



Yukon-Koyukuk School District

A. Need for Project (25 points)

The purpose of our proposed project is to implement the *School Success Model (SSM)* for Alaska Native Schools in 12 remote villages across two school districts. The project will serve 9 Yukon-Koyukuk School District (YKSD) schools and 3 Yupiit School District (YSD) schools (all remote) in an effort to increase academic success for Alaska Native students.

Yukon-Koyukuk School District: The Yukon-Koyukuk School District is a Rural Education Attendance Area (REAA) encompassing an area larger than the state of Washington (65,000 square miles of territory) on the Yukon, Koyukuk and Tanana River valleys in Interior Alaska. Our 9 schools are geographically isolated. Only two of the schools are accessible by dirt road, while the remaining schools can only be reached by small aircraft; flight costs are prohibitive. Over 98% of the student population is Alaska Native (Athabascan).

The remoteness of our communities presents many challenges for educators and parents working to assure their students find success in their academic aspirations. A significant barrier to parents seeking opportunities to brighten their children's futures is poverty. The poverty rate for individuals under 18 in our communities averages 33% with a range of 0.0% to 54% (*U.S. Census, 2010*). The 2011 Yukon Koyukuk region unemployment rate was over 17% (*Alaska Department of Labor, 2012*). All of our schools qualify for Title I, with an average poverty rate of 80.3%. Four schools participate in the Free and Reduced Lunch program; 85% of the students in those schools qualify (*State of Alaska, 2011*). The high poverty rates in our communities can be attributed in part to the limited number of wage-earning jobs. If a person is not employed by the village or the school, the jobs that are available tend to be seasonal, summer offerings in construction or fire-fighting. Those who cannot find employment within their communities either

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live a subsistence lifestyle, requiring them to harvest their food from the environment, or are forced to move outside of the Yukon-Koyukuk region to seek employment elsewhere.

The isolated nature of our district also makes it difficult for educators to design opportunities for students to experience the world outside their immediate environments. In our small schools, students in grades 7-12 are often placed in one classroom with one teacher who is responsible for teaching every content area. All of our schools have curricular restrictions, especially when it comes to specialized elective courses—if there is not a teacher who knows how to teach a specific specialized course, the school is unable to offer it. Some students may have to wait as many as two years to take a class that really interests them.

When students are not interested in school, they often become disengaged with and apathetic about their education. This trend is reflected in the data from our students' Standard Based Assessments (SBA) and High School Graduation Qualifying Exam (HSGQE), which show that a large majority are not achieving basic proficiencies in reading, writing, mathematics, and science. Due to our low rates of proficiency, the *YKSD* is at a District Improvement Level 4, for not meeting Adequate Yearly Progress (AYP), under the No Child Left Behind (NCLB) regulations. The progress of our schools is as follows: Allakaket (Level 2); Andrew K. Demoski (Meets AYP); Ella B. Verneti (Level 1); Gladys Dart (Meets AYP); Jimmy Huntington (Meets AYP); Kaltag (Level 3); Merrelaine A Kangas (Meets AYP); Minto (AYP proficient); and Johnny Oldman (Level 2).

Student Data: Student data shows that many of our students are at-risk of academic failure. For example, 2010-2011 data indicates that almost half of our native students were not proficient in reading (42.6%). Likewise, more than 52% were not proficient in writing and 52% were not proficient in mathematics. The district still has a great deal of work to do to ensure that all



students are proficient in core content areas. Table 1 shows district-wide data over a 3 year period; while table 2 shows science data over a 3 year period. Table 3 shows specific data by individual school site.

Table 1: YKSD Student Performance on Alaska Standards Based Assessments, 2009-2011

	Reading	Writing	Mathematics
	% Not Proficient	% Not Proficient	% Not Proficient
2009	42.8%	50.3%	51.4%
2010	38.6%	49.4%	48.0%
2011	42.6%	52%	52.8%

Table 2: YKSD Student Science Performance on Alaska Standards Based Assessments, 2009-2011

	Science Grade 4	Science Grade 8	Science Grade 10
	% Not Proficient	% Not Proficient	% Not Proficient
2009	54.3%	60.6%	54.2%
2010	47.7%	53.4%	47.8%
2011	54.9%	58.8%	46.8%

Table 3: Alaska Standards Based Assessment Results for YKSD Schools 2010-2011

School Name	Percent Not Proficient			
	Reading	Writing	Math	Science
Allakaket School	59.2%	70.3%	67.7%	87.5%
Andrew K. Demoski School (Nulato)	54.5%	59.0%	45.5%	100%
Ella B. Verneti School (Koyukuk)	57.0%	57.1%	42.9%	100%



Gladys Dart School (Manley)	28.6%	<40.0%	28.6%	0%
Jimmy Huntington School (Huslia)	37.0%	44.4%	37.0%	76.5%
Johnny Oldman School (Hughes)	33.0%	77.8%	88.9%	66.7%
Kaltag School	76.5%	76.5%	82.3%	85.7%
Merrelaine A. Kangas School (Ruby)	17.7%	23.5%	52.9%	88.9%
Minto School	17.7%	29.4%	23.5%	60%
District Total	42.4%	50.3%	52.1%	73.9%

Further, close to 50% of the tenth grade students who took the Alaska High School Graduation Qualifying Exam (HSGQE) failed to meet proficient levels in at least one of the content areas (reading, writing, or mathematics). Passing all three sections of this exam is required to receive a high school diploma in the State of Alaska. *YKSD* students who do not demonstrate proficiency by the time they graduate earn only a certificate of attendance. The *YKSD*'s students' apathy is not just reflected in their lacking scores on SBAs and the HSGQE; it also can be seen in the district's low graduation rate (42.76%) and dropout rate 5.12% (6.39% among our AK Native student population).

Yupiiit School District: The Yupiiit School District (*YSD*) serves students in Akiachak, Akiak, and Tuluksak, all villages within the Bethel Census Area. The district office is located in Akiachak along the west bank of the Kuskokwim River on the Yukon-Kuskokwim Delta. It lies 18 miles northeast of Bethel. The student population is approximately 96% Alaska Native, primarily Yupik Eskimo. *YSD* schools are faced daily with the challenge of preserving the Yupik culture while preparing students for their future in the 21st century. Fifty certified staff members meet the educational needs of the 450 students served by the district. The *YSD* faces similar geographic, demographic, socio-economic and societal issues as noted in *YKSD*'s description



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above. The YSD is in dire need of assistance and support in their efforts to meet the educational needs of students. The district is designated as a Persistently Lowest-Achieving School, and is currently in mandatory Corrective Action by the Alaska Department of Education. All 3 schools meet the qualifications for the School Improvement grant and Akiachak School is a current recipient of services through the SIG.

Yupit's 2010-2011 Attendance Rate was 84.32%; absenteeism is chronic. The dropout rate for the 2010-11 school year was 18.6%. Students leave school or attend school on an irregular basis for a number of reasons including, but not limited to, pregnancy, drugs, alcohol and/or familial concerns.

Student Data: Data confirms that the majority of students are failing academically. For example, 2010-2011 data indicates that 76% of students were not proficient in reading. Even more disturbing, 81% were not proficient in writing while 83% were not proficient in mathematics. Table 4 below shows district-wide data over the past two years; while table 5 shows specific data by individual school site. The district has a tremendous amount of work to do to ensure that all students are proficient in core academic areas.

Table 4: Alaska Standards Based Assessments for YSD, 2010-2011

	Reading	Writing	Mathematics	Science
	% Not Proficient	% Not Proficient	% Not Proficient	% Not Proficient
2010	75.2%	80.5%	82.4%	90%
2011	76%	81%	83.5%	98%

Table 5: Alaska Standards Based Assessments for YKSD by Site, 2010-2011

	Percent Not Proficient			
School Name	Reading	Writing	Math	Science



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Akiachak School	84.6%	87%	87%	93.0%
Akiak	58.7%	71%	74.6%	95.8%
Tuluksak	73.6%	77.8%	81.7%	78.3%
District Total	75.2%	80.5%	82.4%	89.0%

Many of *YSD*'s secondary students lack basic skills such as English proficiency. It is ineffective for teachers to be the sole source of knowledge and to share that knowledge through lectures and direct instruction. In *YSD* schools, this practice will continue to result in low knowledge gain without effective professional development, mentoring and funding to implement best practices. When basic skills such as English proficiency are lacking, differentiating instruction is essential to assure that all students to achieve. Teachers across all grade levels in the *YSD* require more training on how to effectively differentiate in order to meet the learning needs of ALL students. To ensure students are performing at the level of their same-age peers from across the nation, the *YSD* needs effective, specific training for K – 6th grade teachers, and all teachers need more training on the creation and use of ongoing, formative assessments and on making data-driven decisions as required by the RTI model. *YSD* staff has not moved far beyond the work done by Madeline Hunter in the 1980s when she encouraged teachers to *monitor and adjust*. The district uses the Standards Based Assessments (SBAs) and High School Graduation Qualifying Exam (HSGQE) to determine placement for upper grades in supplemental lab classes. Although the district also uses ongoing formative assessments such as AIMSWeb as a component for identifying student placement, teachers need more training on how to use it effectively to differentiate instruction. Principals conduct weekly walkthroughs to ensure that instruction addresses Alaska Standards. There is a strong need for job-embedded professional development on how to use these tools more successfully. Instructional staff also



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needs more training in culturally responsive strategies as well as strategies to engage families in their children's educations. The *YSD*'s staff desires PD and mentoring support to help students' master standards, differentiate instruction and effectively use computer-based programs, such as MAPs and ClassBright, to support data-driven instruction.

Administrative staff needs more training on facilitating and implementing school goals, interpreting assessment data, and making data-driven decisions. They also need to be more fully trained in the use of databases to better support instructional practices around the RTI model. The staff needs to be made aware of the school improvement plan and his/her responsibilities to the school as a whole. *YSD*'s teachers often need to be better informed about the "bigger picture" and to be included in the decision making process. Research-based teacher supervision models are needed to train the principals in the art of increasing teacher capacity.

Teacher turnover is an area of constant concern. Teachers in the *YSD* leave the district for a variety of reasons; some are not retained due to instructional inadequacies while others leave on their own for a variety of reasons, including but not limited to the remoteness of the sites, lack of convenient amenities, prohibitive transportation costs, as well as a lack of professional satisfaction due to the communities' predominant apathy towards education. It is imperative that the schools recruit and reward strong teachers. Implementing an evaluation and rewards system for effective teachers will not only help them develop their craft, but the *YSD* believes it will also make teachers feel valued and therefore more inclined to remain in their positions for multiple years. This effort will be multi-faceted with a strong focus on those things we CAN affect—professional development, technology coordination and implementation, and integration of resources and tools to improve standards-driven education.

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School Success Model: Despite the dismal data reflected above, the *YKSD* has embarked on an aggressive, comprehensive and relationship-based *School Success Model (SSM)*, which has greatly improved the attitudes and behaviors of staff and students greatly improving. Several of our schools have shown significant growth while the others are beginning to follow suit. The Commissioner of the Alaska Department of Education released *YKSD* from Intervention in June 2011 due to its capacity to improve overall teacher effectiveness, which in turn led to increased student achievement. The *YKSD* uses professional collaboration to improve the level of instruction in classrooms as its PD foundation. Professional development is not viewed as one more thing we have to do, but instead it defines “how we do our work.”

With additional funding, the *YKSD* is confident that all of our schools will experience great improvement, and our students will have a brighter, more successful future. The *YKSD* is eager to continue implementing the *SSM* and to partner with *YSD* to mentor and share our successes in support of their efforts. Both districts have attempted improvement efforts in the past, but we have learned that unless the effort is comprehensive, ongoing, and relationship-based, it will not succeed for our students and communities. The current situation of both districts has required us to diagnose our needs and then examine our structure more closely to identify the changes that must occur. The *YKSD* needs funding to continue the implementation of key *SSM* components outlined within the *School Success Model*. Implementation of the *SSM* was a major factor leading to the *YKSD* exiting Corrective Action with the AK Department of Education. Effective schools are dynamic learning environments with have high expectations for teachers, staff and students (Stronge et. al., 2008). The *SSM* recognizes that school improvements happen plan-fully and are built around district’s goals. As part of our improvement process, the *SSM* has been



developed as a framework that addresses achievement needs, and outlines key steps for continued improvement.

The *YSD* has identified a compelling need to address their challenges through a restructuring of existing efforts by establishing a comprehensive program (*SSM*) as part of their district that systematically prepares students to academically proficient.

B. Quality of the Project Design (30 points)

The *School Success Model (SSM)* project will serve approximately 750 students, grades K – 12, in the *YKSD* and *YSD*. The *SSM* uses Response to Intervention (RTI) as a 3-tiered instructional framework. The project will focus on providing 1) high-quality professional development to classroom teachers and school staff to address student needs at all three RTI tiers; 2) professional development to implement data-driven instruction; 3) substantial technology coordination and implementation to efficiently facilitate the model’s strategies, standards-driven education, and virtual resource library; and 4) integration of multiple resources and tools to improve standards-driven education.

Goal 1: To implement professional development and coaching to support the implementation of the *School Success Model*

Objectives	Annual Outcome Targets
<p>Objective 1.1: YKSD and YSD teachers receive training about 1) common assessments (AIMSweb and MAPS); 2) differentiating instructional design, delivery methods, and assessments that are scientifically research-based, and 3) using the six keys (safety, success, love &</p>	<p>Outcome 1.1.1: 100% of participating teachers report PD is effective, useful, and appropriate to their classroom, school, and community.</p> <p>Outcome 1.1.2: 90% of participating teachers report increased learning of strategies to support the implementation of the School Success Model.</p>



<p>belonging, freedom & independence, fun & enjoyment).</p>	<p>Outcome 1.1.3: 80% of participating teachers effectively implement strategies to support the implementation of the <i>School Success Model</i>.</p>
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Goal 2: To implement universal screening, progress monitoring, and data-driven instruction.

Objectives	Annual Outcome Targets
<p>Objective 2.1: <i>YKSD</i> and <i>YSD</i> will provide effective academic interventions to students who are having difficulty learning. Intervention strategies will be research-based and match students' needs.</p>	<p>Outcome 2.1.1: Universal screenings for all students will be conducted in both reading and math.</p> <p>Outcome 2.1.2: Individual and prescriptive plans designed for all students not meeting academic and behavioral expectations.</p> <p>Outcome 2.1.3: Progress monitoring will be conducted with all students who participate in reading or math interventions.</p> <p>Outcome 2.1.4: Student plans are reviewed and revised throughout the school year.</p>

Goal 3: To significantly increase the academic success of the *YKSD* and *YSD* students.

Objectives	Annual Outcome Targets
<p>Objective 3.1: To increase <i>YKSD</i> and <i>YSD</i> student achievement on common assessments used for universal screening.</p>	<p>Outcome 3.1.1: <i>YKSD</i> and <i>YSD</i> students improve on key reading measures.</p> <p>Outcome 3.1.2: <i>YKSD</i> and <i>YSD</i> students improve on key math measures.</p>



<p>Objective 3.2: To increase the Standards Based Assessment results of 3rd – 10th grade students in the <i>YKSD</i> and <i>YSD</i>.</p>	<p>Outcome 3.2.1: Increase percent of all students proficient in reading by 5% each project year.</p> <p>Outcome 3.2.2: Increase percent of all students proficient in writing by 5% each project year.</p> <p>Outcome 3.2.3: Increase percent of all students proficient in mathematics by 5% each project year.</p> <p>Outcome 3.2.4: Increase percent of all students proficient in science by 5% each project year.</p>
<p>Objective 3.3: To increase the graduation rates in the <i>YKSD</i> and the <i>YSD</i>.</p>	<p>Outcome 3.3.1: Increase percent of students graduating in four years.</p>

Building Capacity and Long Lasting Results: The *SSM* project will build capacity and yield results that extend beyond the project period in three ways: 1) the *SSM* project builds upon *YKSD*'s current efforts of providing ongoing, sustained professional development for instructional staff; 2) the *SSM* will build *YKSD* and *YSD*'s capacity of instructional staff to better address the needs of students who are not academically proficient; and 3) the *SSM* will build the capacity to integrate multiple resources and tools for improving standards-driven instruction. The *SSM* builds on *YKSD*'s current efforts to develop a strong partnership between the school, family and community. In collaboration with parents and community members, each school will develop a family involvement plan that annually which outlines a means of creating structures for parents and community to become engaged in the school. Research suggests that solid structures for parent and community involvement in education must include six essential elements in which involvement can occur: 1) parenting education, 2) better communication between school and home, 3) volunteering in schools, 4) learning at home, 5) decision making,



and 6) collaborating with the community (*Epstein, 1997; Sanders and Herting, 2000; Clark, 2002*).

Targeted Professional Development: Research suggests that professional learning is at the core of school improvement. In order for it to be successful, it must be conducted as an ongoing process, not just a one-time approach. Continued practice of methods and strategies is crucial for teachers to become comfortable enough to implement them in their classroom. PD must provide opportunities for deepening practice, including observing fellow teachers and working with an on-site “coach” or content expert (*Keller, 2007*).

The *SSM* was developed knowing that programs designed to assist Alaska Native students academically must be based on scientific research about what works well for these students. Several studies conclude that student improvement increases when learning activities are hands-on, engaging and student-centered. Learning needs to be relevant and tied to students’ interests and experiences. Our professional development activities using *Performance Excellence for All Kids (PEAK)* strategies will better equip and prepare teachers to work with their students by improving their teaching and instructional practices. *PEAK* professional development will be designed so that all school staff from *YKSD* and *YSD* are better equipped with the essential tools (concepts, methods, approaches, strategies, and techniques) they need to ensure success for all students. *PEAK* resources draw upon the best, research-supported practices and are proven to be highly successful.

Professional development is an essential component to the overall success of the *SSM* project because it equips participants with the foundation necessary for providing instruction in ways that lead to high levels of student achievement. Activities will focus on introducing and coaching teachers regarding researched best practices in all core content areas.



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PD trainings (district-wide, on-site, virtual coaching, mentoring) will be provided in large part by the *PEAK Learning Systems* team, and will integrate content and pedagogy in content areas identified by both districts as areas in which teachers need additional support. All PD activities through the *SSM* project will focus on understanding the best practices of three areas (Context, Content and Process) identified by the *National Staff Development Council* as 3 critical domains to ensure effective instruction. **Context refers to** the physical and emotional environment for learning. The physical context refers to lighting, colors, sounds, temperature, smells, and spacing. Emotional context has to do with the feelings/emotional impact that results from being in the learning environment. **Content refers to** the specific knowledge, skills, and understandings that the learners need to acquire. The Alaska State Standards for identified content will be the focus. **Process includes** the style, strategies, and technique components that are drawn upon to ensure that the learning objectives are met by the learners. Process applies to what we do to manage both content and context.

All PD focuses on the comprehensive *SSM* comprised of best teaching practices that are aligned with current research and intervention models. The PD also equips teachers with the critical tools necessary to profoundly increase student achievement, not only in terms of content, but also with the standards and expectations that will be demanded of students throughout their lives. A broad range of effective curriculum, assessment and instruction tools will be modeled and shared, all driven by one purpose – reaching *Performance Excellence for All Kids*. From the model, teachers will be able to choose their appropriate starting points as they work to establish and maintain exciting classrooms with achievement levels beyond their highest expectations. Follow-up coaching/mentoring will be provided through video, and through a camera system that provides ‘just in time’ coaching.



During PD activities, participants will use research-based, brain compatible tools to do the following: **Context:** Increase student motivation, engagement and learning; Build and maintain a classroom environment in which students work harder and learn better; and, Reduce discipline problems. **Content:** Deepen understanding; Prepare students to excel on major assessments; Improve system assessment results; and, Use assessment to inform instruction. **Process:** Improve the quality of student work; Increase student accountability; Use assessment to teach and boost motivation, achievement and retention; Grab students' attention and keep it; Use questions to engage every learner; Give directions so every student follows them correctly; Use feedback effectively; Use every minute of class time effectively; Integrate assessment with instruction; and, Use brain-compatible teaching strategies. **Benefits:** Maximize teaching time; Reach higher standards and reduce achievement gaps; Make teaching easier and more rewarding; and; Impact students you thought were unreachable.

Implementation of Data-Driven Instruction and Standards-Driven Education: All project activities and methods provided through the *SSM* are based on effective teacher strategies for improved planning, quality and rigor of instruction. Activities support Alaska Content and Performance Standards by implementing a standards-based approach. For example, teachers will learn 1) how to identify (through practice and repetition) standards they will address; 2) how to identify prerequisite knowledge and skills as they think about what students would need to know before the standard is taught; and 3) how to unpack the standards to determine the key elements students need to achieve and what students needs to know, and be able to do in order to meet a specific Alaska Standard. Teachers will also learn how to design assessments to determine if students have developed the particular skills and knowledge needed. Table 6 below shows what this would look like:

**Table 6: Process of Planning for Improved Instruction**

Traditional Practice	PEAK Practice (Standards-Based)
Select a topic to teach from the curriculum.	Select standards from among those students need to know at a specific grade level.
Design instructional lessons or activities.	Design an assessment through which students will have an opportunity to demonstrate those things.
Design and give an assessment.	Decide what learning opportunities students will need to learn those things.
Assign a grade or give feedback.	Plan instruction to assure that each student has adequate opportunities to learn.
Move on to new subject matter.	Use data from assessment to provide feedback, reteach, or move on to next level.

High-quality instruction responds to the individual differences in a learning community and is essential in providing additional support, enrichment, and/or intervention. Inherent to high-quality instruction is rigorous content that is delivered through differentiated instruction.

Although this looks different at each school, the strategies being implemented meet the specific needs of the students. Project activities support teachers in offering instructional activities that are culturally relevant and integrate school content with the cultural context of the indigenous community whenever possible. Instructional activities put students at the center of academic and social learning. Our students' needs drive instruction, NOT programs or curriculum.

Finally, project activities will help teachers develop a different way of thinking with the purpose of changing their instructional practice. Teachers will begin to look at standards and



assessments before they look at what they are going to teach. This strategy is called backwards mapping and it requires teachers to determine what they want students to know and be able to do (grade specific standards), as well as how they plan to assess it. Then they figure out what kind of lessons they need. This strategy supports the importance of having an assessment aligned to standards because it eliminates the practice of only assessing what is in a specific chapter, not what the actual standard or knowledge of the content requires.

Professional development activities address how teachers can adjust their classroom practices to prepare students for large-scale assessments. Rather than “teaching to the test” in a literal sense, teachers are shown how to use best practices for instruction and assessment to create motivated and self-directed student learners who make progress in knowledge, skills, and application of higher order thinking strategies. Some strategies that will be taught include how to: 1) Design backwards from standards and expectations, 2) Incorporate incremental development to build deep & lasting proficiency, 3) Use distributed practice for retention, 4) Clearly articulate expectations, and 5) Use ongoing assessments to increase learning AND ensure standards are met before evaluations provide scores.

Academic Supports: The *SSM*’s first priority builds on current successful improvement efforts in the *YKSD* to evolve them into a support system serving both the academic and social-emotional needs of Alaska Native students. Enhancement and evolution of those successful strategies will continue to narrow learning gaps and offer life-long successes to many more students in the *YKSD* and *YSD*.

A district-wide comprehensive Response to Intervention (RTI) process provides the final component for a cohesive system that schools can utilize to focus, measure, and respond to high standards and assessments. RTI is a framework for providing instruction and interventions at

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increasing levels of intensity until all students succeed. The framework is intended to help teachers and schools provide instruction matched to student needs, monitor progress frequently to guide instruction, and apply data to determine which students are in need of more intensive services. RTI is not a single program but an interconnected series of procedures and decisions that seek to prevent academic failure through early intervention, frequent progress monitoring, and increasingly research-based interventions for struggling students. In this 3-tiered model, Tier I is the core instruction provided to students while Tier II and III are interventions provided as additions to the core instruction. The *SSM* will use the RTI model as a blueprint for the *YKSD* and the *YSD* schools to deliver academic and behavioral supports.

Tier I: *Academic Supports* will focus on PD activities that help teachers improve their content knowledge and pedagogical skills. PD activities are driven by the knowledge that improving teacher skills will increase student achievement. Academic support PD will empower educators to help every student succeed. It is particularly successful in engaging AK Native students. The *PEAK* team will provide all-staff workshops, on-site visits, and virtual coaching. Virtual coaching is a remote support design that provides teachers with real-time coaching direction through the use of classroom webcams and audio earpieces and/or video observations with coaching feedback provided after the lesson.

Tier II: All supports existing in Tier I will continue to be provided in addition to Tier II supports. Through the analysis of standards-based assessments and the use of universal formative assessments – AIMSweb and MAPs – the districts will target those students below proficient and provide prescriptive interventions as a part of the Tier II pyramid of support. School staff will conduct data dialogue sessions three times annually. These sessions will consist of all staff analyzing SBA, AIMSweb, MAPs and ClassBright assessments to identify students who are in

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need of additional standards practice. *PEAK* will assist staff in providing Tier II academic supports through on-site and “open classroom” coaching. Individual and prescriptive plans will be designed during the fall analysis and reviewed/revised during winter and spring. Movement into or out of Tiered support is based on performance on the standards based assessments.

Tier III: All supports in Tier I and II will continue with additional supports. When achievement gaps are allowed to grow, the result is exponential loss of knowledge. Tier III is designed to provide significant intervention to those students who most need it. This support will provide small group or individual practice toward GLE proficiency.

Technology: The *SSM*'s objectives will be supported by ClassBright, a web-based software system developed and delivered by WWIDEA, an educational nonprofit Success Model partner. ClassBright is a standards-aligned instruction and assessment-planning tool. It contains an interim assessment data bank and standards framework including district text correlations and other resources aligned to individual standards. Using ClassBright's system of tools and integrated resources, teachers easily develop and supply learning plans to address student deficiencies. This system is currently being used by the *YKSD*. As program service expands to the *YSD*, their local curriculum correlations to the standards will also be included in the system. ClassBright developers will coordinate with Measured Assessment Progress developers to efficiently access and use MAPs assessment data for students; to help teachers identify specific areas needing remediation at the beginning of and throughout the school year; and to support RTI planning.

Key technology personnel will be added to support the successful implementation of the varied technical systems required to support the *SSM*. An Ed Tech Coordinator will help instructional staff and administrators understand, implement, and maintain technology services


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including: video conference for collaborating, coaching, and training; podcasting and other methods to develop artifacts for teacher PD and student portfolio development; model lessons integrating technology for teachers; and use of a cloud format tailored for Alaska's limited bandwidth needs to meet identified student needs.

C. Quality of the Management Plan (20 points)

Extent to which the project management achieves the proposed objectives on time and within budget (10 points)

Activity	Dates	Person Responsible
Hire Project Directors for <i>YKSD</i> and <i>YSD</i>	August 2012	<i>YKSD</i> Admin Team; <i>YSD</i> Admin Team
Hire School Improvement/Curriculum Coordinator	August 2012	<i>YKSD</i> Admin Team
Hire Instructional Technology Coordinator	August 2012	<i>YKSD</i> Admin Team
Professional Development (<i>SSM</i> training) Alaska Institute	August/September 2012	<i>YKSD</i> PD/Curriculum Director & <i>YKSD</i> Admin Team
Best Practices Instructional Training In-Service	August, 2012 initially with ongoing support throughout project period	<i>YKSD</i> Project Director, <i>YKSD</i> Admin Team
District Leaders' Collaborative Planning Meetings	September 2012 and annually each project year	<i>YKSD</i> & <i>YSD</i> Project Directors, PD/Curriculum Director
Site Visits for Ongoing PD	September 2012 and ongoing	<i>YKSD</i> & <i>YSD</i> Project Directors
Virtual Coaching	September 2012 and ongoing	PD/Curriculum Director, <i>PEAK</i>



		Learning Systems
ClassBright Instruction	September 2012 and ongoing as needed	World Wide IDEA
Development of Evaluation Tools	August 2012 to September 2012	Evaluator
Data Collection	August to May annually	Evaluator
Data Analysis	Quarterly as appropriate, during project period	Evaluator
Data Reporting	Quarterly during project	Evaluator, Project Director
Purchases Assessment Software & Differentiated Learning Online Curriculum	August 2012 and as appropriate/needed	Project Director
PEAK Intensive Leadership Institute	June 2013	Project Director, Project Administrator

Extent to which the adequacy of procedures for ensuring feedback and improvement in the operation of the project are addressed (10 points)

Project feedback and continuous improvement is built into the program design to ensure that the SSM project meets the overall goals/objectives, and provides teachers and students with the educational resources they need. Our evaluation process measures have been designed to provide monthly feedback related to project implementation. Data will be summarized and reported to the project coordinator quarterly. Summaries of the monthly activity logs will provide a picture of the activities being implemented by schools. We have also included specific process measures that will be reported to the program director on a regular basis, including staff surveys that



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participants will complete after each professional development activity. These will provide feedback to assess whether staff gained the targeted knowledge and skills. Changes to the professional development can be made immediately based on participant feedback. We have also included annual feedback about program satisfaction from the staff beginning in the 2012-2013 school year. This feedback will allow the YKSD to make periodic changes to the structure of the program.

D. Adequacy of Resources (15 points)

Extent to which the costs are reasonable to # of people served & anticipated results/benefits (5 points)

The YKSD understands that implementation of high-quality programs requires a substantial commitment on their part to facilitate and support staff in their efforts to implement key project strategies that will lead to improved student achievement overall. The district is committed to providing the necessary resources that will lead to improved teacher practice and increased student learning.

The district has carefully considered the amount of personnel time needed to ensure success, and we have assured there are sufficient personnel to provide direction to the grant and accomplish its goals and objectives. This project draws upon the expertise of some contracted personnel to maximize efficiency. The procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36 have been adhered to in selecting consultants.

Relevance and commitment of each partner to the implementation/success of the project (5 points)

YKSD & Tribal Offices: The YKSD will be the fiscal agent and will direct the grant project. The district will maintain the SSM in the district and provide coordination between schools, consultants, local Tribal Councils, and other partners. YKSD will also provide mentoring/coaching and collegial support/collaboration to the YSD as they implement the SSM.

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YSD: Yupiit will partner with *YKSD* to implement the *SSM* and will receive collaborative support for improving learning for Alaska Native students. World Wide IDEA: World Wide IDEA (*WWI*) will provide technical support/customization to provide efficient data-driven instruction planning systems in conjunction with AIMSweb & MAPs data. *WWI* will also support ongoing education technology and school partner collaboration efforts to help the *YKSD* to fulfill project design needs. Local Tribal Councils: Local tribal councils will provide support including resources such as community meeting spaces, help facilitate community relationships with local schools & support positive student development activities such as student council, gym night, and opportunities for involvement in local tribal council work. Northwest Evaluation Association: Ongoing assessment over time is a critical component of any successful academic program. Understanding each student's academic level gives teachers the power to help him/her excel. MAPs, by Northwest Evaluation Association, provides computerized adaptive assessment tools that makes it possible to provide educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time. These assessments present students with engaging, age-appropriate content. As students respond to questions, the test responds to the student, adjusting up or down the level of difficulty. MAPs data will be associated with the ClassBright lesson planning system to effectively inform instruction and assessment planning. PEAK Learning Systems: *PEAK* will provide customized, ongoing PD for effective teaching strategies. They will provide on-site and virtual coaching services to *YKSD* and *YSD*. *PEAK* has over 15 years of experience working with Alaska Native students.

Goldstream Group: Goldstream will develop program evaluation tools to measure the success of the program. They will provide quality, ongoing evaluative data and support for all required reporting.



Extent to which the budget is adequate to support proposed project (5 points)

Budget resources are adequate to support the project. There are ample funds to provide PD to all instructional staff, to obtain and analyze data, PD evaluations, and achievement monitoring/testing. Further, there are sufficient funds for the procurement of programs, consultants, evaluation personnel, and supplies/materials that are essential for implementation of initiatives and monitoring of objectives/project milestones.

E. Quality of the Project Evaluation (10 points)

The extent to which methods of evaluation are thorough

The evaluation for the *SSM* project will include both formative and summative components to determine the overall effectiveness of the project. The formative evaluation will 1) examine the project's achievement of implementation benchmarks; 2) describe the project activities and processes; 3) share student and staff perceptions about the project services; 4) identify problems encountered during delivery of the project and how they were resolved; 5) determine whether the project as implemented matched the project as planned; 6) ascertain the strengths and weaknesses of the project; and 7) develop hypotheses about the project's impacts on the outcome goals and reasons why certain project goals may or may not have been met based on operational factors.

The summative evaluation will address the extent to which the project achieved its stated outcomes. The central questions will include: Were intended outcomes attained? Were there differences in the outcomes attained by the services received by school, by grade level, or by other factors?

Evaluation includes the use of objective performance measures:

The following table describes each of the process and outcome measures that will be assessed, the measurement tool to be used, a timeline for FY 2012, and analysis process.



Process (P)/Outcome (O) Measure	Measurement Tool	Timeline and Analysis
Objective 1.1: YKSD and YSD teachers receive training about 1) common assessments (AIMSweb and MAPS); 2) instruction to differentiate instructional design and delivery methods; and assessments that are scientifically research-based; and 3) using the six keys (safety, success, love & belonging, freedom & independence, fun & enjoyment).		
(P) Professional development activities are delivered to teachers within timelines as described.	Monthly activity logs	<ul style="list-style-type: none"> Collect and review monthly for program monitoring
(O) 100% of participating teachers report PD is effective, useful and appropriate to their classroom, school, and communities.	Post training surveys	<ul style="list-style-type: none"> Administered at the end of each training activity and annually.
(O) 90% of participating teachers report increased learning of strategies to support the implementation of the <i>School Success Model</i> .	Teacher content survey	<ul style="list-style-type: none"> Pre-survey August of each school year; post-survey May of each school year.
(O) 80% of participating teachers effectively implement strategies to support the implementation of the <i>School Success Model</i> .	Classroom observation protocol	<ul style="list-style-type: none"> A random sample of classrooms will be observed each school year.
	Lesson plan review rubric	<ul style="list-style-type: none"> ClassBright lesson plans will be reviewed annually.
	Principal evaluation of teachers	<ul style="list-style-type: none"> Principals will complete an annual evaluation of teachers' implementation of project strategies.
Objective 2.1: YKSD and YSD will provide effective academic interventions to students who are having difficulty learning. Intervention strategies will be research-based and match students' needs.		
(P) Universal screenings for all students will be conducted in both reading and math.	<ul style="list-style-type: none"> AIMSweb and MAP assessment data 	<ul style="list-style-type: none"> Collect and review quarterly for program monitoring
(O) Individual and prescriptive plans designed for all students not meeting academic and behavioral expectations.	<ul style="list-style-type: none"> Student intervention plans 	<ul style="list-style-type: none"> Collect and report quarterly for program monitoring
(O) Progress monitoring will be conducted with all students who participate in reading or math interventions.	<ul style="list-style-type: none"> AIMSweb and MAP assessment data 	<ul style="list-style-type: none"> Collect and review quarterly for program monitoring



Process (P)/Outcome (O) Measure	Measurement Tool	Timeline and Analysis
(O) Student plans are reviewed and revised throughout the school year.	<ul style="list-style-type: none"> Monthly activity logs; student intervention plans 	<ul style="list-style-type: none"> Collect and report quarterly for program monitoring
Objective 3.1: To increase YKSD and YSD student achievement on common assessments used for universal screening.		
(O) YKSD and YSD students improve on key reading measures.	<ul style="list-style-type: none"> AIMSweb and MAP assessment data 	<ul style="list-style-type: none"> Pre-data collected in the fall and post-data collected in spring each year.
(O) YKSD and YSD students improve on key math measures.		
Objective 3.2: To increase the Standards Based Assessment results of 3rd – 10th grade students in the YKSD and YSD.		
(O) Increase percent of all students proficient in reading by 5% each project year.	<ul style="list-style-type: none"> State of Alaska Standards Based Assessments 	<ul style="list-style-type: none"> Test conducted March of each year; longitudinal data analysis
(O) Increase percent of all students proficient in writing by 5% each project year.		
(O) Increase percent of all students proficient in mathematics by 5% each project year.		
(O) Increase percent of all students proficient in science by 5% each project year.		
Objective 3.3: To provide clinical intervention and treatment for students identified with mental health problems.		
(O) Increase percent of students graduating in four years.	<ul style="list-style-type: none"> District graduation rate 	<ul style="list-style-type: none"> Annual report; longitudinal analysis