

*Alaska Department of Education
& Early Development*

*2009-2010 District Improvement Plan
Submission Packet*



Due to EED – October 1, 2009

Contact:

Angela Love, School Improvement Program Manager
Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500, Juneau, AK 99811-0500
angela.love@alaska.gov
(907) 465-8689

www.eed.state.ak.us

Overview of 2009-2010 District Improvement Plan Process

Each district receiving Title I funds that is identified at Level 2 or above is required by NCLB and Alaska statute and regulations to **create or revise a District Improvement Plan that meets federal and state requirements**. This plan should be reflective of the district's needs as a whole based on the analysis of student achievement data, demographic data and perception data. The needs of the district are identified through this initial data analysis and analyzed further to determine the causes for being unsuccessful in meeting AYP in relation to specific subject areas as well as subgroups. From this analysis, the district identifies district-wide goals and actions in which to assist the teachers and district staff in meeting the goals. These goals will be reflected in the School Improvement Plans including actions to guide implementation based on the needs of the individual school site.

District Improvement Plans are due to EED no later than October 1, 2009. Note: District Improvement Plans are being requested first to ensure the goals, as based on student achievement data, are identified prior to the writing of School Improvement Plans. School Improvement Plans should be driven by district goals with objectives identified that share the district goals with strategies and actions selected by the site to match the students being served. School Improvement Plans are now due at EED no later than November 2, 2009, but will be accepted earlier if reviewed and approved by the district.

EED will review the District Improvement Plan to determine that federal and state requirements are met. If the plan does not meet the requirements, the department will contact the district within 3 working days of receipt of the plan to specify any revisions needed to meet the federal and state requirements.

Consequences for Districts

District Improvement Plans that meet all federal and state requirements must be received by EED on or before October 1, 2009 or federal and state payments will be withheld until receipt.

If the implementation of a District Improvement Plan does not result in making adequate yearly progress, the department will be required to take progressive consequences. Per 4 AAC 06.840(h), the department **may** take appropriate action while a district is at Level 2 or 3. The department **will be required** to take one of the corrective actions specified in 4 AAC 06.840(k) once a district has reached Level 4.

Required elements of District Improvement Plan

4 AAC 06.850(b) 06.880; 1116 (c) (6 & 7)

<i>Plan Requirement</i>	<i>EED Review Criteria</i>
1. Notify all district parents by direct means (regular mail, email, school newsletters) as well as indirect means (internet, publications) of the reasons for the identification for improvement and how parents can participate in upgrading the quality of the local educational agency.	Description of notification process provided, copy of parent notification included.
2. Consult with parents, school staff, and other interested persons to write plan.	Provide list of names of participants showing representation from each group.
3. Address the teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance.	Describe why district's prior plans have not succeeded in improving student achievement.

4. Cover a two-year period (submitted one year at a time) ;	Include timeline and dates for current school year.
5. Incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district.	Briefly describe scientifically based research for each instructional strategy or curriculum proposed.
6. Identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC 06.810.	Strategies proposed target reasons for not making AYP.
7. Address professional development needs of the instructional staff.	Professional development description provided in plan. This may include professional development already described in other plans such as the NCLB application.
8. Spend 10% of district Title IA allocation each year for professional development.	Signature required on cover/assurance page.
9. Include specific measurable achievement objectives and targets for all students collectively and each subgroup of students.	Measurable objective(s) and target(s) provided.
10. Incorporate, as appropriate, activities before school, after school, during the summer , and during an extension of the school year.	Extended learning opportunities described if included in plan.
11. Specify any technical assistance to be provided to the district.	Describe technical assistance, if any, to be provided to the district.
12. Include strategies to promote effective parental involvement in the schools served by the district.	Parent involvement strategies provided in plan.

District Improvement Process

The department recommends a continuous improvement planning process. In the improvement process you may wish to include the following steps to ensure you are addressing the academic needs of your students. The process might contain the following steps: 1) analysis of data (achievement, demographic, perception), 2) determine measurable goals as based on needs identified through data analysis, 3) identify actions for implementation to support the goals (these will include professional development and parent involvement), 4) identify ways to monitor progress and evaluate meeting of the goals and 5) monitor implementation and effectiveness of plan. The process and plan presented are not intended to replace other more comprehensive reform or improvement efforts, but rather to complement those processes and focus on the specific areas that are causing the district to not meet adequate yearly progress targets.

The following companion document is available on the Department of Education website under Forms & Grants, School/District Improvement (<http://www.eed.state.ak.us/forms/home>).

- School Improvement Plan Resource Guide – an optional step by step guide through the school improvement planning process



District Improvement Plan School Years 2009-2010 Cover Sheet

District AYP Level (check one): 2 3 4 Year

District Name:	Southwest Region School District
Superintendent's Name:	Jack Foster
District Mailing Address:	P.O. Box 90
City:	Dillingham
AK – Zip:	99576
Phone (907)	842 5287
Fax (907)	842 5426
Superintendent's Email:	jfoster@swrsd.org

District Improvement Contact:	Jon Clouse
Phone (907)	842 8216
Fax (907)	842 5287
District Contact Email:	jclouse@swrsd.org

By my signature below, I assure that the requirements for districts at Level 2 or above as designated and outlined in NCLB Section 1116 and Alaska Regulations 4 AAC 06.835-880, have been met. The district will spend 10% of its Title I-A allocation each year for professional development to address the academic problems causing the district to be identified for improvement.

Superintendent's Signature:	
Date:	

1. Check each cell in the following table to identify the areas in which the district did NOT meet AYP:

	All students	Ethnic group	SWD	LEP	Low-Income
Language Arts	√	√	√	√	√
Math	√	√	√	√	√
Participation					
Grad Rate					

2. Describe why the district’s prior plans have not succeeded in improving student achievement.

The district experiences a high rate of teacher and administrative turnover at the school sites and at the district office. There were 18 new teachers (28% turnover) of the 63 currently employed; there were two new principals (25% turnover) out of eight; there is one new director level employee (out of four) at the district level.

The district has identified that the curriculum is out-dated and implemented inconsistently throughout the district. This creates a lack of fidelity regarding the data from assessments used to drive instruction.

The district has identified a need for more professional development. Specifically, professional development that includes paraprofessionals, is continuous throughout the school year, and is based upon an up-to-date curriculum.

The district implemented the first year of the DEED recommended plan that was discussed in the 2007-2008 school year. This year the district will be implementing the second year of that plan this year – outlined in this improvement plan. The consistency of implementing this plan should improve student achievement.

3. a. Describe the process used to notify all parents of the district status and of their opportunities to be involved in addressing the issues that caused the district to be identified for improvement.

- b. Please provide a copy of the notification parents received.

A letter and the District Report Card is sent to all parents in the district notifying them of the District’s AYP status and suggesting ways they could work with the school and the district to support improvements. The District Report Card is also posted on the District website.

Each school has a community school committee consisting of parents/members of the community that meet each month with school personnel. In addition, the school board, consisting of parents/community members from around the district, holds monthly meetings. These meetings give parents the opportunity to provide feedback regarding the district improvement plan.

Describe any technical assistance, if any, to be provided to the district in developing or implementing the plan. (Please contact the department if technical assistance is needed from EED.)

More and multiple “whole team” leadership professional development opportunities, such as that provided in May, 2009 (The Summer Leadership Institute).

More in depth training on the use of data from AIMSweb in the areas of progress monitoring, RTI implementation, and how to retrieve the data in a useful format.

DISTRICT IMPROVEMENT PLAN 2009-2010 School Year
Complete one sheet for each goal – expand sections as appropriate

DISTRICT MEASURABLE GOAL (to include specific target): Increase the percentage of proficient all students in the reading content area (language arts) by 5% percent.

CURRENT PERFORMANCE LEVEL ON SBAs: The following percentages are for advanced/proficient. Grade 3 – 30.4%; Grade 4 – 34.9%; Grade 5 – 44.4%; Grade 6 – 29.2%; Grade 7 – 51.9%; Grade 8 – 53.2%; Grade 9 – 38.6%; Grade 10 – 34.1%

Scientifically based research to support each strategy listed below (reference or brief description):

Curriculum Audit/Development

It is critical in the curriculum audit/development process to include stakeholders in the process. Research indicates that fidelity often establishes a technical and moralistic tone that constrains reflective critiques and marginalizes dissent in the profession (Achinstein & Ogawa, 2006). Thus, it is important to ensure that teachers are a part of the decision-making process of curriculum selection. Teachers have been found to be more positive about curriculum that gives them autonomy in the choice and initiation of teaching strategies (Kimpston, 1985). Another needed process component is to make sure the curriculum is implemented with a combination of fidelity and appropriate flexibility.

Formative Assessment/Response to Instruction (RTI)

Research indicates that using oral reading fluency/accuracy to develop long-term and short-term goals within dynamic setting has been linked to the promotion of greater student achievement. Formative assessment and progress monitoring is based on the RTI model and is implemented in the district in an effort to identify students that need interventions and track their progress.

Professional Development

Research results also confirm the positive relationship to student outcomes of key characteristics of design of professional development programs, particularly on duration and frequency of professional development activities (Blank & Alas, 2009).

Grades 7-12: Ubiquitous Computing Environment

The vision of the Teaching through Transparent Technology Integration (T4) Project is to produce fundamental change in the classrooms of Southwest Region Schools project schools in all of our schools, through the creation of student-centered, one-to-one digital learning environments where students are engaged in high quality, relevant work based on 21st century skills within a high-access digital learning environment using a variety of digital tools and successful practices incorporated across the curriculum. One-to-One digital learning environment will focus on several objectives including, increasing student achievement in language arts as evidenced by increased student test scores, improved student attitude toward school and learning, improved student behavior, decreased dropout rate, increased graduation rate, and increased parent involvement.

Parent Involvement

Researchers Karen Smith Conway, professor of economics at the University of New Hampshire, and her colleague Andrew Houtenville, senior research associate at New Editions Consulting, found that parental involvement has a strong, positive effect on student achievement. The researchers used national data from more than 10,000 eighth-grade students in public and private schools, their parents, teachers, and school administrators.

Instructional Leadership Development- Collaboration

Collaboration efforts between and within district and school staff are related to student achievement as research suggests. Collaboration focused on decisions regarding student achievement, school improvement, curriculum and instruction, and professional development resulted in a positive correlations in relation to student achievement. Other research indicates collaboration as an approach to improving instruction in low-performing schools that achieved dramatic increases in student performance (Guarino, 2006).

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement-not programs)	TIMELINE Milestones for current school year	RESOURCES Materials, Estimated costs, funding sources	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (Instrument(s) used to assess)	EVIDENCE OF IMPACT ON STUDENT LEARNING (Outcomes – Review at district only per milestone)
Review and redesign the district-wide K-12 language arts curriculum in order to align with state and national standards; to embed GLEs and RTI interventions into curriculum; map GLEs to resources; and provide fidelity to teaching	All Year: Review and redesign the language arts curriculum and resources with the possibility of piloting new materials	Materials: publishing supplies, notebooks, pens, etc. Resources for piloting reading materials. Extra duty & travel costs Costs/Funding: \$50,000 - SFSF funds	Curriculum audit committee & sub-committees	SBA & HSGQE results, surveys, the curriculum product	Increase in district-wide proficiency in reading on SBAs.
Professional development for all staff – certified teachers, instructional leaders, & paraprofessional staff – in the areas of data analysis, progress monitoring, RTI interventions, reading curriculum, leadership, supplemental programs, technology integration, and to get personnel highly qualified Collaboration – Weekly collaboration meetings at each site focusing on data, interventional strategies, progress monitoring, and academic achievement	Fall 2009: New teacher induction program – intensive language arts curriculum training Fall 2009: All staff training in grade appropriate reading curriculum. Site principals training in effective leadership, collaboration, & data analysis to drive instruction All Year: Specialized training for paraprofessionals and certified teachers provided in reading curriculum, RTI, progress monitoring. All Year: Site principals trained in instructional leadership strategies	Materials: publishing supplies, notebooks, pens, etc. Resources for piloting reading materials. Extra duty & travel costs Costs/Funding: \$70,000 – SFSF funds, Title II-A, & General Budget	District Leadership Team & Site principals	Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring.	Increase in district-wide proficiency in reading on SBAs.

<p>Include parents and community members in curriculum audit. Ask for feedback regarding educational programs and reforms. Promote volunteers and involvement in Title I required plans (school improvement, schoolwide plan, and parent involvement policies).</p>	<p>All Year: Parents and community involved in schools through open houses, academic conferences, town hall meetings, and orientation events. Invite parents/community member to be part of curriculum audit.</p> <p>Fall 2009: Disseminate notifications about SES, the district and school report cards, parent/school compacts, and other notifications by mail and on district website.</p>	<p>Materials: publishing supplies, notebooks, pens, etc. Costs/Funding: \$5,000 – Title I & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Return rates for parent surveys.</p> <p>Attendance at local CSC meetings, school board meetings, and parent/teacher conferences, and during the parent involvement piece of the School Improvement Planning at each site.</p>	<p>School Improvement Plans reflect the feedback provided by the parents and community members.</p> <p>The results of the various parent surveys are analyzed and used to tailor services for the students</p>
<p>Review the ubiquitous learning strategy including continuing professional development, embed in the curriculum, expand to other grade levels, and update/upgrade hardware and software</p>	<p>Fall 2009: Professional development for 7-12 grades teachers and principals of schools in the areas of technology integration, project based learning, and specific software training. Develop plan to upgrade/update hardware and software components and align to curriculum and standards.</p> <p>All Year: Continued support and professional development for teachers and principals.</p>	<p>Materials: Professional services, hardware, software, and travel costs associated with implementation Costs/Funding: \$350,000 – SFSF & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring</p>	<p>Increase in district-wide proficiency in reading on SBAs in grades 7-10.</p>
<p>Mentoring services for teachers at all grades levels provided by certified reading specialist at school of highest need.</p>	<p>All Year: Provide mentoring and professional development on specific reading strategies that will be used by teachers in the classroom with students. Strategies based upon student need.</p>	<p>Materials: publishing supplies, notebooks, pens, etc. Costs/Funding: \$5,000 School Improvement funds</p>	<p>Site principal & Reading specialist</p>	<p>Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring</p>	<p>Increase in district-wide proficiency in reading on SBAs.</p>

DISTRICT IMPROVEMENT PLAN 2009-2010 School Year
Complete one sheet for each goal – expand sections as appropriate

DISTRICT MEASURABLE GOAL (to include specific target): Increase the percentage of proficient all students in the writing content area (language arts) by 5% percent.

CURRENT PERFORMANCE LEVEL ON SBAs: Grade 3, 26.8%; grade 4, 37.2%; grade 5, 42.2%; grade 6, 26.2%; grade 7, 44.4%; grade 8, 46.8%; grade 9, 36.8%; grade 10, 22.0%

Scientifically based research to support each strategy listed below (reference or brief description):

Curriculum Audit/Development

It is critical in the curriculum audit/development process to include stakeholders in the process. Research indicates that fidelity often establishes a technical and moralistic tone that constrains reflective critiques and marginalizes dissent in the profession (Achinstein & Ogawa, 2006). Thus, it is important to ensure that teachers are a part of the decision-making process of curriculum selection. Teachers have been found to be more positive about curriculum that gives them autonomy in the choice and initiation of teaching strategies (Kimpston, 1985). Another needed process component is to make sure the curriculum is implemented with a combination of fidelity and appropriate flexibility.

Formative Assessment/Response to Instruction (RTI)

Research indicates that using oral reading fluency/accuracy to develop long-term and short-term goals within dynamic setting has been linked to the promotion of greater student achievement. Formative assessment and progress monitoring is based on the RTI model and is implemented in the district in an effort to identify students that need interventions and track their progress.

Professional Development

Research results also confirm the positive relationship to student outcomes of key characteristics of design of professional development programs, particularly on duration and frequency of professional development activities (Blank & Alas, 2009).

Grades 7-12: Ubiquitous Computing Environment

The vision of the Teaching through Transparent Technology Integration (T4) Project is to produce fundamental change in the classrooms of Southwest Region Schools project schools in all of our schools, through the creation of student-centered, one-to-one digital learning environments where students are engaged in high quality, relevant work based on 21st century skills within a high-access digital learning environment using a variety of digital tools and successful practices incorporated across the curriculum. One-to-One digital learning environment will focus on several objectives including, increasing student achievement in language arts as evidenced by increased student test scores, improved student attitude toward school and learning, improved student behavior, decreased dropout rate, increased graduation rate, and increased parent involvement.

Parent Involvement

Researchers Karen Smith Conway, professor of economics at the University of New Hampshire, and her colleague Andrew Houtenville, senior research associate at New Editions Consulting, found that parental involvement has a strong, positive effect on student achievement. The researchers used national data from more than 10,000 eighth-grade students in public and private schools, their parents, teachers, and school administrators.

Instructional Leadership Development- Collaboration

Collaboration efforts between and within district and school staff are related to student achievement as research suggests. Collaboration focused on decisions regarding student achievement, school improvement, curriculum and instruction, and professional development resulted in a positive correlations in relation to student achievement. Other research indicates collaboration as an approach to improving instruction in low-performing schools that achieved dramatic increases in student performance (Guarino, 2006).

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement- <u>not programs</u>)		TIMELINE Milestones for current school year	RESOURCES (MATERIALS), ESTIMATED COSTS, FUNDING SOURCES	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
					EVALUATION (INSTRUMENT(S) USED TO ASSESS))	EVIDENCE OF IMPACT ON STUDENT LEARNING (OUTCOMES – REVIEW AT DISTRICT ONLY PER MILESTONE)
Review and redesign the district-wide K-12 language arts curriculum in order to align with state and national standards; to embed GLEs and RTI interventions into curriculum; map GLEs to resources; and provide fidelity to teaching		All Year: Review and redesign the language arts curriculum and resources with the possibility of piloting new materials	Materials: publishing supplies, notebooks, pens, etc. Resources for piloting writing materials. Extra duty & travel costs Costs/Funding: \$50,000 - SFSF funds	Curriculum audit committee & sub-committees	SBA & HSGQE results, surveys, the curriculum product District-wide writing assessment	Increase in district-wide proficiency in writing on SBAs. The writing assessment results are reviewed throughout the year by the district leadership team and by the principal/staff at each site.
Professional development for all staff – certified teachers, instructional leaders, & paraprofessional staff – in the areas of data analysis, progress monitoring, RTI interventions, writing curriculum, leadership, supplemental programs, technology integration, and to get personnel highly qualified Collaboration – Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, progress monitoring, and academic achievement		Fall 2009: New teacher induction program – intensive language arts curriculum training Fall 2009: All staff training in grade appropriate writing curriculum. Site principals training in effective leadership, collaboration, & data analysis to drive instruction All Year: Specialized training for paraprofessionals and certified teachers provided in writing curriculum, RTI, progress monitoring. All Year: Site principals trained in instructional leadership strategies	Materials: publishing supplies, notebooks, pens, etc. Resources for piloting writing materials. Extra duty & travel costs Costs/Funding: \$70,000 – SFSF funds, Title II-A, & General Budget	District Leadership Team & Site principals	Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring.	Increase in district-wide proficiency in writing on SBAs.

<p>Include parents and community members in curriculum audit. Ask for feedback regarding educational programs and reforms. Promote volunteers and involvement in Title I required plans (school improvement, schoolwide plan, and parent involvement policies).</p>	<p>All Year: Parents and community involved in schools through open houses, academic conferences, town hall meetings, and orientation events. Invite parents/community member to be part of curriculum audit.</p> <p>Fall 2009: Disseminate notifications about SES, the district and school report cards, parent/school compacts, and other notifications by mail and on district website.</p>	<p>Materials: publishing supplies, notebooks, pens, etc. Costs/Funding: \$5,000 – Title I & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Return rates for parent surveys.</p> <p>Attendance at local CSC meetings, school board meetings, and parent/teacher conferences, and during the parent involvement piece of the School Improvement Planning at each site.</p>	<p>School Improvement Plans reflect the feedback provided by the parents and community members.</p> <p>The results of the various parent surveys are analyzed and used to tailor services for the students</p>
<p>Review the ubiquitous computing strategy including continuing professional development, embed in the curriculum, expand to other grade levels, and update/upgrade hardware and software</p>	<p>Fall 2009: Professional development for 7-12 grades teachers and principals of schools in the areas of technology integration, project based learning, and specific software training. Develop plan to upgrade/update hardware and software components and align to curriculum and standards.</p> <p>All Year: Continued support and professional development for teachers and principals.</p>	<p>Materials: Professional services, hardware, software, and travel costs associated with implementation Costs/Funding: \$350,000 – SFSF & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring</p>	<p>Increase in district-wide proficiency in writing on SBAs in grades 7-10.</p>

DISTRICT IMPROVEMENT PLAN 2009-2010 School Year
Complete one sheet for each goal – expand sections as appropriate

DISTRICT MEASURABLE GOAL (to include specific target): Increase the percentage of proficient all students in the math content area by 5% percent.

CURRENT PERFORMANCE LEVEL ON SBAs: Grade 3, 37.5%; grade 4, 35.7%; grade 5, 31.1%; grade 6, 35.4%; grade 7, 46.3%; grade 8, 43.5%; grade 9, 33.3%; grade 10, 33.3%

Scientifically based research to support each strategy listed below (reference or brief description):

Curriculum Audit/Development

It is critical in the curriculum audit/development process to include stakeholders in the process. Research indicates that fidelity often establishes a technical and moralistic tone that constrains reflective critiques and marginalizes dissent in the profession (Achinstein & Ogawa, 2006). Thus, it is important to ensure that teachers are a part of the decision-making process of curriculum selection. Teachers have been found to be more positive about curriculum that gives them autonomy in the choice and initiation of teaching strategies (Kimpston, 1985). Another needed process component is to make sure the curriculum is implemented with a combination of fidelity and appropriate flexibility.

Formative Assessment/Response to Instruction (RTI)

Research indicates that using oral reading fluency/accuracy to develop long-term and short-term goals within dynamic setting has been linked to the promotion of greater student achievement. Formative assessment and progress monitoring is based on the RTI model and is implemented in the district in an effort to identify students that need interventions and track their progress.

Professional Development

Research results also confirm the positive relationship to student outcomes of key characteristics of design of professional development programs, particularly on duration and frequency of professional development activities (Blank & Alas, 2009).

Grades 7-12: Ubiquitous Computing Environment

The vision of the Teaching through Transparent Technology Integration (T4) Project is to produce fundamental change in the classrooms of Southwest Region Schools project schools in all of our schools, through the creation of student-centered, one-to-one digital learning environments where students are engaged in high quality, relevant work based on 21st century skills within a high-access digital learning environment using a variety of digital tools and successful practices incorporated across the curriculum. One-to-One digital learning environment will focus on several objectives including, increasing student achievement in language arts as evidenced by increased student test scores, improved student attitude toward school and learning, improved student behavior, decreased dropout rate, increased graduation rate, and increased parent involvement.

Parent Involvement

Researchers Karen Smith Conway, professor of economics at the University of New Hampshire, and her colleague Andrew Houtenville, senior research associate at New Editions Consulting, found that parental involvement has a strong, positive effect on student achievement. The researchers used national data from more than 10,000 eighth-grade students in public and private schools, their parents, teachers, and school administrators.

Instructional Leadership Development- Collaboration

Collaboration efforts between and within district and school staff are related to student achievement as research suggests. Collaboration focused on decisions regarding student achievement, school improvement, curriculum and instruction, and professional development resulted in a positive correlations in relation to student achievement. Other research indicates collaboration as an approach to improving instruction in low-performing schools that achieved dramatic increases in student performance (Guarino, 2006).

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement- <u>not programs</u>)		TIMELINE Milestones for current school year	RESOURCES (MATERIALS), ESTIMATED COSTS, FUNDING SOURCES	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
					EVALUATION (INSTRUMENT(S) USED TO ASSESS)	EVIDENCE OF IMPACT ON STUDENT LEARNING (OUTCOMES – REVIEW AT DISTRICT ONLY PER MILESTONE)
<p>Review and redesign the district-wide K-12 mathematics curriculum in order to align with state and national standards; to embed GLEs and RTI interventions into curriculum; map GLEs to resources; and provide fidelity to teaching</p> <p>Use of culturally relevant theme based unit projects.</p>		<p>All Year: Review and redesign the mathematics curriculum and resources with the possibility of piloting new materials</p> <p>Implement culturally relevant projects at appropriate grade levels</p>	<p>Materials: publishing supplies, notebooks, pens, etc. Resources for piloting math materials. Extra duty & travel costs</p> <p>Costs/Funding: \$50,000 - SFSF funds</p>	Curriculum audit committee & sub-committees	SBA & HSGQE results, surveys, the curriculum product	Increase in district-wide proficiency in math on SBAs.
<p>Professional development for all staff – certified teachers, instructional leaders, & paraprofessional staff – in the areas of data analysis, progress monitoring, RTI interventions, math curriculum, leadership, supplemental programs, technology integration, and to get personnel highly qualified</p> <p>Collaboration – Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, progress monitoring, and academic achievement</p>		<p>Fall 2009: New teacher induction program – math curriculum training</p> <p>Fall 2009: All staff training in grade appropriate math curriculum. Site principals training in effective leadership, collaboration, & data analysis to drive instruction</p> <p>All Year: Specialized training for paraprofessionals and certified teachers provided in math curriculum, RTI, progress monitoring.</p> <p>All Year: Site principals trained in instructional leadership strategies</p>	<p>Materials: publishing supplies, notebooks, pens, etc. Resources for piloting math materials. Extra duty & travel costs</p> <p>Costs/Funding: \$70,000 – SFSF funds, Title II-A, & General Budget</p>	District Leadership Team & Site principals	<p>Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement</p> <p>Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring.</p>	Increase in district-wide proficiency in math on SBAs.

<p>Include parents and community members in curriculum audit. Ask for feedback regarding educational programs and reforms. Promote volunteers and involvement in Title I required plans (school improvement, schoolwide plan, and parent involvement policies).</p>	<p>All Year: Parents and community involved in schools through open houses, academic conferences, town hall meetings, and orientation events. Invite parents/community member to be part of curriculum audit.</p> <p>Fall 2009: Disseminate notifications about SES, the district and school report cards, parent/school compacts, and other notifications by mail and on district website.</p>	<p>Materials: publishing supplies, notebooks, pens, postage, etc. Costs/Funding: \$5,000 – Title I & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Return rates for parent surveys.</p> <p>Attendance at local CSC meetings, school board meetings, and parent/teacher conferences, and during the parent involvement piece of the School Improvement Planning at each site.</p>	<p>School Improvement Plans reflect the feedback provided by the parents and community members.</p> <p>The results of the various parent surveys are analyzed and used to tailor services for the students</p>
<p>Review the ubiquitous computing strategy including continuing professional development, embed in the curriculum, expand to other grade levels, and update/upgrade hardware and software</p>	<p>Fall 2009: Professional development for 7-12 grades teachers and principals of schools in the areas of technology integration, project based learning, and specific software training. Develop plan to upgrade/update hardware and software components and align to curriculum and standards.</p> <p>All Year: Continued support and professional development for teachers and principals.</p>	<p>Materials: Professional services, hardware, software, and travel costs associated with implementation Costs/Funding: \$350,000 – SFSF & General Budget</p>	<p>District Leadership Team & Site principals</p>	<p>Daily assessment by observation, questioning, formal testing, teacher made tests and book tests. SBA's in the spring</p>	<p>Increase in district-wide proficiency in math on SBAs in grades 7-10.</p>

DISTRICT IMPROVEMENT PLAN 2009-2010 School Year
Complete one sheet for each goal – expand sections as appropriate

DISTRICT MEASURABLE GOAL (to include specific target): Increase district-wide language arts and math scores on SBAs by 5% and increasing the dropout return rate by 5%.

CURRENT PERFORMANCE LEVEL ON SBAs:
District-wide proficiency in: language arts – 37%; math – 36%

Scientifically based research to support each strategy listed below (reference or brief description):

All Grades: Increased Teaching Time

A review of research (Edward E. Ford, *Discipline for the Home and School*, Brandt Publishing, Scottsdale, AZ, 2003) indicates a very high correlation between amount of productive, disruption free instruction time and higher achievement in all curricular areas. The Southwest Region School District recognizes that negative behavioral issues are having a highly significant negative impact on all areas of student achievement throughout the District. To address these issues, the District has implemented the Responsible Thinking Process program at all eight of its sites. This process is built on research compiled by William T. Powers, *Behavior: The Control of Perception*, Aldine, Chicago, 1973 and continued research into human behavior systems centered on Perceptual Control Theory. The Responsible Thinking Process is currently being utilized successfully in over 11 states and 400 schools, as well as internationally in Australia, New Zealand, and Singapore.

9-12 Grade: Alternative Learning Environment

One research study indicated that 21st century education requires schools to provide flexible means to attaining a high school diploma. Alternative programs offer that flexibility and must cater to the needs of the individuals it was designed to serve. The alternative programs offer the academic, social, and self-managed connections necessary to earn a high school diploma. Other research suggests that effective alternative programs use multiple strategies including student choice in involvement, high expectations, small size, and a focus on the student (Morning, 2005).

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement- <u>not programs</u>)	TIMELINE Milestones for current school year	RESOURCES (MATERIALS), ESTIMATED COSTS, FUNDING SOURCES	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (INSTRUMENT(S) USED TO ASSESS))	EVIDENCE OF IMPACT ON STUDENT LEARNING (OUTCOMES – REVIEW AT DISTRICT ONLY PER MILESTONE)
Professional development regarding the implementation and philosophy of the Responsible Thinking Process (RTP) program in all grades at all sites (third year) Alternative learning environment at Togiak School and Manokotak Nunaniq School	Fall 2009: all newly hired staff trained in RTP. Returning staff trained in RTP All Year: College classes offered each semester this year for teacher training Recruit dropout to attend school in alternative learning environment	Resources: tuition for teachers and stipends for trainers RTP Trainer Staff travel and associated costs Cost: \$180,000 General Budget, 1003(a), SFSF	District leadership team Site principals/teachers	Review the drop out return rate. SBAs	Increase in district-wide proficiency in language arts and math on SBAs.