



Successful School Improvement Plan

School Information:

School Name: Effie Kokrine Charter School

Plan Year: 2024/2025

City/Village: Fairbanks, AK **Zip Code:** 99709

Phone Number: 907-474-0958

Principal: Josh Snow

Contact Information: joshua.snow@k12northstar.org

District: Fairbanks Northstar Borough School District

Superintendent: Luke Meinert

District Liaison: Chane Beam **Phone:** 907-452-2000

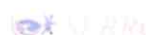
Email: luke.meinert@k12northstar.org

ESSA Designation: CSI

TSI Subgroup(s) (if applicable): Graduation Rate

School Mission: The mission of the Charter School is to provide educational opportunities for students to succeed in the world by developing a strong sense of purpose, identity, place and community through cultural and academic empowerment.

School Vision: The philosophy of the Charter School is that, for students to achieve their educational goals, their learning must connect, or resonate, with them. To resonate, the students' learning must be embedded in a meaningful context. To achieve a meaningful context, the learning must be based in who the students are and where they come from – their homes and their culture. Therefore, the school makes extraordinary efforts to relate curriculum, teaching methods and every aspect of the school experience to the homes and social communities from which the students come.



School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3 year plan based on data collected through the reviews and created in collaboration with school and community members (SCLT).

Goals & Strategies

Goal #1: Students will earn at least 3 credits per semester through consistent attendance and comprehensive academic interventions allowing them to move to the next school grade level.

Measures: Student Graduation Progress

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. HS Student daily attendance rates	Power school	83%	85%	90%	95%
2. Credits earned per semester	Power school				

Strategy #1: If we develop a comprehensive Attendance Program, then staff members will utilize multiple evidence-based strategies with families and students, and students will have improved school attendance leading to increased student learning outcomes and completion of credits per semester.

Measures: The percentage of students with increased student Attendance rate and impact of attendance rate on student learning outcomes as measured by attendance and progress of course completion.

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Daily attendance rates	Powerschool	83%	85%	90%	95%

Strategy #2: If we implement an evidence-based school-wide reading intervention program, then at-risk students will meet their reading growth targets and earn graduation credits more consistently.

Measures: MAP Growth Reports will show an increase in Reading Scores from Fall to Spring.



Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
Student reading levels	benchmark scores	85%	90%	95%	100%
MAP test results	MAP	Current level	% growth	% growth	% growth

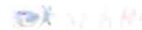
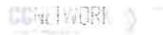
Strategy #3: If we implement a credit-recovery program for 11th and 12th graders, then credit deficient students will be empowered to complete credits and make progress toward graduation course completion.

Measures: The percentage of students who move to the next grade level prepared to succeed based on learning outcome from the credit recovery program.

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
	benchmark scores	85%	90%	95%	100%
MAP test results	MAP	Current level	% growth	% growth	% growth
Semester course completion report	Data Dashboard	Baseline determined by Individual Student Graduation Plan Progress			

Year 1 Milestones and Actions

Milestone 1: A comprehensive Attendance Program has been developed and implemented.



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. 4. Meet with <i>Everyday Labs</i> Rep	Increased understanding of using behavioral science in attendance intervention	Summer 2023	NA	Principal	Admin Secretary
2. Explore <i>Attendance Works</i> Resources	Evidence-based practices utilized in comprehensive program	July/Aug 2023	web site	Principal	Admin Secretary
3. Communicate with families about importance of attendance before school starts	Back to school Smores newsletter to parents	July 2023	Smores subscription	Principal	Admin Secretary
4. Implement program of school-wide attendance incentives in support of increased student performance outcomes	Multiple student attendance incentives in support of increased student performance outcomes	Aug -Dec 2023	NA	All staff	

Milestone 2: A *Reading* Intervention program has been developed and implemented for all students grades 7-12.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Work with district reading specialists	Method for benchmarking all students	July / Aug 2023	NA	Principal	District Reading Specialist
2. Identify resources to be used for "leveled" groups	Texts and software platform to be used in the program	Aug 2023		Principal	
3. Educate/inform students and parents	Parent night, digital	Sept 2023	NA	Principal	



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
	communications sent to families, assemblies completed with JH/ HS				
4. Utilize Lexia Power Up in grades 7-9	Web-based reading program to be used as literacy intervention	23/24 school year	Lexia Subscription	JH teachers / HS English teachers	

Milestone 3: A Credit Recovery program has been developed and implemented for 11th and 12th graders

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Review student transcripts to identify HS classes which require credit-recovery modules	Subject areas/ classes with highest failure rates	Dec 2023	NA	Principal / HS Team	
2. Create template for credit recovery classes	Build 1 credit-recovery class per subject area	Dec 2023	Google classroom	HS Teachers	
3. Host credit-recovery summer session	Students	May/June 2024		HS Teachers	AK Native Ed Dept/ Migrant Ed.

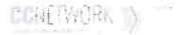
Year 2 Milestones and Actions

Milestone 1: The Attendance Program has been refined and optimized resulting in a decrease of chronic absenteeism and an increase in the number of students on track for graduation.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. A family communication calendar has been developed	Calendar, more efficient system of communication with families	Fall 2024	NA	Principal	



Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collab orators
2. Attendance incentives have been refined based on student and family survey	Attendance incentives in support of student learning outcomes, survey	Fall 2024	TBD	Staff	
3. Develop, implement and monitor a graduation support plan for students that are in need of credit recovery.	A targeted program of meeting with students and families, beginning in 9th grade, to address credit needs and credit recovery is in place and is in place resulting in higher graduation rates.		Allocate money to Non Certified Salary Support Staff, Overtime for administrative secretary . 2.5 hours a week X 36 weeks = 90 hours = \$3,520.08	Erika Swanson Administrative Secretary	Josh Snow, Principal
4. Graduate Success Implementation	Duties for Graduation Success Coach (work)- Identifying and signing students up for independent study classes, credit recovery modules and other methods of earning	Fall - Spring FY 25			



Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collab orators
	<p>graduation credit.</p> <p>Graduation Success Conferencing with families and students.</p> <p>9th GRADE</p> <p>Fall- Meet with all students (25). Emphasis on Freshman 6. Spring- Meet with students who failed 1 or more classes in the fall. Assign credit recovery module / sign up for Effie credit recovery summer school.</p> <p>sign up for Effie credit recovery summer school</p> <p>10th Grade</p> <p>Fall- Identify and meet with all students who are credit deficient. Some will be newly enrolled at Effie. Currently 8 out of 23 returning students failed 1 or more classes in 9th</p>				



Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collab orators
	<p>grade.</p> <p>Spring- Meet with students who failed 1 or more classes in the fall. Assign credit recovery module / sign up for Effie credit recovery summer school.</p> <p>11th Grade</p> <p>Fall- Identify and meet with all students who are credit deficient. Some will be newly enrolled at Effie.</p> <p>Spring- Meet with students who failed 1 or more classes in the fall. Assign credit recovery module / sign up for Effie credit recovery summer school.</p> <p>12th Grade</p> <p>Fall- Identify and meet with all students and their parents who are credit deficient. Some will be newly enrolled at Effie.</p>				



Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collab orators
	<p>Currently 11 out of 23 returning students failed 1 or more classes in 11th grade. Develop a Graduation Success Plan for each of these students which includes credit-recovery options. Follow-up conference at the end of 1st quarter.</p> <p>Spring- Follow-up conference at the start of second semester.</p> <p>Spring- Meet with students who failed 1 or more classes in the fall. Identify alternative options for students who are at high risk of dropping out.</p>				

Milestone 2: The school-wide reading intervention program has resulted in an increase in number of students reading at grade level



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Benchmark all students at the start of the school year	"Leveled" groups	2 weeks	TBD- based on benchmark assessment	Certified staff	
2. Educate/inform Parents and Guardians	Parent night, digital communications sent to families, assemblies completed with JH / HS	Fall semester	NA	Principal	
3. Utilize Lexia Power Up in grades 7-9	Web-based reading program to be used as literacy intervention	2024-25 school year	Lexia subscription	JH teachers / HS English teachers	

Milestone 3: The credit-recovery offerings have resulted in an increase in 11th graders achieving "senior credit status."

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify 11th and 12th graders requiring credit-recovery.	Students enrolled in credit-recovery	Aug	NA	Certified staff	
2. Provide Sat and holiday work sessions with certified teachers.	Students completing credit-recovery.	Fall	TBD	Principal	HS Teachers

Year 3 Milestones and Actions

Milestone 1: The Attendance Program has become part of the school culture and resulted in an improvement in average daily attendance rate compared to previous years.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Utilize social media for Family Communication	Newsletters/social media	Aug-May	TBD	Principal, grade level advisors	
2. Quarterly Assemblies- Attendance focused in support of student learning outcomes.	Increased student learning outcomes due to increase in attendance	Quarterly	TBD	Staff	



Milestone 2: The school-wide reading intervention program has resulted in at least 75% of students reading at grade level

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Benchmark all students at the start of the school year	“Leveled” groups	2 weeks	TBD- based on benchmark assessment	Certified staff	
2. Educate/inform students and parents about the school-wide reading intervention Program	Parent night, digital communications sent to families, assemblies completed with JH / HS	Fall	NA	Principal	Certified Staff, District Teaching and Learning Department
3. Utilize Lexia Power Up in grades 7-9	Web-based reading program to be used as literacy intervention	2025-26 school year	Lexia subscription	JH teachers / HS English teachers	

Milestone 3: The credit-recovery program has resulted in an increase in the school’s graduation rate.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify 11th graders who need to complete credit-recovery course work in order to achieve senior status.	Students enrolled in credit-recovery	Aug	NA	Certified staff	
2. Provide Sat and holiday work sessions with certified teachers.	Students completing credit-recovery.	Fall	TBD	Principal	HS Teachers

Reporting

Year 1 Progress Reporting (To be completed at end of school year)

Goal

Goal #1: Students will earn at least 3 credits per semester through consistent attendance and comprehensive academic interventions allowing them to move to the next school grade level.

Strategy#3: If we implement a credit-recovery program for 11th and 12th graders, then credit deficient students will be empowered to complete credits and make progress toward graduation course completion.



Indicator: The percentage of students who move to the next grade level prepared to succeed based on learning outcome from the credit recovery program.

Measure: Semester course completion report **Actual Results:** In Process - Summer Course Offerings for Credit Recovery **Comments:** Review course completion data after summer Credit Recovery is complete.

Milestone 3: The credit-recovery offerings have resulted in an increase in 11th graders achieving "senior credit status."

% Milestones Completed: 75% **% Actions Completed:** 1-2 Complete, 3 in process

Strategy #2: If we implement an evidence-based school-wide reading intervention program, then at-risk students will meet their reading growth targets and earn graduation credits more consistently.

Measure: MAP Growth Reports will show an increase in Reading Scores from Fall to Spring.

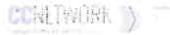
Indicator: MAP Benchmark Grades 7-11

Actual Results:
 MAP Reading Achievement 41% or Higher
 Fall 32%
 Winter 32%
 Spring 32%

Comments: All students (7-11) benchmarked!

- Staff conducts analysis of Spring AK Starr results
- Intervention meetings scheduled with chronically absent students. Student Agreements signed.
- **Indicator:** The percentage of students who move to the next grade level prepared to succeed based on learning outcome from the credit recovery program.

Note: Although Achievement levels remained the same for all students, MAP Growth indicator increased significantly Overall Growth for 7-11 all students 55% >80th.



Milestone 2: A Reading Intervention program has been developed and implemented for all students grades 7-12.

% Milestones Completed: 75%

% Actions Completed: 1-3 complete, 4 in process

Causes and Adjustments for Year 2: Lexia utilized all JH students and HS students with IEP's. Plan more targeted use of Lexia for 24/25.

Year 2 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: text

Year 3 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.



Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text

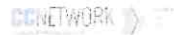
% Actions Completed: text

Causes and Adjustments for Year 2: text

Assurances

By my signature below, I assure that

- the district has reviewed and approved the school's improvement plan as submitted through GMS,
- that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.
- that the district will continue to support the school in the full implementation of the plan as presented, and
- the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.
- The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).



By my signature below, I assure that

Superintendent's Signature:




Date:

8/30/24

By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by

- holding regular School and Community Leadership Team planning meetings,
- monitoring the implementation of the actions and tasks according to the timeline, and
- communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.

Principal's Signature:



Date:

8/30/24