

2011-2012 MID-YEAR REPORT

TO THE BOARD OF EDUCATION



2011-2012 Board Goals

- The Board would like to establish a long-term vision for the district through a strategic plan or similar process.
- The Board will focus on their professional development as a board especially around the area of budget.
- The Board will focus on better communication with communities, parents, the district as a whole and themselves.
- The Board hopes to level the playing field and assure that all sites receive the same academic focus.
- The Board will focus on academic growth for ALL students.

This month's board report takes on a different format. As an organization, we have focused this fall on working to support the Board's goals for itself and the district. The five goals set by the Board this past spring have been regularly reviewed at administrative meetings and are taken into account while planning for events, including both staff and curriculum development.

Input from all SWRS sites has been compiled under each of the five goals.

***Coming together is a beginning.
Keeping together is progress.
Working together is success.
--Henry Ford***



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LONG-TERM VISION

The Board would like to establish a long-term vision for the district through a strategic plan or similar process.

District-Wide Efforts

District Office staff continues to take a leadership role in utilizing the Alaska Steps Toward Educational Progress and Partnership (STEPP) planning model to develop and implement school improvement practices that are research based, cost effective, and relevant to the lives of our students and communities. Under the facilitation by the Director of State and Federal Programs, the full compliment of Instructional Team members, including the Director of Instruction and Information Systems, the Director of Special Education and Student Support, the Director of Yup'ik Studies, the Coordinator of Technology, the Instruction Support Specialist, the Media Specialist, the Computer Aided Instruction Specialist, the Student Support Services Specialist, the Lead Counselor/Assessment Specialist and the Superintendent have been pulled together this year to build support and provide common vision and direction as the District analyses what is working and develops plans to make changes that will improve the instructional program for student learning. Participants meet during weekly one-hour meetings to review and update the District Improvement Plan developed last year as well as to monitor the progress towards meeting the action steps specified in the plan. The District Team also monitors the sites' development and implementation of each site specific plan.

Bristol Bay Visioning Project

District Office staff participated in the Bristol Bay Regional Vision project to gain further insight into each of the communities perspective of educational issues within the region and to incorporate the time and efforts made through that planning process into the district's and school's improvement plans. Priorities identified in the Visioning project that are currently being addressed at the district and site levels include:

- Creating open communication between the community and the school teachers and administrators through the use of Parent Teacher Conferences, Student Led Conferences, home visits, and the mailing of the grade appropriate Parent-Institute newsletters to each home;
- Continue seeking involvement of young people through the development of the district-wide Student Government program that provides opportunities for students to participate in leadership activities. High school students, as well as middle-school students from the K-8 sites from across the district participated in activities at the Student Council Leadership Retreat in Manokotak in early December;
- Implement Fisheries Education Kits through working with the Fishery Biologist from the Alaska Department of Fish and Game;
- Encourage celebration of our cultures through community gatherings and exchanges between

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youth and elders through school open houses, other uses by the community within the school, and projects to provide service to the elders by the school, including participation in the Elder's Lunch Program and award of the Elder's Scholarship for post secondary education; and

- Encourage bilingual/bicultural and other programs in schools to help children learn about subsistence and stewardship of resources through the renewed efforts to build a district-wide Yup'ik Studies program. This includes the establishment of a centralized Yup'ik Studies director position and the beginning stages of the development of comprehensive K-12 Yup'ik Studies curriculum. All new staff participate in an orientation to the Yup'ik culture and the plant, animal, and human resources available within the region during the new teacher inservice. The district further provides for staff to participate in a year-long Orientation to Teaching in Rural Alaska led by the Director of Yup'ik Studies.

District Office staff have also worked to promote a long term vision by:

- Working with site staff to deploy and support the district's electronic curriculum supplements Renaissance Place, Education City, and Study Island and data collection tools to help give staff information to better plan instruction and improve student performance.
- The Technology Coordinator has worked to create automated systems to allow staff to view and analyze student performance data.
- The progress of the district Alaska STEPP Plan continues as the district leadership team meets weekly to address the indicators within the plan. The key and SMART indicators in the first four domains have been monitored, reviewed, and updated. These domains include curriculum, assessment, instruction, and supportive learning environment. In the coming meetings, the remaining indicators will be monitored and updated. Also, assessment data will continue to be reviewed to determine the needs and focus for the next school year.
- District-wide Writing Assessments are conducted three times per year and data is collected and presented to teachers in a format that allows staff to see growth over time in writing skill.
- Long-term planning is being done to make our libraries more useful to students and staff.
- The Special Education department is working hard to insure that the district is in compliance with all Federal and State requirements and that all students educational needs are being met.
- The Special Education department is also spearheading an effort to improve the district's relationship with our regional health care providers and to make services more accessible to our students through site "Wellness Day" activities.
- The Yup'ik Studies Program is working to support school environments that reflect cultural awareness and an understanding of cultural values of the students and community by organizing and providing all the new teachers coming into the district with an introduction of the culture of the Yup'ik people with a special focus on individual sites. The new teachers are also given an opportunity to enroll in Ed F 456 Orientation to Teaching in Rural Alaska. This course deviates from the normal semester course offered through the local campus (Bristol Bay) University of Alaska Fairbanks following the seasonal subsistence cycle of the local people. We currently have teachers enrolled from Togiak, Manokotak, Aleknagik, and Koliganek.
- The Yup'ik Studies Program further addresses Task # 4 under this step - Establish professional development for staff involved in providing Yup'ik Language to Students.
- All the Yup'ik Studies Instructional aides were provided with a two-day in-service September 8-9, 2011 in Dillingham.

LONG-TERM VISION

Site-Based Efforts

All SWRS sites are working to support a sustainable, long term vision for both site and district. Staff at all eight schools are building site-based STEPP plans to enhance long-term planning and support sustained growth in our schools.

Aleknagik:

- Staff are holding weekly collaborative meetings to discuss the local STEPP plan and student achievement.

Clarks Point:

- Staff is working hard to track student performance and already this year are seeing positive gains in both reading and mathematics.

Ekwok:

- Staff are holding monthly STEPP meetings to discuss the local STEPP plan and reports on progress to their local CSC to get their input.

Koliganek:

- Koliganek School created a plan two years ago to promote a long-term vision that supports the District's STEPP process. The vision was created during several community meetings where all stakeholders had the opportunity to work collaboratively. As we go through the STEPP process at the District and site level we revisit our vision to ensure that any program or changes we make are aligned with our vision. *"Koliganek School is committed to providing every student with the opportunity to grow and develop as life-long learners. We believe school should be a positive place where students are actively engaged while working cooperatively with staff and other students to reach their full potential. Our staff, students, parents, and community members work together to create a support network for all students to learn and become productive citizens."*
- Some of the things we do to make our vision a reality include the following: STEPP, Professional Portfolios for teachers, Kagan cooperative learning

strategies, Professional Learning Communities (PLC), weekly collaborative meetings with agendas and specific roles for all members, peer observations by teachers using the six lenses, informal observations by the principal using the six lenses, behavior improvement and behavior reward tickets.

Manokotak:

- Manokotak School staff is very involved in helping our students reach their full potential. We have put many hours into analyzing data, looking at students individually, and using knowledge gained from professional development trainings to place each student in the best environment for their learning and growth in all subjects. The NCLB goals are what we are striving to accomplish. To reach these goals all shareholders (teachers, students, parents and community) must work in partnership. Academically, every Manokotak School student must have the best possible chance of realizing success. Also, educational experiences should provide a love for life long learning and self-respect. Manokotak School should help our students acquire the ability to survival in both rural/village and urban/city life and be active contributors to their community.



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- Key to our success at Manokotak School has been the implementation & alignment of the new district curriculums with state standards and the use of technology in education. Combined with targeted resources and collaboration with many partners. Manokotak has been able to provide additional academic support for students who may otherwise have fallen through the cracks. We have also, been using data to compare the success of students in various subgroups where new interventions are being tried.

New Stuyahok:

- Staff is communicating with the community and parents about the importance of all students attending school each day. Staff have developed grade level programs to expose each student, not at grade level, to instruction designed to close the gap between their instruction level and their grade level. Also, we are continually visiting our school improvement STEPP plan, looking at the indicators, to insure that we are working to meet the goals.

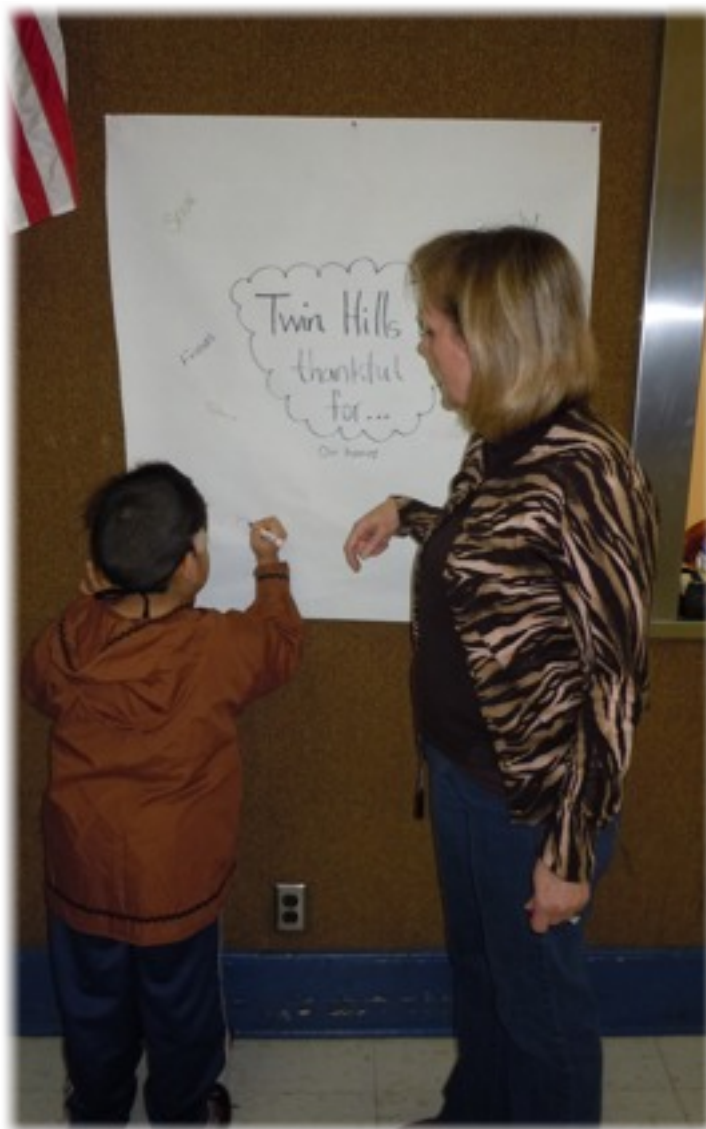
Togiak:

- The site leadership team is tasked with management of the STEPP process at Togiak School. This team is composed of teachers, community members, parents and administrators. As we develop goals for the current and upcoming school years, we plan with a 3-5 year window in mind.
- In order to better implement the goals of the leadership team, focus teams have been formed to address specific needs including a Core Team (discipline/procedures), Yup'ik Cultural Team (development and implementation of cultural heritage and language program), and Reading Committee (reading intervention and program development). In addition to the primary purpose of these committees, each is tasked with utilizing their focus area to improve the learning environment at Togiak School in order to create an atmosphere that is both academically challenging and encourages school spirit.

- Professional Learning Communities at the elementary, middle, and high school levels will also focus on the development of programs that reward academic excellence, promote cultural and school pride, and offer opportunities for students to fully engage in our school.

Twin Hills:

- Staff is continues to meet to review their site STEPP plans for school improvement.



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The Board will focus on their professional development as a board especially around the area of budget.

District-Wide Efforts

Professional development for ALL SWRS staff has been a primary focus of the District Office. A new focus this year has been on expanding staff development opportunities to include all SWRS staff. Special emphasis has been placed on including our classified staff in trainings and inservices. District leadership feels that it is critically important to give our paraprofessionals the chance to play a more direct role in daily instruction. In addition to normal beginning of the year fall inservices for certified staff, activities so far this year include:

Reading Inservice:

- In August, the District provided additional inservice training time for both certified and classified staff. On Tuesday, September 6th, the certificated teachers participated in two distance-delivered workshop sessions conducted by Lexie Domaradzki. Lexie has been working with the District for the past two years to analyze the AIMSweb benchmark data in order for teachers to pinpoint student deficiencies early in the year and to adjust instructional practice to meet the students' needs. Teachers are in the process of completing a "quadrant-analysis" which sorts students into 4 categories (Quadrant 1: Strong Reading Rate/High Accuracy, Quadrant 2: Low Reading Rate/High Accuracy, Quadrant 3: Strong Reading Rate/Low Accuracy, and Quadrant 4: Low Reading Rate/Low Accuracy), This process helps to identify

students in Quadrant 1 who should continue with their current program, students in Quadrant 2 who need a fluency intervention to help increase speed without sacrificing accuracy, and students in Quadrants 3 and 4 who need further diagnostic support to determine their individual specific instructional needs.

Paraprofessional Inservice:

- On Wednesday, September 7th, over 40 classroom instructional aides met in Dillingham to work with previous New Stuyahok teacher, Carol Thompson and teachers Lida Storch, Shannon Clouse, Kirsten Tesch, and Deb Endicott on the District's K-6 Reading Mastery program. While some of the instructional aides may have used the materials in the past, this was their first formal training. Participants were completely led through the steps of using the program with students. Each instructional aide also had hand-on practice in small group settings by role-playing either as the instructor or as a student to become familiar with the adopted curricular resources.
- On Thursday, September 8th, the rest of the special education and Yupik Studies instructional aides joined the larger group from the previous day, and participated in state mandated trainings. Deanna Baier-Case Manager for the Bristol Bay Area Health Corporation "Nitaput" Child Advocacy Center, together with Tracy Eason and Esther Floresta with the State of Alaska's Office of Children's Services presented on mandatory child abuse and neglect reporting requirements. Polly

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Swick, Immunization Coordinator with the Bristol Bay Area Health Corporation provided information regarding blood-borne pathogens.

- In order to assist classified staff with locating and obtaining financial aide funding for coursework as classified staff choose to further their own education, presentations were provided by several local organizations. Ralph Andrew-Bristol Bay Campus Financial Aid Coordinator, Dr. Deborah McLean-Bristol Bay Campus Director, Serena McArthur-Bristol Bay Native Association Education Program Manager, and Pearl Strub-Bristol Bay Economic Development-Education Director provided contact information and requirements for each of their available funding sources. The District's Director of Instruction and Information Systems Steve Noonkesser and Director of State/Federal Programs Jon Clouse also provided a review of the Tuition Reimbursement program as detailed in the District's Classified Handbook.
- The main sessions concluded with a presentation by the District's Computer Assisted Instruction Specialist Corey Evans, and Coordinator of Technology Les Parks. Each instructional aide received a full-featured digital camera to take back to their schools. The inservice provided training in the set-up, care, and use of the cameras in order for the instructional aides to take pictures of events that are taking place in their classrooms. The staff

practiced downloading the photos to their laptop computers as well as saw how to organize the photos and share the pictures with other staff.

- While most of the inservice participants headed home on Thursday, the Special Education and Yupik Studies aides remained for an extra day of training on Friday, September 9th. The Director of Special Education Robin Gray lead part of the group through a variety of special education support topics. The District's Director of Yupik Studies Esther Ilutsik worked with rest of the instructional staff to further the Yupik Studies curricular goals within the schools.

Community School Committee Training:

- Fourteen Community School Committee (CSC) members from Clarks Point, Ekwok, Koliganek, Manokotak, New Stuyahok, Togiak, and Twin Hills attended the full-day CSC Training Workshop held in Dillingham in person. Two additional members from Manokotak and one from Ekwok participated from their respective schools through the Distance Learning System (DLS). Three site administrators were also able to attend with their CSC members.
- The workshop was lead by Norm Wooten, the Association of Alaska School Board's Director of Quality Schools/Quality Students (QS2). While CSC workshops in previous years have focused on the use of Roberts Rules of Order and the establishment and role-playing of effective



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meetings, this year's training provided a detailed review of the District's CSC Handbook. In particular, emphasis was given to the "Powers and Duties" delegated to the CSC from the School Board. The CSC members located specific roles and responsibilities found in the handbook and posted these onto a "sticky wall" to organize the ideas. A final bullet-point summary will be prepared by Mr. Wooten and distributed to each of the CSC Members across the district in the near future.

- The workshop concluded with a review of each of the District's State and Federal grant funding sources presented by Jon Clouse

Yup'ik Studies Inservices

- The Yupik Studies Program as previously mentioned hosted a two -day in-service session here in Dillingham where eleven Yup'ik Studies Instructors participated. As the Director has traveled and made site visits she has had the privilege of working with the Yup'ik Studies Instructors on an individual basis. With her travels she brings model lessons that she demonstrates and encourages them to include an extension and/or adapt these lessons as a part of their Yup'ik studies lessons. For example, she traveled to Ekwok and shared two different methods of instruction. The first one addressed Yup'ik Studies Program Student Outcomes framework *Qanemciyaraq (Storyteller's Art): Students will demonstrate knowledge, skills, and appreciation of the traditional storyteller's art.* A traditional Yup'ik oral story was told with an art activity and Yup'ik dance that followed. The students performed for the younger students sharing the oral story and the Yup'ik dance. The primary students were also shared a traditional Yup'ik oral story with an art activity following. Then during the Yup'ik class time she was able to demonstrate a total Yup'ik oral language class. This addressed the Yup'ik Studies Program Student Outcomes – *Yugtun (Languages) Students will demonstrate an appreciation and understanding of language and culture, through the development of literacy skills (spoken and written) in the Yup'ik language.* These

types of activities are encouraged to improve their site Yup'ik Studies instruction.

- Special Education staff provided an on-site inservice for all staff in Manokotak in early January. More training in the area of behavior management and instructional support techniques are planned.
- Inservices have been conducted by Information Systems department staff to enhance the ability of both classified and certified staff to manage students on our networks. Classified staff also received training in the use of digital cameras.

Reading/Writing Inservices

- A reading instruction mentor group was formed to provide better focused training in reading instructional techniques to all staff. This reading mentor group, which includes *Shannon Clouse - Media Specialist, Deb Endicott - Instructional Support Specialist, Lida Storch - Reading Facilitator @ New Stuyahok, Meridy Mabry - Reading Facilitator @ Togiak, Kirsten Tesch - Teacher @ Manokotak, and Pam Johnson - Teacher @ Koliganek*, traveled to receive training in Laramie, Wyoming this past summer.
- Following that training the group planned and worked with Carol Thompson to deliver fall inservices on Reading Mastery to both classified and certified staff.
- To insure a smooth transition to our new program, a one hour inservice class was offered every Tuesday to support the implementation of Reading Mastery, the new District-adopted reading program for grades K-6 Reading Mastery, writing and provide other tips on how to run a successful Language Arts program.

Secretary Inservice

- Every secretary came to Dillingham to participate in a training specifically designed for school secretaries. The topics that were covered by Nate Preston and myself included Indian Education eligibility forms and program information, homeless identification, truancy reporting, Carl Perkins related data in PowerSchool. Each secretary received training in other specific areas including

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payroll, business office, and registrar functions. In addition Nate trained the secretaries in Power School during the Secretaries in-service. He helped with training the secretaries in access and correcting data in Power School. One area they worked on was accessing parent contact information and once accessed updating and filling in the blanks.

Alternate Assessment & WIDA Training

- Steve Ito has identified and trained certified special education staff members to be the Alternate Assessment Qualified Test Proctor for 2012 testing of significant cognitively disabled students. The Alternate Assessment The Alternate Assessment exists for students with significant cognitive disabilities to have access to, participate in, and make progress in general education curricula. The Alternate Assessment is based on Alaska standards but measured against alternate achievement standards. He has also completed the EED mandated World-Class Instructional Design and Assessment (WIDA) Access Test Coordinator Training for the spring 2012 Limited English Proficiency testing cycle. Coordination of training at all sites will take place in January and February. Testing will take place district-wide February through March. Identified teachers will complete web-based proficiency training in order to be qualified assessor/proctors for the February administration of the WIDA Access Test to identified Limited English Proficient grade level students. The WIDA Access test is family of tests are comprehensive standardized tests that assess listening, speaking, reading and writing.

Business Office Training

- The entire business office staff went to the Alaska Association for School Business Official's conference in early December. Topics of discussion included food service, retirement, payroll, health care reform, construction projects with EED, FMLA plus many others. Following that conference Lee Ann attended the AASB workshop on

negotiations. Walter Williams was appointed to the statewide board for school nutrition.

Site-Based Efforts

All SWRS sites understand the importance of staff development and work to provide quality opportunities for all staff.

Aleknagik:

- In addition to attendance at district-wide inservices, staff have participated in weekly Alaska Staff Development Network webinars on instructional topics.

Clarks Point:

- Staff at Clarks Point took the opportunity to participate in student leadership program activities to improve student government at site. In addition to participation in all other district-wide offerings.

Ekwok:

- In addition to attendance at district-wide inservices, the lead teacher at Ekwok is participating in the Alaska Administrator's Coaching Project. This has provided invaluable experience.

Koliganek:

- Teachers have taken part in all of the District's professional development opportunities this year. That includes, but is not limited to, the AIMS web training with Lexi Domaradzki and the Tuesday afternoon Reading Mastery meetings for elementary teachers and paraprofessionals. Teachers also learn a new Kagan cooperative learning strategy every week during the weekly Collaborative Meeting and get an opportunity to practice the strategies and then discuss the outcomes with their peers during PLC meetings. Teachers received training at site on how to conduct a pre-conference, an observation, and a post conference using the six lenses to improve their instructional practices. The instructional leader

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conducts informal observations with teachers using the six lenses as well. All teachers have Professional Portfolios where they keep all of the work they do throughout the year. The portfolios give teachers the opportunity to collect and reflect on various teaching aspects. For example, teachers keep the observation forms done by the principal and their peers for personal reflections and growth. Teachers get the opportunity to invite a peer into their classroom to collect data using a specific lens so they can improve their instructional practices. Teachers meet every two weeks from 8:00 to 10:00 on Friday for their PLC meeting. During that time teachers get the opportunity to work collaboratively on specific instructional practices to improve teaching and learning at Koliganek School.

Manokotak:

- Manokotak School staff have participated in all district-wide offerings and several staff members currently sit on reading mentor and curriculum development teams.
- The site based in-service day on January 6, 2012 included all teachers and instructional aides. Topics covered were
 - *Tips: How to Involve and Engage Students, Engaging students in Problem Solving,*
 - *Critical Thinking, and Other Activities,*
 - *Connecting Students' Prior Knowledge, Life Experience, & Interest with Learning Goals.*
 - There was a "Festival of Ideas" session where teachers shared an engaging activity that he/she has used in a lesson plan.
- Robin Grey, our District Special Education Director, gave a presentation on *Accommodations in the Classroom for Students with an IEP.*

New Stuyahok:

- Staff have participated in all district-wide offerings including a number of Alaska Staff Development Network webinars on instructional topics.
- Staff we will also be involved in a site-based, two-day workshop on *Differentiated Instruction for Struggling Readers* presented by Franny McAleer. She is an Educational Consultant from Learners Link from Pittsburgh, Pennsylvania.

Togiak:

- Elementary teachers were exposed to Reading Mastery at the district wide in-service in addition to classes offered throughout the semester. This training supported initial implementation of the program and provided ongoing support as teachers encountered challenges during implementation. Professional dialogue was encouraged during the training and has helped establish an informal learning community where staff members can seek and provide input.
- Secondary teachers completed classes together via the Alaska Staff Development Network. Classes focused on the Response to Intervention Model and Successful School Leadership. Both courses emphasized informed decision-making with regard to classroom and school-level programs.

Twin Hills:

- All Twin Hills teachers and teacher's aides have completed the district provided Reading Mastery professional development. Throughout the Fall semester, many topics were covered to supplement our initial training with the Reading Mastery materials. This was a beneficial weekly time, set aside and dedicated to discussing what was working, what wasn't, and to learn new strategies.

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EFFECTIVE COMMUNICATION



The Board will focus on better communication with communities, parents, the district as a whole and themselves.

District-Wide Efforts

Improving communication with the Board of Education, communities and parents has been a focus of the District Office staff this fall.

Activities intended to improve communication include:

- At the beginning of each month, the superintendent has written a letter that has been sent across the district to each household with students. These letters provide direct communication between the Superintendent's office and parents to help bridge the distance between Dillingham and the school sites.
- Instructional Aides received new laptop computers at the beginning of the school year to ensure that site administrators and other certificated staff can share materials and information efficiently. Aides also received digital cameras to assist them in helping document our progress at sites.
- The State/Federal Programs Director has attended at least one CSC meeting at each site to provide information regarding the various grant programs that provide funding for district programs.
- The Media Specialist publishes the monthly *SWRS Newsletter* to share teaching strategies with and between certificated teachers. The newsletter includes synopsis reports of the various professional development events that teachers have attended utilizing staff development funds.
- Technology staff have assisted with the publication of a number of documents. The Technology Coordinator assists the Media Specialist in the production of the *SWRS Newsletter*, and the Director of Instruction publishes the monthly *Report to the Board of Education* and other district publications.
- The Superintendent and Director of Instruction and Information Systems attended CSC meetings in Koliganek and Clarks Point.
- The Superintendent made site trips early on in the year to meet with staff and students at the majority of the schools. Contact was made with as many of the CSC members that were available during each visit.
- The Director of Instruction & Information Systems has made numerous trips to site this fall to observe the instructional programs and talk with students, staff and administrators to find additional ways to enhance District Office support for programs at site.
- In addition to her publication of the *SWRS Newsletter*, the Media Specialist has made numerous trips to sites to observe instructional programs and work with staff to improve our library and media programs at site.
- The Yup'ik Studies Program began the school year with instructors addressing YSP Student Outcome *Ilat (Kinship)* *Students will understand the origin of names, importance of relationships among immediate and extended family, and how these values are an integral part of Yup'ik society.* This process

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involved calling the parents and community members to obtain the correct Yup'ik names and information.

- During the YCC 101 Introduction to Yupiaq two of the on-going activities at each of the sites is a kinship project and Traditional Yup'ik Place Names project which addresses YSP Student Outcome - *Nunamta Atullerkaa (Geography/Environment) Students will develop knowledge related to an understanding of the changing environment, traditional and modern place names, and the importance of specific locations in our region.* These two projects involve communication with parents and community members and is an on-going process.
- Communicating the IEP and student progress to parents, staff, and students are always on the Special Education Director's agenda. Only through communication and working with the student's team, can each and every student receive the opportunities for their needs to be met. Being open to community questions and concerns allow us to identify and support students. We work our Child Find on an ongoing basis.
- The Business Office is attempting to educate staff on the district insurance coverage. A video conference was held on November 29 with our insurance broker and multiple emails and memos were sent to classified staff. Beginning next month Lincoln Investments will offer webinars for our staff on the importance of planning for retirement.
- Fall High School Graduating Qualifying Exam (HSGQE) Retake scores were available and electronically sent to K-12 sites on 12-02-12 for review and disbursement. The HSGQE is offered two times every school year (fall and spring) A sophomore may take the HSGQE for the first time in the spring of their 10th grade year. The HSGQE assesses for Reading, Writing and Math skills a graduating senior in Alaska would be required to know.
- The Student Support Specialist, Nate Preston, utilizes Skype (instant messaging) during the day allowing staff members to communicate

instantaneously. Between Skype and Apple Remote Desktop, support for staff regarding scheduling and PowerSchool issues occurs quickly and efficiently. In the first week of second semester teachers have received assistance printing report cards, correcting transfer students' credits, and setting up report cards. In addition secretaries are contacted periodically to update addresses and emails in PowerSchool. PowerSchool data is used to generate the addresses for parent letters and other mailings. In Togiak, PowerSchool parent access is activated and parents can log in from anywhere and check on middle and high school students' grades.

Site-Based Efforts

Sites work daily to provide information to parents and community members about the programs in the schools.

Aleknagik:

- Staff strives to maintain positive communications with everyone through weekly Collaborative Meetings, monthly CSC Meetings, frequent phone calls to parents, mailing informational letters home, as well as maintaining an open door policy for parents and volunteers.

Clarks Point:

- Clarks Point School continues to send out a monthly newsletter. In addition, we have had several community gathering hosted at the school. During these events, there are opportunities to discuss both student and overall school issues amongst the community.

Ekwok:

- William "Sonny" Nelson hosts many community events. These community events are announced to the community in several ways: students take notes home to their parents, posters are put up around town and announcements are made on the VHF radio. In December, as part of the school's

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Christmas Program the school hosted a community potluck with most of the community in attendance. The school is hosting a weekly social sewing and craft afternoon where community members bring projects they are working on and visit while they sew and knit hats.

- Communication with parents is ongoing through daily face-to-face conversations before and after school. We also have frequent phone conversations with parents. The younger students have notebooks that they take home with notes to the parents. Parents are encouraged to write back to their child's teacher with questions or comments.

Koliganek:

- Koliganek School is continually working to create a positive and productive line of communication between staff, students, parents, and community members. For starters, we hold an Open House the first day of school to welcome everyone into our building and discuss the upcoming school year. The principal reviews the student handbook and encourages all parents and community members to come to the school and talk with the teachers or the administrator if any issues arise during the school year. Moreover, teachers make home visits at the end of the first quarter to discuss each child's education with the parents at their home. Students are empowered through the use of student-led conferences at the end of each semester. Students share their educational experience with two significant adults in their lives and identify areas of improvement and write goals for the next semester. Each year, during a CSC meeting, a Parent-Student-Teacher Compact is edited and revised to create an understanding of what is expected from each stakeholder to maximize student achievement.

Manokotak:

- Parents were notified by mail of the school's status and were asked to share any information they felt important. The local school committee members,

some of whom are parents, have the opportunity to respond to the Title I School wide Plan.

- Parents are informed and encouraged to participate in the monthly CSC meetings which address, amongst other items, the Parent Involvement Policy, parent/school compacts, and school wide plan.
- Manokotak School has a history of partnerships with family service programs available throughout the Bristol Bay region. Hours the school is open are extended for these visits.
- BBNA has used our school to offer diabetes information meetings, Wellness Day, and student awareness to communal diseases information.
- All three of our local businesses (City Government, Village Tribal Council & Manokotak Natives Limited) have used our school for their annual meetings.
- Manokotak School has developed a partnership with the new VSPO. Both the school and the VSPO are actively sharing and collaboratively exchanging information needs for student welfare and crisis situations. The local officer has been invited to: CSC meetings, chaperone school activities and makes frequent visits to the school for the purpose of checking on the general welfare.
- Weekly collaboration meeting with the staff team members occur to discuss and identify the needs of students as well as determine instructional strategies to meet those needs.
- Manokotak School has a facility use agreement that has to be filled out and signed. Before the principal will sign the agreement the student government of Manokotak School has to okay the agreement. The administration keeps an open communication with the students at our school. The school will be scheduling several community gatherings for the students. At these meetings the community will have the opportunity to express their ideas, provide input, and have the opportunity to be involved in the planning process.
- Much communication with staff is through electronic communication (email), and periodic

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memos. Staff meetings are held weekly or bi-weekly as needed.

New Stuyahok:

- At Chief Ivan School, we believe that communication is a large component to having a successful school. Our Journalism class is publishing a monthly student newspaper called the "Nushagak Times" that is composed from student editorials and other information that pertains to the community. The site principal sends out morning emails to all staff members to relay important information on the daily operation of the school day. Family nights have been established to encourage the community to visit the school and see what the students and teachers have been accomplishing. Also, the site principal meets with each student thru out the semester to check on academic progress and student well being.

Togiak:

- The Togiak High School Journalism class prepares and distributes a bi-monthly newsletter including student and staff articles. This includes upcoming events, introductions to new staff, articles regarding school events, and other important events in the school.
- Planning and development of a Yup'ik Program to promote cultural awareness as well as exposure to the Yup'ik language. This will increase community

involvement in the school as we enlist the support of cultural experts in our community. Students will participate in culturally relevant activities that promote pride in their culture, school, and community.

- Various after school programs are sponsored during the school year including Literacy Nights, Book Fairs, Christmas Program and Bazaar, Halloween Carnival, School Lock-In, Open House, Parent/Teacher Conferences, Tutoring Program Parent Nights, and Reading Mastery Celebrations. These events provide community members with opportunities to volunteer and get involved in the lives of our children.

Twin Hills:

- The Fall holiday season brought many family events to be held at Twin Hills School. In November, our Thanksgiving Potluck brought many families together to celebrate what we all are thankful for. The students entertained with Yup'ik dancing, and a huge, hot meal filled everyone's stomachs. An Alaska Learning Lab family night was also held in November. Several families attended and enjoyed yummy snacks, played games, and learned about what Learning Lab is. We also hosted a Christmas Program and Potluck in December. Mrs. Redmond and Ms. Bates classes each performed short skits, and everyone anticipated in a great sing-a-long.



COMMON ACADEMIC FOCUS

The Board hopes to level the playing field and assure that all sites receive the same academic focus.

District-Wide Efforts

Creating a common curriculum and academic focus has been a major focus of the leadership team this past year. Given state Department of Education and Early Development guidance and the Board's goals the team has made efforts to align curriculum more tightly with state standards and grade level expectations. In addition:

- The audit for the Language Arts and Mathematics curricular areas were completed and adopted by the School Board at the end of the FY2011 school year. During the August District-Wide Inservice, staff received training in the use of the approved materials. Training for Reading Mastery was also provided for Instructional Aides to ensure fidelity of instruction for the district's adopted reading program.
- In order to ensure the use of only adopted materials, the District facilitated the removal of previous used materials through a "buy-back" program. This not only helped to remove the old materials, but provided additional funds to increase the purchase of current materials.
- Inservice training at the start of the school year included sessions for site administrators in order for them to be able to recognize the components of the adopted curriculum.
- The Special Education department has supported this goal by updating testing materials, supplemental materials for instruction, and speech and language support materials. Sites have been able to ask for help with materials and we have researched and purchased resources to support all students.
- The Media Center has a multitude of supplemental materials available for teachers to check out for their classroom use. Those materials are checked out to teachers to support and enhance learning in their classrooms. Before ordering any new materials a check is done to insure that they are aligned with district-wide curriculum and objectives.
- Members of the Instruction and Information Systems department have both led and participated in curriculum review efforts. The Technology Coordinator, Les Parks, and Koliganek teacher Pam Johnson, led the Mathematics Curriculum Committee through its audit and update of our curriculum and the Director of Instruction, Steve Noonkesser, and Manokotak Assistant Principal, Dana Bartman co-chaired the Language Arts committee. Computer-Aided Instruction Specialist, Corey Evans is currently a member of the Science Curriculum Committee.
- The Yup'ik Studies program addresses this component in the approved YCC 101 Introduction to Yupiaq high school class. The site instructors from Togiak, Manokotak, New Stuyahok and Koliganek met on a bi-monthly basis to discuss the progress utilizing the pacing guide and projects that follow the seasonal cycles addressing the YSP Student Outcomes. Some of the completed

COMMON ACADEMIC FOCUS

projects addressed YSP Student Outcomes *Angussaagyaraq (Subsistence Skills) Students will demonstrate skills and knowledge of traditional and modern trapping, fishing, hunting and gathering methods, including knowledge of medicinal and edible plants, and the preparation and storage of food through safe traditional methods.* This is where the students took photographs of local edible and medicinal plants, interviewed elders and community members and research using technology and books and developed a poster of each one as assigned. They are finalizing these posters to be presented bilingually (Yup'ik and English) and they will be shared with the schools and new teachers coming into the area in the Fall.

- Unfortunately, at this stage the Yup'ik Studies Program doesn't have an approved program of study for the regular Yupik studies classes at the district level.
- The technology department supports a number of electronic supplemental curriculum materials. Renaissance Place, which includes Accelerated Reader, Study Island, which has a broad range of materials for grades K-12, and Education City, which currently in most of the district is, targeted K-2.



- The Student Support Specialist has been working with principals and counselors to ensure courses being taught are on the officially adopted course

list. All proposed schedules are checked against the list and matched up with students needs. If a course is not on the list the site will find a course on the list and resubmit. Currently all courses being taught in the district are on the approved course list. By having all courses taught be approved course teachers have approved curriculum and materials to use.

Site-Based Efforts

Aleknagik:

- Weekly lesson plans and observations help to ensure that staff are focusing on approved curriculum and objectives. Weekly inservice for reading and writing also helps to keep focus on approved programs.

Clarks Point:

- The K-4 classroom continues to use Reading Mastery as the core program. There are two groups. One group is taught at the first grade instructional level and the other group is at the fourth grade instructional level. The instructional levels are the same for Saxon Math, which serves as the core program for the lower elementary classroom.
- The upper elementary that consists of seventh and eighth grade students uses the adopted Mirrors and Windows program as its core program. The bulk of the math instruction is delivered from the Holt math textbook. Science for the upper elementary classroom is also delivered from the Holt science textbook.

Ekwok:

- William "Sonny" Nelson School is small enough to easily determine that the district-approved curriculum is utilized. All classroom walk-throughs have shown the teachers and para-professionals utilizing the appropriate curriculum and materials. Old teacher manuals and student textbooks that are no longer part of the approved curriculum have

COMMON ACADEMIC FOCUS

been removed and replaced with the current editions.

Koliganek:

- All teachers at Koliganek School are utilizing the adopted curriculum and materials. The instructional leader reviews the class schedules and discusses the approved curriculum and materials with all teachers at the beginning of each semester to ensure that only the adopted materials are being used for instructional purposes. The instructional leader uses walkthroughs, lesson plans, and personal discussions to ensure that the approved curriculum is being utilized from day to day.

Manokotak:

- One step that our staff has taken to make sure the approved curriculum and materials are being used in their individual classroom has been to remove all old curriculum books and materials from their classrooms. This has taken away the temptation of using the old curriculum materials.
- There have been many professional development trainings for elementary teachers and instructional aides on the implementation of our new Reading Mastery Program.
- During district wide in-services teachers are given professional development training in all new adopted curriculums.
- Teachers turn in weekly lesson plans. The lesson plan should have the following components;
 - Subject
 - Grade Level
 - Lesson Objective
 - GLE's addressed
 - Resources (adopted curriculum resources, other resources identified)
 - Materials required
 - Activity Description (explanation of steps to implement lesson)
 - Assessment (informal and/or formal)
 - Intervention plan

- In his daily/weekly classroom walkthroughs the site administrator observes whether the teachers are using the district adopted curriculum and materials. He checks that the teachers are; utilizing and enhancing the approved curriculum, giving clear explanations relating to lesson content and procedures, communicating accurately in the content area, and integrates other subjects into the content curriculum.

New Stuyahok:

- All lesson plans are submitted Monday mornings to verify that the adopted district curriculum is being utilized in the classrooms. Also, the site principal's daily classroom walk throughs help to insure that the correct curriculum is being used.

Togiak:

- All teachers submit weekly lesson plans to the principal detailing activities, materials used, and lesson objectives. These plans provide the building administrator with a blueprint for planning classroom observations. The principal provides timely feedback to teachers and provides support as needed to ensure that our students are engaged in high quality instruction.
- Reading Mastery classes are scheduled concurrently to maximize the level of individualization for students. During this time, the reading specialist provides assistance and monitors implementation of the program in addition to principal observations.

Twin Hills:

- Staff is utilizing newly adopted materials for both language arts and mathematics instruction.

ACADEMIC GROWTH FOR ALL

The Board will focus on academic growth for all students.

District-Wide Efforts

Academic achievement is the primary focus of what we do in our schools. Staff both at the District Office and at sites focus daily on helping each student reach their potential. In addition to daily efforts:

- Professional development for Instructional Aides in addition to the certificated teachers was a primary focus this fall to ensure that all students receive continuity of instruction.
- A consorted effort has been made the past two years to return to a strict curriculum planning model based on the State of Alaska Framework in order for a common district-wide curriculum to be established and followed. The curriculum focuses on the State Standards and Grade Level Expectations (GLE).
- The district has continued to implement the AIMSweb benchmark assessment to document/monitor student progress. Staff are utilizing the data to determine interventions or other diagnostic testing that needs to be completed.
- The Superintendent has compiled a database of student Standards Based Assessment (SBA) results and calculated the SBA Strand Report that disaggregates the data by gender, ethnicity, socioeconomic, student disability, limited English proficiency, and migrant education status for each of the sub-strands assessed for reading, writing, and mathematics.
- The district has encouraged and provided access to Alaska statewide mentors for site administrators, new teachers and the superintendent. This statewide effort focuses on improving academic achievement.
- The Special Education department supports all district teaching staff with resources, to include our professional experience and education, materials, facilitating other agencies' supports, and training.
- The Instruction and Information Systems department has worked this year to help create a consistent instructional program that can be supported district-wide and focuses on meeting all students' needs.
- The Media Specialist has worked very hard the past few years to make sure that our libraries are organized and functional for students and teachers. This is a demanding part of her job due to the fact that not many of our libraries have a staff member dedicated to their upkeep. She feels that having libraries in our school district that contain current fiction and nonfiction reading materials that meet the needs of our students is very important, actually vital for them to have books they want to read and can read, books that excite them and are engaging. She work hard to find those books and provide them to our school libraries.
- The Computer Aided Instruction Specialist's primary role is to support staff technological needs as they strive to improve student learning. One of the most requested assistance calls he gets are for creating and maintaining digital drop boxes where

ACADEMIC GROWTH FOR ALL

teachers can both hand out and receive student work in an electronic form. He also provides technical assistance with hardware and software used in student projects and search for viable solutions for technological problems as they are encountered.

- The Yup'ik Studies Director has been making site visits and working with Yup'ik Studies instructors and providing them with a model of instruction that includes a lesson plan that includes how the lesson is addressing the YSP Student Outcomes and Bristol Bay Values, objectives, activities in sequential order with assessment. By providing this method of instruction it provides a foundation of improved Yup'ik studies instruction that results in improved academic achievement for all students. In addition, video-recordings have been made of exemplary Yup'ik language and culture teachers and shared with their colleagues as she travels throughout the district. This provides ideas and motivation which results in a positive classroom climate that improves academic achievement for all their students.
- Members of the technology department support the district student technology assets. A large part of technology staff duties include the support of software programs designed to provide supplements to curriculum as well as assess student needs to provide classroom teachers the tools they need to



made sound data based educational decisions for their students.

- The ParaPro Assessment was administered to one current employee and one community member at Ekwok. The State & Federal Programs Director also traveled to Aleknagik to administer the ParaPro Assessment to a community member, which resulted in the hiring of an instructional aide at the school. And the ParaPro Assessment was given to a current employee at Manokotak Nunaniq School. During these visits he was able to observe quality instruction and interactions between staff and students and help students with questions related to the day's lessons.
- Steve Ito completed the EED mandated WorkKeys testing for grade 11 students at all K-12 sites. The WorkKeys assessment targets the workplace "foundational" skills that are needed for virtually all occupations and at any level of education. The three major skill areas in Alaska Career Ready are:
 - Applied Mathematics — measures the skills people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.
 - Reading for Information — measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.
 - Locating Information — measures the skills people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges, as typically found in workplace situations.
- Completion of the WorkKeys test provides students with a National Career Ready Certificate and may allow qualifying students to apply for the Alaska Performance Scholarship.

ACADEMIC GROWTH FOR ALL

- The schedules for all schools are current for the second semester. Nate Preston is working with counselors to ensure all high school students are taking the classes required to graduate. The records in PowerSchool help determine the academic needs of all students. By keeping these records up to date the district can analyze student needs and help improve achievement for all. In addition some of this data qualifies students for special programs and services such as migrant education.

Site-Based Efforts

Aleknagik:

- Teachers make frequent phone calls to parents, progress reports are sent home mid-quarter and report cards are sent home at the end of each quarter. Official Parent/Teacher conferences are held twice a year. Teachers and aides provide one-on-one instruction, as well as allot time for before and after school, recess, and lunch tutorials; and when necessary, provide modified materials for struggling students.

Clarks Point:

- In an attempt to have students take ownership of their learning, the students have created reading goals in which they hope to achieve by the end of the year for reading books on their own. The intent is to have all students reach their fullest potential and not just reward those that read the most. The lower elementary has really gotten on board with this concept and has already accumulated quite the list of books.
- Due to the fact that Clarks Point is a small site, one-on-one attention is given to students on a daily basis in order to improve academic achievement.

Ekwok:

- With so few students we are able to give each student a lot of individualized attention. The Kindergarten and First grade have four reading

groups for seven students. Ongoing formative assessments help us to ensure that our students are able to understand new concepts; when a student struggles with a topic that challenges him/her they receive individual instruction. Students who are performing below their grade level expectations receive additional one-on-one instruction with both classified and certified staff

Koliganek:

- Koliganek School is dedicated to ensuring that all students' are given the opportunity for academic achievement. Everything that occurs at Koliganek School is done to increase student achievement. For example, PLC meetings, CSC meetings, the STEPP process, collaborative meetings, phone calls to parents, discipline process, AIMS web testing, Education City, and Study Island are some of the things that we do to improve academic achievement at Koliganek School. The school utilizes the AIMS web testing the District conducts three times a year to identify specific reading and math issues. The AIMS data is collected and analyzed using a quadrant analysis to identify student needs in the areas of fluency and rate. Teachers monitor each student's progress in Reading Mastery to ensure that they are making the necessary academic growth. Also, we place students in reading, writing, and math groups based on their ability level instead of their grade level to ensure they receive instructional material that will maximize their achievement. At the beginning of each year the staff analyzes student data from SBA results, attendance records, and classroom performance data to get a clear picture of students' academic needs. The staff writes SMART goals for each area in reading, writing, and math to determine the specific instructional activities that can be done to improve student achievement in the areas that are the lowest school wide. An after school program is also available for students to utilize Education City and Study Island that provide activities that are based around Alaska's State Standards.

ACADEMIC GROWTH FOR ALL

Manokotak:

- Manokotak staff is involved in giving our students the district wide writing assessment. Improving our writing scores on the SBA's has been a goal for our school. Teachers are implementing writing skills when ever possible in their lesson.
- The elementary schedule has a two-hour reading/ language arts block in the morning. That time is sacred and very rarely interrupted. Students have been given reading test and been placed in the proper reading group for their maximum learning and growth.
- There is also a one-hour math block in the elementary schedule where student are grouped for maximum learning and growth.
- In the 7-12 grades the students have been placed in math and Language Arts classes that will give them the best opportunity for learning and growth.
- The 7-12 grade teachers do vocabulary development activities using a vocabulary worksheet that they developed as a collaborative team.
- The 7-12 grade teachers are constantly using technology in their lesson plans to take advantage of the fact that each student has had a school computer checked out to him/her.
- We are using computer-based supplemental instructional programs (Study Island, Learning Upgrade, and Accelerated Reader) to provide reinforcement of concepts being taught by staff and to help motivate students to continue learning outside of school.
- Weekly collaboration meetings occur between staff to review formative and summative assessments in order to identify at risk students and implement instructional strategies designed to increase academic achievement.
- Using the data from the SBA's the staff has collaborated together to come up with Individual Leaning Plans (ILP) for ach student that needs to retake the HSGQE.

- The individual student achievements are also discussed in private with each parent and student during parent teacher conference. Staff members spend time during the school year analyzing student achievement in Math, Reading and Writing. The staff then decides as a group, how they can implement different strategies that will assist students in meeting or exceeding the state standards in the various content areas. The use of formative assessments, summative assessments, and collaborative meetings between staff allow the students' and school's strengths and challenges in key areas that affect student achievement to be identified and addressed. The assessments include and are not limited to AIMS web, ACFA, SBA's, the district writing assessment, and the Terra Nova's.

New Stuyahok:

- Chief Ivan Blunka School has added a test prep period for grades 3-10, in which students are exposed to grade level material that they will see on their SBA's. For students in grades K-6, an intervention program for both language arts and math have been established. Students in grades 7-12, have access to a after school study hall staffed by high school teachers and furthermore, classes in language arts and math are available to students in grade 10 -12 that have not passed the HSGQE.

Togiak:

- Reading Mastery has been implemented for students in grades K-12.



ACADEMIC GROWTH FOR ALL

- Reading intervention groups are in place for students who are reading at levels below that of their peers in addition to reading Mastery. Developmental Reading Assessment results are utilized along with AIMS data and Reading Mastery assessments to assign students to groups at their level.
- A take home reading program has been put into place in the elementary school to promote student reading outside of school. Students select books at their level from their classroom as well as the school library. They maintain a reading log with their parents and earn incentive points that earn them admission to our quarterly Reading Extravaganza.
- Middle and high school schedules are being developed to provide opportunities to place students in classes that better meet their needs. Students that are struggling will have more opportunities for assistance while more advanced

students will have the opportunity to take higher level classes both at the high school level and for dual credit through the Bristol Bay campus.

- We use assessment data to guide all instructional decisions to ensure that students receive instruction at their level. It is crucial that we provide opportunities for students who are struggling academically to receive additional support. However, it is equally important that our advanced students have an opportunity to achieve their highest potential as well.

Twin Hills:

- Staff is utilizing newly adopted materials for both language arts and mathematics instruction. Staff also conducts regular assessments to monitor student progress.

