

SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.**

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Humboldt		County/District Code: 12629016007967
Local Educational Agency (LEA) Name Klamath-Trinity Joint Unified School District		LEA NCES Number: 0619950
LEA Address P.O. Box 1308		Total Grant Amount Requested \$2,239,598
City Hoopa	Zip Code 95546	
Name of Primary Grant Coordinator Michael Reid		Grant Coordinator Title Superintendent
Telephone Number (530) 625-5600	Fax Number (530) 625-5611	E-mail Address mreid@ktjUSD.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Michael A. Reid		Telephone Number (530) 635-5600
Superintendent or Designee Signature (Blue Ink)		Date

SIG Form 2—Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements, B. Narrative Response Requirements* on page 26 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

Hoopla Elementary serves 450 students and is currently in year 9 of Program Improvement. It has gone through Stage 1 of a Transformational Model. Leadership at the school has shifted to a dual role with a shared model of using an academy model utilizing a K-5th grade Principal and 6-8th grade Principal on the same site. The board approved this action in August 2011. This is currently reshaping and allowing for setting the stage for Stage 2 Transformational Model. The school has begun to stabilize a support model under the current leadership. Test scores still remain low with 34.9 % of students proficient in Math and 29.9% of students proficient in ELA. It meets its participation requirements in both content areas but falls significantly short in meeting only 6 of 10 critical AYP performance objectives. Hoopla Elementary also has a significantly high Special Education number with a 25% increase expected in the 2012-13 school year. A series of board meetings and Community meetings have been held to perform a needs assessment that has led to designated reforms that the community wishes to see implemented. An outcome of this time was a joint collaborative effort with Humboldt State University in the form of a questionnaire developed through community stakeholders, district personnel and at site teaching staff. The survey was collected and analyzed, and determinations were made to address the overall programmatic needs of the school (see attachment KTJUSD 2010-11 Community Needs Assessment Findings).

The potential for encroachment of SPED is continuing to be problematic. This has a direct impact on school and district resources. This necessitates a change model that promotes RTI and more a proactive scope of services for our special needs population.

Another effect given the District's remote location is the difficulty presented in bringing ongoing professional development necessary for staff to accelerate their learning, in order to institute change models in instruction. The staff is desirous of professional development and has begun to form and utilize self-directed Professional Learning Community (PLC) models. However, the district is not able to supplement the cost to attend such events, and therefore cannot mandate the attendance of the instructional staff.

Finally, data has been problematic in regards to utilizing consistent forms of assessment to ensure fidelity to a reporting system, as well as the tools to make reporting consistent.

The above all combine to continue to plague the school site-- as well as the District-- in the ability to institute change necessary to promote academic growth for students and teachers.

ii. Selection of Intervention Models

Response:

As a response to both the school data and the needs assessment survey, it was determined that the best path for response was the choice of School Transformational Model.

The following determinations were used as criteria:

- a determination of new administrative model was needed. The district was utilizing an “academies” model implementing the use of three site principals. This has been reformed to two. Each principal has a responsibility to cover an academy at the school site. One principal covers K-5th and the other 6-8th. This allows for intensity of focus on smaller groups of teaching staff, increasing the ability to provide a “coaching” model to improve instructional practice. This was brought forward as part of the Community Needs Survey.
- Lunch and recess schedules have been altered to fit a tiered approach to regular day instructional schedules, thus increasing the effectiveness of instructional time.
- The use of PLC’s and data teams is being created to increase a focus on instructional strategies and practices, as well as intentional focus on student data to determine instructional effectiveness.
- The use of an RTI(2) response team was needed and would be created to address the learning needs of at risk students and the primary framing of a “Tier Level” approach to learning needs would be used.
- A need to respond to student behavior was also indicated through the needs survey. Therefore, a determination was made to fund additional counseling positions, as well as the implementation of staff development training. This created a response to behavioral needs, which included the RTI model.
- A determined focus on Literacy was also identified through both Standardized Reading assessment scores and formative assessment outcomes. This created a preliminary Tier II RTI (2) response with implementation of the “Read 180 and Systems 44” program for those students scoring 2 or more grade levels below current academic year.
- A determination for nutritional improvement was also indicated through the needs assessment. Therefore a response to changing school menus and offering healthy snacks and water was utilized.

The other 3 models were reviewed by all community stakeholders, district staff and school site staff. Rationale for not using the other 3 models is as follows;

- School Closure Model- Hoopa Elementary is the largest school in the Klamath-Trinity Joint Unified School District. Other campuses were either at site capacity or remote in nature. This determination would have created a District hardship that could not be funded adequately.
- Restart Model- Due to the remoteness of the district, neither a services provider nor chartering agency would be available and able to address the programmatic needs in a timely fashion.
- Turn-Around-Model- Hoopa Elementary collaborates in a joint educational endeavor with local Native American Tribes. A

systemic effort to work collaboratively in a joint educational endeavor with local Native American Tribal Councils, and use of recommendations of the Indian Policy and Procedures Task Force has led to extensive training of currently employed staff members. Eliminating staffing with disregard to community needs was not a feasible consideration. This was indicated numerous times in roundtable discussions, community meetings, and open Board meetings. The local community would simply not support this effort and resistance was extreme.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

The LEA demonstrates capacity to implement the Transformational Model in the following ways:

- A determination for administrative replacement has been considered and implemented. A bi-level (Village Concept) model has been utilized to strengthen instructional and student oversight.
- The LEA is currently working on a district-wide evaluation system for both administrators and instructional staff that will be rigorous, transparent and equitable. This will include the use of multiple assessments, including student data and a walkthrough program to create a 'coaching' forum for increasing instructional effectiveness. The use of grade level teams will be given task time to create next steps instructional planning through the use of reflection on both student data and instructional practices. Currently, the use of PLCs is in place and a refinement of the PLC process is a district and site priority. A determination for an equitable recommendations committee is currently being formed. The need for teacher recognition and staff rewards is currently under development at all LEA sites.
- The district utilizes a Professional Development Committee (PDC) that encompasses multiple stakeholders. Meetings are held quarterly and determinations for professional development are based on teachers' and district needs for student learning. Current practice is the ongoing use of, and fidelity to, the Kim Sutton and Dale Parker mathematics strategies; Lindy Lidberg reading strategies, continued use of Scholastic Read 180 reading program, and Love and Logic schoolwide discipline implementations. The PDC reviews district progress and available funding, then prioritizes Professional Development based on district data and school-wide needs.
- In an effort to increase teacher effectiveness and address the need for Highly Qualified Staff, the District has begun a partnership with UCLA in order to increase the number of

RSP/SDC credentialed teachers. This is an ongoing effort to sustain and retain staff due to increasing SPED numbers. This enhances the Tier I-III RTI approaches that currently are being formed at the school site. A second component of the partnership focuses on Math and Science instruction, with priority status for instructional staff that is serving at Hoopa Elementary School. This program is currently being funded at no additional cost to the District. The focus outcome of this program is to increase both teacher effectiveness and enhance teacher retention in the District.

- Hoopa Elementary currently uses the following universal screeners: STAR data, Dibels, Basic Reading Inventory, Curriculum Based Assessment, Read 180 lexiles and Systems 44 decoding, District Wide Writing Assessments and SCOE assessment . Each of these components is used continuously to inform and differentiate instruction in order to meet the academic needs of individual students in grades K-8, as it pertains to the State Standards for Reading and Literacy.
- PLCs and grade level teams meet regularly to determine program effectiveness. Current needs status under development is the use of classroom “walk-through’s” to increase the determination of fidelity of program as it pertains to reading and student literacy.
- Hoopa Elementary is currently using a Tiered Level Response to Intervention model to address academic and behavioral needs of students. Additional training of administration and staff is an ongoing priority.
- The need to seek and retain the services of a District Grants Coordinator will be sought after and utilized as part of Round 1 of the funding model. A sustainable outcome for this position will be that the position funds itself after year one as determined by a designation of each funded grant that the coordinator is successfully granted.
- In response to determining students with identified needs, Hoopa Elementary uses a variety of effective strategies to support students in a Least Restrictive Environment. A Tier Level response system (RTI-2), Student Study Team, Professional Learning Communities, and grade level teams review and assess students learning needs on a regular basis. Current determination for Hoopa Elementary is to support the use of “Collaborative (Inclusion) Classes”, Therapeutic Behavior Classes and Comprehensive Learning Center. This is a priority status at the school site as students with identified needs have increased by 25%.
- Current status of Hoopa Elementary is the use of one computer lab that is being used to support Scholastic Read

180 and Systems 44. This lab is vastly overused and is not adequate to support the current ADA of the school. The need for an additional computer lab is great, in order to allow for program differentiation and the ability to utilize and increase student frequency of use. This would increase fidelity to current programs. The district currently supports 1 F.T.E. tech lab assistant at Hoopa Elementary. The need for an additional lab assistant will be necessary to ensure maintenance and oversight of the lab.

- A provision for additional training to staff to increase the effectiveness of the Read 180 program would also be needed.
- Additional funding resource will be the purchasing rights to America's Choice PD 360 program. This will provide ongoing staff development for increasing "Best Practices" instruction. Due to the remoteness of the District and school site, this would allow 'at finger-tips' access to highly effective instructional professional development.
- Funding for increasing the daily learning component will be utilized by providing an 'after-school' academy. All students will be eligible to attend. Transportation costs would need to be supplemented and certificated staff members will be eligible for additional daily pay as outlined in the current CTA/KTTA contract. Focus will be on the Literacy and mathematics. The use of Pearson Company's Math Facts in a Flash, English in a Flash, and Read Naturally will be utilized in the Tech Labs. The use of an after-school programs coordinator will be utilized to oversee the program.
- Additional funding will be used to purchase "Power Learning" as a program that will allow for formative assessments aligned to State Standards in both Reading and Math to be developed and used across grades 2-8th. This will further develop progress monitoring of students and consensus data that can be used to form instruction.
- Hoopa Elementary has implemented the 2nd Step and Why Try? Curriculums as a means of improving the school climate. A universal approach for these strategies is used by all staff members. Current needs are developing a "Lifeskills" program that can be used for an ISS (In School Suspension) program as well as a positive discipline approach to increase and influence smart choice decision making. Staffing needs for this would be a Part Time Classified employee given training on use of Positive Behavior Intervention strategies. The school needs to continue the development of their Positive Behavior System that encompasses the "3-B's system: Be Safe, Be Responsible, Be Respectful.
- Support structure for assurance of programmatic changes will

be supported through the LEA at the District Level. A comprehensive support system features a Chief Business Officer, Special Education Director, Director of Curriculum, 2 Site Principals, District Personnel Officer, Accounts Payable/Receivable and a District Superintendent.

Barriers to Program Implementation:

The following may be barriers that preclude implementing service model to Hoopa Elementary:

- Union advocacy of systemic change of potential teacher assignments, including programmatic changes in work conditions
- Community resistance to substitutes to utilize time for teacher collaboration or PLCs, Intensive Data Review or Professional Development release time.
- Teacher resistance to implementing new instructional models in general education practices of Special Education practices.
- Native American policy group understanding of state identified instructional practices
- Community and teacher resistance to extending instructional services in a 3 day model.
- Teacher resistance to use and fidelity of District programs.
- Teacher resistance to progress monitoring with expected outcomes.

The following are evidence of the existence of these barriers:

- The District has a strong union that has specific contractual language regarding teacher reassignment.
- The present community has shown a lack of understanding for early release time or the use of substitutes to supplant the normal teaching day and has voiced concerns at District Board meetings and other community meetings.
- Paradigm shifts in instructional models have occurred only through volunteerism and have yet to be District mandated. This condition is partly due to not having a progressive evaluation model that encompasses the Standard for the State Teaching Profession.
- Current instructional practice has not been mandated by the district which is a direct need for an improved evaluation tool.
- Data sharing is not concise with protocols in place at the school level.

iv. Recruitment, Screening, and Selection of External Providers

Response:

The LEA will utilize both County Services and the use of Scholastic and Pearson Education as a technology software tool. However, the District has no plan to use an external entity to provide technical assistance in implementing the 'Transformational' Model.

v. Alignment of Other Resources with the Selected Intervention Models
<p>Response: The LEA currently uses the following resources as additional funding to support SIG implementation:</p> <ul style="list-style-type: none"> - Title 1 funding is use to support identified socio-economic disadvantaged students, is used to provide free or reduced lunch to all students at the Hoopa Site. Materials and supplies are identified and supported by approval of the school’s Site Council and the School Wide Plan. This includes partial funding of the Read 180 program and additional staffing for classroom instruction with the use of Instructional Aides that meet the Literacy Test for Para-professionals. It also isolates funding for materials and supplies needed to continue the use of Tier 2 Literacy Support. - Title 2 part A funds are used in conjunction with a partnership with UCLA extension to provide teacher development in both the areas of SPED certification and Math and Science support. BTSA support is made available for Year 1 and 2 teachers. This includes identifying and providing a teacher mentor. This supports the effectiveness of retention of Highly Qualified teachers in a series of support efforts to create effective teaching practices.
vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
<p>Response N/A</p>
vii. Modification of LEA Practices or Policies
<p>Response: Currently the LEA has completed a negotiations process for a 2 year contractual agreement. In the 2012-13 school years the LEA will have the right to begin the agreement ‘Sunshine Process’ with the Klamath-Trinity Teachers’ Association (KTTA). A result of this effort will be to address Article VII regarding Transfers and Reassignments, and Article IX Evaluations. Effort to achieve a win-win status will be a priority to current language. Current LEA practice includes quarterly District Advisory Committee meetings. This practice will be extended to Quarterly Community forum meetings with communicated notice to parents and Community Stakeholders of the Hoopa Elementary School. The purpose of these meetings will be to review the “deliverables” as it pertains to the student learning and instructional models as granted by both the use of SIG monies and any additional funding used to create opportunities for student learning and achievement.</p>
viii. Sustainment of the Reforms after the Funding Period Ends
<p>Response: The LEA will re-examine the progress of the District in regards to student</p>

learning outcomes. Evaluation of the program will be the use of student generated data and progress monitoring via state test data, programs data and progress monitoring. Programs that show desired student progress will be evaluated and budgeted with Title 1 as well as Title 7 and Title 2 funding, in an effort to sustain those programmatic changes that show an impact on student learning.

The intent of the monies allocated to early intervention classrooms (Inclusion and Behavior) should be able to be reduced if the service model sustains the desired effect of reducing intensive SPED services. The continued implementation of a defined RTI model will also further alleviate the potential encroachment on the LEA General Fund reducing extended services for identified students.

Teacher effectiveness increases through the use of sustained professional development will create teacher retention and continue providing Highly Qualified status for staffing.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

The expected outcome for student achievement at Hoopa Elementary in Grades 2-8th will be an increase of 10% proficiency of all identified AYP sub-groups in both Reading and Math from the previous school year. This will be the precedent outcome for 3 consecutive years, and will be measured by the Standardized Testing and Accountability Reporting. Progress monitoring will be achieved by data desegregations of all AYP sub groups. Targeted students will be identified by both school grade level teams and school data teams. The use of SMART Goals will be created with intermediary outcomes for AYP subgroup performance. This can be monitored through the effective use of the 'Power Learning' program, Data Director, MMARs data reporting, Dibels scores and Basic Reading Index results. The use of the District Director of Curriculum and Instructions in conjunction with the Site Administrator will oversee and monitor the progress of student groups and grade level outcomes. Status reports will be provided each trimester to school site, Superintendent and local School Board.

x. Inclusion of Tier III Schools (if applicable)

Response:

N/A

xi. Consultation with Relevant Stakeholders

Response:

The LEA has used and continues to include the following stakeholders in the process of identifying School Improvement model: The local School Board, District Advisory Committee, School Site Council, Community Forums, Indian Tribal Councils, the Klamath Trinity Teachers Association, and the local CSEA unit. The process for communication and feedback is ongoing and has been a regular process of both monthly and bi-monthly meetings. Common agendas are created for each group with the opportunity for feedback provided. The only rejection of proposal for the stakeholders group has been that of the other

purposed models for School Improvement. This maintained and described in area ii of the grant application Identified barriers in article ii are only potential in nature and may not be realized without the advent of SIG funding.

SIG Form 3—Budget Instructions

Instructions for Completing Budget Summary (SIG Forms 4a and 5a)

The LEA must include LEA Budget Summary (SIG Form 4a) and a School Budget Summary (SIG Form 5a) for each school the LEA commits to serve. As the LEA is preparing the proposed budget, it should take into account the selected intervention model and size of school enrollment.

An approved LEA application will receive a minimum of \$50,000 and a maximum \$2,000,000 per school, per year for each of their eligible Tier I, Tier II, and Tier III schools that are included and approved in the sub-grant application. The total three year grant cannot exceed \$6,000,000 per school.

Important:

- The LEA and School Budget(s) must address all three years of the grant
- The LEA and School Budget(s) must be of sufficient size and scope to implement the selected intervention
- The LEA and School Budget Summary forms may not be modified and broken down further than the object codes provided (e.g., 1000, 2000, 3000, etc.)

Instructions for Completing Budget Narrative (SIG Forms 4b and 5b)

The LEA Budget Narrative must provide more detail regarding the information provided in the LEA Budget Summary. The School Budget Narrative must provide more detail on school-level information provided in both the school proposed budget and the Implementation Charts.

Use the LEA and School Budget Narrative forms to describe the costs associated with each activity reflected in the budget. Please include both district and school level budget forms. Both the LEA Budget Narrative and the School Budget Narrative must clearly identify those activities that are related to costs included in the pre-implementation column on the LEA Budget Summary (SIG Form 4a) and on the School Budget Summary (SIG Form 5a), if applicable.

A general description of activities and their corresponding range of object codes is provided below. See the complete list of object codes on SIG Form 6 – Object of Expenditure Codes. Be sure that your LEA name appears on all pages.

- The LEA and School Budget Narratives must be grouped by object code series (e.g., 1000, 2000, 3000, etc.)
- The LEA and School Budget Narrative must include totals by object code series, year, and three-year term of grant

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Klamath-Trinity Joint Unified School District	
County/District (CD) Code: 12-62901	
County: Humboldt	
LEA Contact: Michael Reid	Telephone Number: (530) 625-5600
E-Mail: mreid@ktjUSD.k12.ca.us	Fax Number: (530) 625-5611
SACS Resource Code: 3180 Revenue Object: 8920	\$140,863

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2012–13	FY 2013–14	FY 2014–15
1000– 1999	Certificated Personnel Salaries			
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits			
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs	72,229	34,023	34,611
Total Amount Budgeted		72,229	34,023	34,611

SIG Form 4b—LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the LEA Budget Summary (SIG Form 4a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed. Tie component to budget item (e.g., Professional Development to PD class).

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
Indirect costs (for administrative overhead), charged at the allowable Unaudited Actuals Rate	72,229	34,023	34,611	7330

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Hoopa Elementary	
County/District (CD) Code: 12-62901	
County: Humboldt	
LEA Contact: Michael Reid	Telephone Number: (530) 625-5600
E-Mail: mreid@ktjUSD.k12.ca.us	Fax Number: (530) 625-5611
SACS Resource Code: 3180 Revenue Object: 8920	\$2,098,735

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2012–13	FY 2013–14	FY 2014–15
1000– 1999	Certificated Personnel Salaries	413,100	421,100	421,000
2000– 2999	Classified Personnel Salaries	41,500	1,500	
3000– 3999	Employee Benefits	169,892	151,458	151,079
4000– 4999	Books and Supplies	124,500	28,500	28,500
5000– 5999	Services and Other Operating Expenditures	133,106	9,000	4,500
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs			
Total Amount Budgeted		882,098	611,558	605,079

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Hoopa Elementary School

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
Professional Dev't – Kim Sutton, Instructional Approach to Math: Certificated Staff & Admin	16,806			5200
Professional Dev't – Explicit Direct Instruction Presenter @ 4500/day	4,500	4,500		5800
27 Certificated Stipends @ 300/day	8,100	8,100		1150
10 Classified Stipends @ 150/day	1,500	1,500		2950
Statutory Benefits	1,536	1,536		3100-
Subtotal:	15,636	15,636		3600
Counseling & Special Ed Support for K-2 nd Grade Inclusion Model for Tier 2-4 level Response to Intervention				
9 Certificated Positions @ 45,000/yr	405,000	413,000	421,000	1100
Statutory & H/W Benefits	148,500	149,922	151,079	3100-
Subtotal:	553,500	562,922	572,079	3600
Implementation of READ 180 Program as Tier II Level RTI to targeted student needs for literacy. Staff training and technology assistance is needed to improve and implement – with fidelity – the components of the program.				
Read 180 Institute: Trainer of Trainers for 10 Certificated Staff	21,000			5200
Read 180 Presenter for technology components	6,300			5800
90 PC computers	90,000			4300
Software support	15,000			5800
Hardware support	10,000			5800
Furniture	6,000			4300
Subtotal:	148,300			
<i>Continued on Page 52</i>				

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a) and include the costs in the FY 2012–13 column of this form. Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Hoopa Elementary School

Activity Description (See instructions)	SIG Funds Budgeted			Object Code
	(Identified per year)			
	FY 2012–1	FY 2013–1	FY 2014–1	
<i>Continued from Page 51</i>				
Professional Development – Offer opportunity to teachers to become dual certified through UCLA extension Program, and to become HQT in science and Math 10 teachers @5,500/teacher	55,000			5200
Subtotal:	55,000			
Grants Program Coordinator, for Year 1 only 1 Classified Position @ 40,000/year Statutory and H/W Benefits	40,000 19,856			2200 3100 - 3600
Subtotal:	59,856			
Technology Software Programs as an integral component				
High Stakes Math	3,500	3,500	3,500	4300
Training	4,500	4,500	4,500	5800
America’s Choice PD 360 Program	25,000	25,000	25,000	4300
Subtotal:	33,000	33,000	33,000	

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Hoopa Elementary	12-6291	0619950	x						x		

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Turnaround Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School:	I or II (circle one)				
Required Components	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a. Replace the principal and grant the new principal sufficient operational flexibility.					
b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment, screen all existing staff and rehire no more than 50 percent, and select new staff.					
c. Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.					

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

School: _____ I or II (circle one)					
Required Components	Tier: Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.					
e. Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, or hiring a “turnaround leader” who reports directly to the LEA.					
f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California’s adopted academic standards.					

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

School:		I or II (circle one)			
Required Components	Tier: Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
g. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.					
	Core				
	Amount Increased: _____				
h. Establish schedules and implement strategies that provide increased learning time.	Enrichment				
	Amount Increased: _____				
	Teacher Collaboration				
	Amount Increased: _____				

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

Note: See the Program Guidelines section of the request for applications for a list of optional Turnaround Model

School: I or II (circle one)					
Required Components	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
i. Provide appropriate social-emotional and community-oriented services and supports for students.					

components.

Optional Component	Actions & Activities	Timeline Start End		Oversight	Description of Evidence

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School: I or II (circle one)					
Required Components	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	A shift in Principals at the site has already occurred due to anticipation of prior 11-12 Funding model having been provided	8/2011	5/2013	LEA Supt. and School Board	Board Meeting Action Item and Minutes support the action.
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	The current action of the KTTA/CTA unit is finalizing an agreement of support for an new and more rigorous evaluation tool. Outcomes will be: -a new district wide evaluation tool - a remediation plan that ensures all instructional staff are provided support allowing ample time for progress -a consistent progress monitoring plan that administration will use to ensure support of student learning and teacher practice	1/12	On going with yearly review	LEA, School Site Administration, Supt., KTTA	Completed teacher evaluations with clearly articulated goals to address ELA and Math effectiveness

School: I or II (circle one)

Required Components	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
<p>a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>The current action of the KTTA/CTA unit is finalizing an agreement of support for and new and more rigorous evaluation tool. Outcomes will be: -a new district wide evaluation tool - a remediation plan that ensures all instructional staff are provided support allowing ample time for progress -a consistent progress monitoring plan that administration will use to ensure support of student learning and teacher practice - a clearly articulated reward system with embedded stipend system for reward progress articulated. - a clear defined involuntary transfer policy that articulates poor performance aligned with data outcomes added as a MOU to the existing contract.</p>	<p>9/2 012</p>	<p>9/2 015 if fun din g mo del con tinu es</p>	<p>LEA, Site Administration, KTTA Leadership</p>	<p>An MOU will be formed with the Klamath-Trinity Teachers Bargaining Unit certifying program and instructional effectiveness outcomes.</p>
<p>a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>A District-Wide Professional Development Committee works in conjunction with the LEA providing targeted professional development that aligns with the Districts Strategic Plan and the school sites instructional needs as identified through multiple data assessments and suggested outcomes indicated in local area tribal concerns aligned to Indian Policies and Procedures task force recommendations.</p>	<p>8/2 012</p>	<p>8/2 015</p>	<p>LEA-Site Administration, District Professional Development committee, Local Indian Education Tribal Councils</p>	<p>Stated Meeting Minutes Articulated Professional Development Plan that encompasses all staff training on Read 180, Systems 44 and High Stakes Math programs. Additional training on data teams and progress monitoring through the use of the district's new Data Director Program</p>

School:		I or II (circle one)			
Required Components	Tier: Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	The LEA has aligned a partnership with UCLA to allow dual certification of certificated staff in both SPED and Gen. Ed. Credentialing. This partnership also allows single subject credentialing in Math and Science with priority preference given to minorities. This alignment is a \$5,000 matching fund model	8/2011	8/2013	LEA in partnership with UCLA	Program completion by applicants.
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	Hoopla Elementary uses the following data to align instruction to Houghton-Mifflin's California adopted reading program. Dibbles, STAR, Basic Reading Inventory, Curriculum based measures and Focus on Results Assessments. Students identified in the lowest 30%ile are provided additional instruction with Scholastic's Read 180 program and Systems 44. This is continuous from grades K-8 th grade.	8/2011	Ongoing	LEA, School Administration, RTI Team, School Data Teams and Site Grade Level Teams	Meeting Calendar Quarterly and Trimester Reporting of Data Student based learning outcomes resultant of Data Meetings Student Progress Monitoring via Data Director Data
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	School grade level teams and PLCs meet either monthly or quarterly to disaggregate student data, identify student needs, and plan next steps instructional strategies based on data. At risk students are referred to school RTI team for tier level supports	8/2011	Ongoing	LEA, School Administration, RTI Team, School Data Teams and Site Grade Level Teams	Calendared Meetings Student Data reports RTI Tier Level placements and monitoring protocols

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School:		I or II (circle one)			
Required Components	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) Establish schedules and implement strategies that provide increased learning time.	Core Math=70 min/day	9/2012	6/2015	LEA Site Principals KTTA	School Schedule that denotes timelines according to instructional time increase
	Enrichment = 45 min= day/3days per week				
	Amount Increased: 135 min/week				
	Teacher Collaboration 60 min./week				
	Amount Increased: 0				
d(1) Provide ongoing mechanisms for family and community engagement.	Quarterly Community forums are held to address school progress and programmatic implementation. Hoopa Valley Elementary has an active Site Council that meets quarterly to review and determine use of title monies. Indian Policy and Procedures Task Force meetings are held monthly at the school or district site. District Advisory Council meets quarterly to review all LEA programs tied to Title and restricted categorical funds	9/2011	ongoing	LEA, IPP Task Force, SSC, KTTA and DAC	Local Announcements, newsletters, published meeting agendas and minutes. Website updates with monthly calendar updates posted on District and school website

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School:		I or II (circle one)			
Required Components	Tier: Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Hoopla Valley Elementary Administration, parent groups, and IPP Task Force is afforded time to create active budgets that support program implementation. District Calendars are set with input from multiple stakeholders. Regular budgeting meetings with the Districts CBO are held quarterly with Site Administration to ensure monies set for targeted use are being effectively implemented	8/2012	Ongoing	LEA-District CBO Site Principals KTTA	Operational Calendar posted on website. Site Council Agendas, School progress reporting to Site Council and Board
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The LEA provides oversight to all programmatic changes and implementation to ensure School Wide Plans, budgets, professional development, staffing, curriculum and technology assists the school in the use of the 'transformation model'	8/2012	Ongoing	LEA-District Supt., CBO, County Office of Ed, Site Principal	Quarterly Budget Outcomes School Wide Plan clearly denotes change models and is approved by Site Council

School: I or II (circle one)

Optional Component	Tier: Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
District Wide Evaluation tool to ensure fidelity to use of instructional program developed	LEA is already working in conjunction with the local District Bargaining Unit to implement an evaluation tool that ensures teacher support and measures teacher effectiveness	9/2012	ongoing	LEA LEA, Site Administration, KTTA Leadership	Evaluation Tool completed and Board Approved
Use of Inclusion (collaborative teaching classes) to address Tier 1-2 support of RTI(2)	Volunteer teachers have been identified and will begin implementing a collaborative teaching model in grades K-2 nd to support the use of inclusion to ensure rigorous differentiated instructional strategies are being used to support student learning with attention given to identified SPED students			Site Principal	Classes Staffed Accordingly
Provide additional technology for the site to be able to implement fully the use of Read 180 program. This includes additional professional development	The need for 2 fully equipped (30/lab) PCs will be purchased to support the use of the Read 180 and Systems 44 program. An additional 2 PCs per classroom will be purchased to assist and support student access.			District Technology Team (ITT support), additional tech assistant and LEA	Computers purchased, lab created, program installed and staffing completed
Implementation of data that supports RTI and Student progress monitoring model	Training of administration and site lead teachers will be utilized to support school-wide implementation of the use of and RTI system. This will include the use of the Districts Data Director Program			LEA, Supt, ITT support, District Director of C/I	Data System used to support progress monitoring along with current data collection tools placed into the program collection. RTI team meeting notes and student progress monitoring evident