitor the progress of the program and to address concerns that may arise. The members will include: Superintendent, Assistant Superintendent, Principals, School Improvement Facilitator, Director of Curriculum, Instruction and Professional Development, Director of Technology, Teachers, SPED Director, Parents, and Board Member.

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

The principal at each school will develop meaningful activities that engage family and community members in the collaborative implementation of the Transformation model. Initial input for these activities will be gathered during planning (see timeline) and first year implementation activities will be fully developed.

- Allakaket School will develop a Memorandum of Understanding with the Allakaket Traditional Council and Kaltag School will develop a Memorandum of Agreement with the Kaltag Traditional Council. These MOUs will outline ways in which the tribes and the schools can work together to support student achievement and facilitate community involvement in education.
- With parent, community, and tribal input Allakaket and Kaltag schools will formalize and then share their school's behavior and academic expectations.
- Allakaket and Kaltag schools will develop an activity calendar and newsletter that will be sent home to the families each month to inform them of upcoming activities.
- Allakaket and Kaltag schools will host monthly CSC meetings where the principals will update the community representatives about the project's progress using student data and anecdotes from the school staff and parents. During this time, CSC members and meeting attendees will be able to provide input on the progress described which will be shared with the School Improvement Facilitator and project evaluator to insure concerns are addressed.
- Allakaket and Kaltag schools will schedule monthly family nights engaging families in student learning focused on what parents can do to improve learning outcomes for their children. Activities will be designed around reading and family support for reading at home; secondarily activities will be designed around math and family support of math at home. Family surveys will be used to gather input about activity times, locations, and topics.
- Teachers will meet with parents at least three times each year (fall, winter, spring) upon receipt of the students' MAP scores. During the first meeting, the staff will go over the RTI process and explain how the family's child was tiered based on the student's MAP scores. The teachers will then go over the student's RTI plans with the families if they are in Tier 2 or 3, discuss the interventions that will be used to improve their child's performance, the structure of each day's RTI time, and how progress will be assessed used the AIMSweb and MAP assessments. Families with children placed in Tiers 2 and 3 will then be given an opportunity to give input about and sign off on the final draft of the plan. All families will also be given strategies to help support their child's learning at home. Families with children in Tiers 2 and 3 will be invited to meet with the teacher every time s/he adjusts their child's RTI plan (as often as every six weeks). The final meeting in the spring will provide an opportunity for teachers to share student growth and achievement and suggest ways in which the parents can support their child's growth over the summer. We anticipate that increasing the number of opportunities for families to engage with their children's teachers about the

steps that are being taken to improve the students' performance will give families the tools needed to further support their children's learning at home.

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

The YKSD will sustain the following reforms after the funding period ends:

- Effective School Leadership: After having participated in the principal mentoring program, the principals in Allakaket and Kaltag will have the skills and experience necessary to support their teachers and insure that teachers in every classroom are incorporating effective instruction and engagement strategies to maximize learning.
- Danielson Evaluation for Teachers and Principals: After the funding period ends, the YKSD will continue to utilize the Danielson Evaluation system and student data to evaluate each staff member's effectiveness.
- Weekly Collaboration Meetings: All school staff in Kaltag and Allakaket will continue to meet on a weekly basis to discuss student growth, development and review RTI plans, and share strategies to support student learning.
- Regular Family Collaboration Meetings: Teachers will continue hosting family meetings at least three times annually and as often as every six weeks to discuss their children's progress to meeting their academic goals and the ways the families can continue to support learning at home.
- Sustainable Partnerships for Effective Instruction and Social-Emotional Support: Near the end of the funding period, the YKSD will meet with the contractors who have provided support throughout the project to develop a plan for continuing these services after the funding period ends. The YKSD will also work with the principals at each school to determine which teachers are most in need of instructional support so that we can target our more limited resources where they will be most effective. The community partnerships will continue to be utilized to provide students and families with access to the free resources available to support their social-emotional health and development.

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

YKSD will implement three evidence-based strategies:

- Response to Intervention (RTI) framework: YKSD will implement RTI as its instructional framework. RTI is an instructional framework with which to think about how to use available tools and knowledge to best improve site-specific issues related to learning. RTI emphasizes utilizing assessment systems, data-informed decision making, intervention plans, research-based interventions, and collaboration to address student-specific issues. Numerous studies report improved language arts and behavioral outcomes linked to an RTI program (Hughes and Dexter, 2015).
- Instructional Coaching Strategy: YKSD will provide intense English Language Arts coaching to the teaching staffs at Allakaket and Kaltag Schools. The research on instructional coaching is clear. Teachers who are coached are more likely to use a new teaching practice inside the classroom. Also, teachers who are coached report they are more likely to use new teaching practices in the futures. Instructional coaching will increase the likelihood that teachers adopt new teaching practices. Instructional coaching increases the likelihood that teachers will use new practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support. (Studying the Impact of Instructional Coaching, Jim Knight University of Kansas, Kansas Coaching Project at the Center for Research on Learning and Jake Cornett University of Kansas). The instructional coaching at Allakaket and Kaltag Schools will recognize the needs of each

teacher and will be closely linked to the School Improvement Plan.

- Professional Learning Communities: YKSD will implement Professional Learning Communities model of job-embedded learning into its collaborative time at each school. Within this structure, teachers will work in their collaborative planning teams to examine critically and discuss expectations for students based on student data and needs, select evidence-based instructional strategies for meeting standards, develop common lesson plans, reflect on implementation of lessons and student learning, review student work, and plan potential modification to instructional strategies (Education World, 2012).

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

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

At the beginning of the 2015 school year, the district went through a strategic planning process to create an action plan to increase student learning and teacher effectiveness. The goals and action steps developed through this process align with the required measures of the SIG program as shown below:

Goal 1: Start Strong: Every student starts with a solid foundation in grades PreK-Third				
Goal Areas: Reading/Language Arts, Mathematics				
Objective 1: Engage families and community members in children’s learning.				
Action	Responsibility	Timeline	Resources	Measure
1. Develop a Family Engagement Plan	Assistant Superintendent	October 30, 2015	Google Drive; Principal Saturdays	Revised Family Engagement Plans from each site
2. Approval of each site’s revised Family Engagement Plan	Assistant Superintendent	December 15, 2015, Annually by September 30	Google Drive; Principal Saturdays; Technical Support from Fed. Programs Staff	Revised family engagement plan signed by Superintendent
3. Revise Early Learning Plan	Early Childhood Education Specialist	October 30, 2015	Google Drive, Current meeting schedule	Revised plan for each site
4. Approval of revised Early Learning Plan	Assistant Superintendent	December 15, 2015 and annually by September 30	Google Drive, Current meeting schedule	Revised Early Learning Plan signed by the Superintendent

Goal 2: Read by Third Grade

Goal Areas: Reading/Language Arts

Objective 1: Each student will demonstrate projected growth in English language arts based on state/national assessment norms.

Action	Responsibility	Timeline	Resources	Measure
1. Develop and implement an RTI training plan for instructional staff	Director of Assessment	Annually in August, on-going quarterly	Professional Development funding; training time	Staff develop & implement RTI plan, and Decrease percentage of students in Tiers 2 and Tier 3
2. All staff will fully implement RTI	Assistant Superintendent	Progress monitoring at least 3/year or as needed; Principals follow up during weekly collaboration meetings	Aimswweb/MAPs; Tonio; Instruction & Assessment Coordinator; Curriculum; Director of Curriculum and Instruction; Other Teachers; Principals	Classroom Walk-throughs; Written RTI plans for all Tier 2 and 3 students; Aimswweb/MAPs
3. Administer PMAP/MAP to all students	Principals	Fall, Winter, Spring	Existing resources	Use PMAP/MAP assessment as a measure of student growth

Goal 3: Every Student Meets or Exceeds Expectations (3rd – 10th grade)

Goal Areas: Reading/Language Arts, Math

Objective 1: Every 3rd through 10th grade student will demonstrate proficiency on state English Language Arts (ELA) and Math assessments.

Action	Responsibility	Timeline	Resources	Measure
1. Develop and implement an RTI training plan for instructional staff.	Director of Assessment	Annually in August, and on-going quarterly	Professional development funding Training time	Staff develop & implement RTI plan, and Decrease percentage of students in Tier 2 and Tier 3
2. All staff will fully implement RTI.	Assistant Superintendent	Progress monitoring at least 3/year or as needed;	Aimswweb/MAPs; Tonio; Instruction & Assessment	Classroom Walk-throughs; Written RTI plans for all Tier 2 and 3

		Principals follow up during weekly collaboration meetings	Coordinator; Curriculum; Director of Curriculum and Instruction; Other Teachers; Principals	students; Aimsweb/MAPs
3. Maximizing Instructional Time	Director of Curriculum & Instruction	Ongoing	Existing resources	Principal observations

Goal 4: Graduate Ready—Every student will graduate ready for college and careers.				
Goal Areas: Graduation Rate				
Objective 1: Every student will graduate with his/her cohort.				
Action	Responsibility	Timeline	Resources	Measure
Identify at-risk students entering 9 th grade	Director of SPED & Student Services	Annually in May	Existing resources	List of identified students
Meet with parents of identified students	Principals	September 30 annually	Existing resources	Record of parent meeting with parent signature
Provide at-risk students with a mentor	Assessment and Student Support Coordinator	Quarterly VTC meetings, and ongoing during site visits	Existing resources	Contact log
Objective 2: Every student will graduate Alaska Performance Scholarship (APS) eligible.				
Action	Responsibility	Timeline	Resources	Measure
All sophomore students will receive a baseline score for (Pre) ACT, SAT, or Work Keys	Director of SPED & Student Services	TBD 2015, Annually in November	Existing resources	Completed assessment results
Identify & implement assessment prep courses for ACT, SAT, & Work Keys	<u>Identify:</u> Director of Curriculum & Instruction <u>Implement:</u> Principals & Teachers	<u>Identify:</u> December 2015 <u>Implement:</u> Spring Semester 2016	<u>Identify:</u> Review variety of courses <u>Implement:</u> Teachers, time built into spring schedule	Materials are ordered & teachers selected to teach course(s)

Objective 3: Every student will graduate with a chosen pathway, and the skills and knowledge to pursue it.				
Action	Responsibility	Timeline	Resources	Measure
Develop a College/Career Plan	CTE Coordinator	October 30, 2015	Portfolio checklist, AKCIS, graduation worksheet, APS website	Completed plan
District will re-evaluate the required career planning course.	CTE Coordinator	June 30, 2016	Release time/VTC for team to meet, Curriculum materials (samples)	Updated/New Career Course
All middle/high school students will complete college/career portfolios	Director of SPED & Student Services	Mid-year check by December 15, end of year check by May 1, and ongoing annually	AKCIS, teacher training for AKCIS, student portfolios	Completed grade level college/career portfolio and completed program applications

The YKSD annually establishes District SMART goals for reading, mathematics, and graduation. These have historically included goals related to Standards Based Assessment achievement, which was replaced in 2015 with the Alaska Measures of Progress (AMP) test. As the district has not received the results of the Spring 2015 AMP test, our district and schools have not established goals related to students' achievements of Alaska English Language Arts and Mathematics Standards. These goals at both the district and school levels will be established as soon as the results of the AMP test are received. However our four-year graduation goal is listed below:

- The four-year graduation rate for the Yukon-Koyukuk School District will be 45% or above in 2016.

Similarly all of our schools establish goals related to achievement of Alaska English Language Arts and Mathematics Standards. These will be set in when the district receives the results of the AMP test and will project one and three year targets for the SIG grant. Guided by the School Improvement Team, each site's staff and principal will engage in a comprehensive system of formative and summative data collection to track progress and results and to drive decision-making. The following leading indicators will be collected and reported: 1) number of minutes within the school year and school day; 2) student participation rates on AMP, by student subgroup; 3) dropout rate; 4) student attendance rate; 5) number and percentage of students completing advanced course work or dual enrollment courses; 6) discipline incidents; 7) truants; 8) distribution of teachers by performance level on YKSD's teacher evaluation system; and 9) teacher attendance rate. In addition, we will continue to use the MAP system for both English Language Arts and mathematics screening and progress monitoring and as a tracking system.

- Each year the School Improvement Team along with the Allakaket and Kaltag staff and principals will participate in a “data retreat.” Leading indicator data will be analyzed, strengths and priority needs identified, and district and school SMART goals will be reviewed and revised as needed.
- Collaborative school teams of teachers and principals will use collaboration time to evaluate student work, review RTI tiers, and guide and inform instructional planning. These results will be reported to the School Improvement Team each month.

The district will assist in the data collection required for the nine leading indicators of the SIG grant. The district already collects much of the data that is currently reported to the State, but the district will work with the principal at each school in providing district information on the other metrics. The Director of Assessment will be responsible for collecting the indicator data necessary for the SIG grant.

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

Not applicable

- (14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

YKSD will use the remaining 2015-2016 school year (from December 2015 through May 2016) to plan and prepare for full implementation of the Transformation model in August 2016. YKSD will contract with an outside provider to facilitate planning. The following table illustrates the planning tasks that will take place.

Implementation Step	Timeline Completed by:	Purpose
Convene a district-level School Improvement Team that includes representatives from the communities of Allakaket and Kaltag CSC	December 31, 2015	To provide overall direction to development of the Transformation model implementation and to monitor ongoing progress
Grant budgeting flexibility to principals	January 1, 2016	Principals develop annual SIG budgets for their schools that reflect site-based needs
Develop job description for the School Improvement Facilitator	January 29, 2016	facilitator will oversee and help facilitate and supervise implementation of the Transformation model at two school sites
Provide professional development about the Transformation model to the Allakaket and Kaltag	January 29, 2016	Implementation teams have increased knowledge of the Transformation model and ability to implement with fidelity

principals and the district-level school improvement team		
Modify, as needed, the teacher evaluation tool to include “Transformation” competencies	February 26, 2016	Hire or rehire teachers for the 2016-2017 implementation year who are competent to implement the Transformation model
Develop a MOA with the Teacher union to address the collective bargaining modification necessary for implementation of the Transformation model	February 26, 2016	Hire or rehire teachers for the 2016-2017 implementation year who are competent to implement the Transformation model
Develop a MOA with the Traditional Councils in Allakaket and Kaltag outlining ways that tribes and schools can work together to support student achievement and facilitate community involvement in education	March 31, 2016	Tribes will be more involved in family and community engagement activities
Hire School Improvement Facilitator	April 27, 2016	Facilitator will be on board and able to participate in development of program and monitoring processes and procedures
Develop fidelity monitor plan	June 30, 2016	Fidelity monitoring plan will address each of the elements of the Transformation model and will ensure that the model is implemented with fidelity and if problems arise will enable the district to address them quickly
Develop Professional Learning Community structure	June 30, 2016	Professional Learning Communities will be implemented with fidelity during the 2016-2017 school year
Revise daily and school year calendars for Allakaket and Kaltag schools to provide increased learning time for students and staff	June 30, 2016	Students and staff begin implementation year with new calendar
Develop family and community engagement activities and create a calendar of activities for the 2016-2017 school year	June 30, 2016	Family and community engagement activities are planned and scheduled for the first implementation year
Develop policies and	June 30, 2016	Greater communication between

procedures for teachers to meet with parents to review MAP data, RTI placement, and planned interventions		teachers and parents begins during the first implementation year
Review AMP data and MAP data to determine SMART goals and plan instructional coaching needs teachers	June 30, 2016	SMART goals for students at each school site are established and coaching is targeted to student needs and to practices in the classroom
Develop and schedule for one-on-one coaching for all Allakaket and Kaltag staff	June 30, 2016	Coaching is delivered on a regular basis beginning in the first implementation year
Develop and schedule site-based professional development for implementing RTI	June 30, 2016	RTI is implemented with fidelity beginning in the first implementation year
Hire or rehire Transformation competent teachers	June 30, 2016	Allakaket and Kaltag Schools are fully staffed by Transformation competent staff
Develop any contracts for external providers following rigorous procurement procedures	June 30, 2016	External providers are ready to provide services beginning in the first implementation year
Board presentation on Transformation model and implementation plan monthly through June 30, 2016	June 30, 2016	School Board is fully onboard and approves of implementation plans
Community School Committee presentations on Transformation model and implementation plan monthly through June 30, 2016	June 30, 2016	Community School Committees in Allakaket and Kaltag are fully onboard and approves of implementation plans

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

Not applicable

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

Not applicable

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

Not applicable

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

Implementation Steps	Timeline
Each year the School Improvement Team along with the Allakaket and Kaltag staff and principals will participate in a “data retreat.” Leading indicator data will be analyzed, strengths and priority needs identified, and district and school SMART goals will be reviewed and revised as needed.	August 15, 2016 and each year of SIG
School improvement facilitator facilitates professional development to Allakaket and Kaltag staff during in-service annually	August 15, 2016 and each year of SIG
Principals and the school improvement facilitator implement regular coaching based on implementation plan	September 1, 2016 and each year of SIG
Principals and teachers implement Professional Learning Communities based on implementation plan	September 1, 2016 and each year of SIG
Principals and teachers implement RTI based on implementation plan	September 1, 2016 and each year of SIG
Evaluate teaching staff and principal and hire/rehire using district approved evaluation and Transformation competencies	April 29, 2017 and each year of SIG
Principals and teachers implement MAP assessments	September 1, 2016 February 26, 2017 May 15, 2017 and each year of SIG
School Board approves Allakaket and Kaltag school schedules to implement increased instructional time during the school day	August 1, 2016 and each year of SIG
School improvement facilitator provides resources for site school improvement teams to compile and analysis data, including sources of family/community involvement to make changes to SIG plans	August 1, 2016 and each year of SIG
Implement family and community involvement activities monthly throughout school year	September 1, 2016 and each year of SIG
Principals and teachers implement parent RTI conferences	October 1, 2016 March 31, 2017

	May 30, 2017 and each year of SIG
Conduct formal evaluations for principals by Superintendent	November 15, 2016 and May 1, 2017 and each year of SIG
School improvement facilitator and principals evaluate the work of any contractors	November 15, 2016 and May 1, 2017 and each year of SIG
School improvement facilitator begins to monitor fidelity of implementation using fidelity monitoring plan and tools. Site visits occur monthly.	September 1, 2016 and each year of SIG
District-level School Improvement Team meets monthly to monitor the progress of the program; receives fidelity reports from school improvement facilitator and data updates from principals	September 1, 2016 and each year of SIG
Annual reports are reviewed by District-level School Improvement Team and used in fall data retreat to make program modifications; submitted to State for review	June 30, 2017 and each year of SIG

C. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority and Focus schools.

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

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received
School Improvement/STEPP meeting (Kaltag School)	9/02/2015 @ 2:30 p.m.		5	1		1		School Improvement domains, SIG application.
School Improvement/STEPP meeting (Allakaket School)	9/02/2015 @ 2:30 p.m.		6	1		1		School Improvement domains, SIG application.
Title I, School Improvement meeting (Kaltag School)	9/04/2015 @ 6:00 p.m.	35	2	1		1		Title I guidelines, schoolwide program, ASPI and SIG grant application discussion.
Title I, School Improvement meeting (Allakaket School)	9/09/2015 @ 6:00 p.m.	17	6	1		1		Title I guidelines, schoolwide program, ASPI and SIG grant application. Agreement that there is a need to increase student proficiency in reading, writing, and mathematics and RTI plans are good for targeting specific identified needs.

Community School Committee (CSC) Meeting (Allakaket School)	9/09/2015 @ 12:00 p.m.	9	3	1	1	Discussed SIG application and strategies for increasing student achievement.
School Improvement/STEPP meeting (Kaltag School)	9/16/2015 @ 2:30 p.m.		5	1	1	School Improvement domains, SIG application.
School Improvement/STEPP meeting (Allakaket School)	9/16/2015 @ 2:30 p.m.		6	1	1	School Improvement domains, SIG application.
School Improvement/STEPP meeting (Kaltag School)	9/30/2015 @ 2:30 p.m.		5	1	1	School Improvement domains, SIG application.
School Improvement/STEPP meeting (Allakaket School)	9/30/2015 @ 2:30 p.m.		6	1	1	School Improvement domains, SIG application.
School Improvement/STEPP meeting (Kaltag School)	10/07/2015 @ 2:30 p.m.		5	1	1	School Improvement domains, SIG application.
School Improvement/STEPP meeting (Allakaket School)	10/07/2015 @ 2:30 p.m.		6	1	1	School Improvement domains, SIG application.

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

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

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

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

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

1. Complete the following budget overview chart

District SIG Budget Overview						
School Name	Year 1 Planning	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation or Sustainability	Five-Year Total
Allakaket School	\$31,279	\$341,598	\$345,667	\$347,669	\$22,747	\$1,088,960
Kaltag School		\$234,324	\$235,503	\$233,299	\$16,916	\$742,278

	\$22,236					
Total Budget	\$53,515	\$575,922	\$581,170	\$580,968	\$39,663	\$1,831,238

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