

*Alaska Department of Education  
& Early Development*

*2008-2009 District Improvement Plan  
Submission Packet*



**Due to EED – October 1, 2008**

**Contact:**

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# Overview of 2008-2009 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, 2008.** 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 3, 2008, 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, 2008 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. <b>Notify all district parents</b> 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 along with copy of notification.
2. <b>Consult</b> with parents, school staff, and other interested persons to write plan.	Provide list of names of participants showing representation from each group.
3. <b>Address the teaching and learning needs in the schools of the district</b> and the specific academic problems of low-achieving students, including a determination of <b>why any of the district's prior plans failed</b> to bring about increased student academic performance.	Describe why district's prior plans have not succeeded in improving student achievement.

4. Cover a <b>two-year period (submitted one year at a time)</b> ;	Include timeline and dates for current school year.
5. Incorporate <b>scientifically based research strategies</b> 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 <b>greatest likelihood of improving the achievement of students</b> in meeting the academic performance requirements in 4 AAC 06.810.	Strategies proposed target reasons for not making AYP.
7. Address <b>professional development needs</b> of the instructional staff.	Professional development description provided in plan. It should reflect all ready submitted plans that include professional development needs.
8. <b>Spend 10% of district Title IA allocation each year</b> for professional development.	Signature required on cover/assurance page.
9. Include specific <b>measurable achievement objectives and targets</b> for all students collectively and each subgroup of students.	Measurable objective(s) and target(s) provided.
10. Incorporate, <b>as appropriate, activities before school, after school, during the summer</b> , and during an extension of the school year.	Extended learning opportunities described if included in plan.
11. Specify any <b>technical assistance</b> to be provided to the district.	Describe technical assistance, if any, to be provided to the district.
12. Include strategies to promote <b>effective parental involvement</b> in the school.	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 progress monitor 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 2008-2009 Cover Sheet

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

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

<b>District Improvement Contact:</b>	Jon Clouse
<b>Phone (907)</b>	842 8216
<b>Fax (907)</b>	842 8258
<b>District Contact Email:</b>	<a href="mailto:jclouse@swrsd.org">jclouse@swrsd.org</a>

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*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.*

<b>Superintendent's Signature:</b>	
<b>Date:</b>	

**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	OK	OK	OK	OK	OK
Math	OK	OK	√	OK	OK
Participation	OK				
Grad Rate	OK				

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

There was significant improvement in student achievement this year when compared to last year’s AYP results. However, Southwest Region School District recognizes the challenges that still exist. The focus of the plan is in the math content area but included other areas for improvement.

The district experiences a high rate of turnover teacher and administrative personnel at the school sites and at the district office. There were 17 new teachers (27% turnover) of the 63 currently employed; there were three new principals (38% turnover) out of eight; there are one new director level employee (out of four) and a new curriculum specialist at the district level.

The district implemented a new math curriculum, which required a considerable amount of learning on the part of all teachers and site administrators. Professional development was provided but it takes time to effectively implement new curriculum resources.

The level of communication and direction was inadequate between the district level personnel and school principals and staff regarding the use of data to drive instruction, identifying students “at-risk” in order to develop plans of intervention, focusing on addressing the grade level expectations in daily instruction, and the use of collaboration to drive instruction.

Last year, supplemental educational services were only provided to the schools designated at level 4 or 5 in school improvement.

One of our larger sites, New Stuyahok (3rd year at level 5), is currently at 175% student capacity and is projected to be at almost 226% of capacity by 2012. A facility appraisal done in April 1999 produced a poor rating for personal space for students and borderline ratings in the following areas: educational adequacy, environment for education, location of academic learning areas, library/media center, design that provides impetus to learning and age appropriate areas for student interaction. The construction of the new school has begun and completion is scheduled for December 2008.

**3. 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. 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.

All school sites sponsor an open house at the beginning of the school year and will conduct parent meetings at the end of each quarter. Many of the schools use the open house to discuss with parents, their child's individual achievement in school using the standards based assessments, high school grade equivalency exam, IPT assessment, and other state and district assessment data.

Parents who have children attending school at level 2 or higher in school improvement are offered choices for supplemental education services. These parents are notified in a parent letter/survey regarding possible supplemental education services and why their schools are offering those services. The parent committee made a recommendation to use Alaska Learning Labs as the supplemental education service for schools at level 2 or higher in school improvement.

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, hold monthly meetings. These meetings give parents the opportunity to provide feedback regarding the district improvement plan.

**4. 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.)**

Professional development regarding the use, implementation, and interpretation of Alaska Computerized Formative Assessment and assessment results for all staff.

Professional development for the school and district administrators on effective leadership skills and techniques.

Professional development on the use, implementation, and interpretation of AIMSweb and AIMSweb results for all staff.

The importance of school improvement funds is recognized by the district, however, those funds only secured the use of AIMSweb for the schools in level 2 or higher of school improvement. This is a district improvement plan and it would be helpful if "district" funds were available to help implement district-wide programs such as AIMSweb.

Additional instructional leadership professional development beyond the initial fall training would be very beneficial.



**DISTRICT IMPROVEMENT PLAN 2008-2009 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target): Increase level of advance/proficient in reading at every grade level on the SBAs by 10 percent.**

**CURRENT PERFORMANCE LEVEL ON SBAs: The following percentages are for advanced/proficient. Grade 3 – 38.1%; Grade 4 – 34.0%; Grade 5 – 39.7%; Grade 6 – 48.1%; Grade 7 – 55.1%; Grade 8 – 62.5%; Grade 9 – 50.8%**

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

**Reading Instruction**

SRA's Open Court is an early, explicit instructional program in phonemic awareness and decoding. The program involves readers and writers for a successful reading program. Open Court offers and LEP component that is used with LEP identified students. We will be using Open Court to emphasis the areas of needed improvement among our students; note, we are in our third year of implementation.

**Reader's Journey**

Research (Carnegie, 2004) list 15 elements for effective instruction in adolescent literacy programs. These elements include: Direct, explicit, and comprehensive instruction; Effective instructional principles embedded in content; Motivation and self-directed learning; Collaborative learning; Strategic tutoring; Diverse texts; Intense writing; A technology component; Ongoing formative assessment; Extended time for literacy; Professional development; Ongoing summative assessment; Teacher teams; Leadership: A comprehensive and coordinated literacy program. The Reader's Journey curriculum resource is strongly aligned with the fifteen elements.

**Learning Upgrade**

Research shows that for children to be successful readers they must he ability to read fluently with accuracy, speed and expression. The course through a game metaphor motivates students to read and comprehend words, sentences, and passages quickly. Research shows that students must actively read and understand text and answer comprehension questions throughout the program. By apply reading comprehension strategies to enhance understanding and enjoyment of what they read. In the course, students learn key comprehension strategies and must actively read passages and answer questions (National Reading Panel, 2000).

**Grades 9-12: One-to-One Digital Learning**

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 the communities of Koliganek, New Stuyahok (Chief Ivan Blunka School), Manokotak, and Togiak, 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. The scope of the project includes equipping all students and staff in grades 9-12 at the four project schools with a laptop computer, training for staff in technology integration and one-to-one learning best practices, and provision of full technical support for all users. The goals of this project are threefold: (1) to increase student achievement by creating a student-centered, one-to-one digital learning program where students perform 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; (2) to build enhanced capacity for technology integration across the curriculum through the implementation of a comprehensive, ongoing staff development program; and (3) to create a sustained support system for all users in the project schools. 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. NOTE: we are in our third year of implementation.



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

**Formative Assessment/Response to Instruction (RTI) – AIMSweb and ACFA**

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. AIMSweb is based on the RTI model and is implemented in the district in an effort to identify students that need interventions in reading. The AIMSweb Reading Curriculum Based Measures met the seven standards derived from the Standards for Educational and Psychological Testing. Those standards include: (1) sufficient number of alternate forms with evidence of equal difficulty, (2) rates of improvement specified, (3) Benchmarks specified, (4) evidence of improved student learning or teacher planning, (5) sensitivity to student improvement, (6) reliability, and (7) validity, was judged independently by two of six members of the National Technical Review Panel. Complete details regarding this process are described on the Center's web page (National Center on Student Progress Monitoring).

**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 increased 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>Professional development for the SRA Open Court Reading resources, Reader’s Journey resources, and mentoring for teachers.</p> <p>Professional development on the use, implementation, and interpretation of AIMSweb and ACFA.</p> <p>Professional development for site principals and district leadership team focusing on instructional leadership</p>		<p>July, 2008 - all newly hired K-8 teachers trained in Open Court Reading</p> <p>August, 2008 – Returning K-8 staff trained in Open Court Reading;</p> <p>All Year – K-8 staff collaborate with curriculum specialist on implementation of instructional strategies and training on Reader’s Journey curriculum resource; curriculum specialist makes site visits to offer individualized training; all staff trained in AIMSweb; 3-12 grade staff trained in ACFA; site principals trained in instructional leadership strategies</p> <p><b>See attached documentation for detailed information</b></p>	<p>Supplement the current Open Court and Reader’s Journey Reading curriculum resources (textbooks and other materials)</p> <p>Training, materials, and cost for AIMSweb and ACFA</p> <p>Staff travel and associated costs for training</p> <p>Estimated Cost - \$27,250</p> <p>General budget, Title II-A, and Title I-A (PD)</p>	District leadership team	<p>Use of AIMSweb to benchmark students three times during the year in order to identify students at-risk and monitor progress</p> <p>Use of ACFA to assess students’ knowledge of GLEs on a minimum of a monthly basis.</p> <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>	<p>Data from AIMSweb is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Data from ACFA is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Data from SBAs is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p>

<p>Parents are invited to an open house at their respective schools</p> <p>Parents are involved with Parent/teacher conferences at each quarter; at monthly CSC meetings; at monthly school board meetings and during the SIP process at five of our sites.</p> <p>Parent notifications regarding NCLB programs, SES programs, LEP programs, district and school AYP, FERPA, and other pertinent information is sent to parents via mail and posted on the website.</p> <p>Many principals and teachers send home weekly or monthly newsletters and volunteers are always encouraged</p>	<p>Professional development for site principals and district leadership team focusing on instructional leadership including the importance of parent involvement</p> <p>Parent/School compacts presented during open house where appropriate</p> <p>Parent Involvement Policy reviewed local CSC</p> <p>Two of the quarterly parent/teacher conferences are conducted in the homes of the parents at some schools</p>	<p>Principal travel and associated costs</p> <p>Estimated cost: \$3,000</p> <p>General budget, Title II-A</p>	<p>District leadership team</p> <p>Site principals and teachers</p>	<p>Parent survey for SES</p> <p>Parent survey for LEP program information</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>Continue AASB CDL professional development with all 9-12 staff; third year with high level of parent involvement at four K-12 sites.</p>	<p>2008 Fall district-wide in-service training for principals; 9-12 Teachers received training in planning and implementation of technology into the content areas; parents participate in annual fall meeting conducted by site staff at each K-12 site regarding the use of technology.</p>	<p>Use of district's distance delivery system</p> <p>AASB CDL participation costs</p> <p>Estimated cost: \$45,000</p> <p>General budget</p>	<p>District office tech support staff, site principals and teachers in grades 9-12</p>	<p>Teacher and principals observations</p> <p>Parent survey for AASB CDL project</p>	<p>Regular meetings are scheduled with district office technology staff and the site principals to discuss progress and issues</p>

**DISTRICT IMPROVEMENT PLAN 2008-2009 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target): Increase level of advance/proficient in writing at every grade level on the SBAs by 10 percent.**

**CURRENT PERFORMANCE LEVEL ON SBAs: Grade 3, 31.0%; grade 4, 31.9%; grade 5, 31.0%; grade 6, 48.1%; grade 7, 42.9%; grade 8, 37.5%; grade 9, 22.0%; grade 10, 35.0%**

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

**Writing Instruction**

The Write Source (K-12) program presents writing as a process; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing; builds grammar, punctuation, and spelling skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. When writing is taught as a process students are encouraged to develop a piece of writing over time in five recursive stages that mirror the stages that expert writers go through when working on their own authentic writing—prewriting, drafting, revising, editing or proofreading, and publishing. Initially popularized by Donald Graves (1991, 1994), Lucy Calkins (1994), and others (e.g., Atwell, 1987; Fletcher, 1993; Hillocks, 1987), this approach is currently the most widely accepted way of teaching writing. Knowledgeable educators agree that writing should be taught as a process (e.g., Cooper, 2000; Routman, 2000; Ruddell, 2002; Tompkins, 2000). Because the process approach breaks writing into these major stages, it enables students to understand and gain control over the complex task of writing. Furthermore, research suggests that when writing is taught as a process, student achievement increases (e.g., Hillocks, 1986; Holdzkom, Reed, Porter, & Rubin, 1982; Keech & Thomas, 1979). The research based “Six Traits+one” system of writing instruction is a validated system supported by the Northwest Regional Education Laboratories (See NWREL March 2002 Report “Creating Good Writers”).

**Reader’s Journey**

Research (Saddler & Andrade, 2004) suggests that the use of reflective critics and rubrics are effective methods of developing writing. While Reader’s Journey uses both methods it also incorporates the six analytical traits of writing, which is an effective means of writing instruction supported by research. The use of collaborative teams in the method of literature circles is another method described in research as being effective instruction and that Reader’s Journey incorporates.

**Grades 9-12: One-to-One Digital Learning**

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 the communities of Koliganek, New Stuyahok (Chief Ivan Blunka School), Manokotak, and Togiak, 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. The scope of the project includes equipping all students and staff in grades 9-12 at the four project schools with a laptop computer, training for staff in technology integration and one-to-one learning best practices, and provision of full technical support for all users. The goals of this project are threefold: (1) to increase student achievement by creating a student-centered, one-to-one digital learning program where students perform 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; (2) to build enhanced capacity for technology integration across the curriculum through the implementation of a comprehensive, ongoing staff development program; and (3) to create a sustained support system for all users in the project schools. 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.

**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 increased in student performance (Guarino, 2006).

ACTION TO IMPLEMENT <u>Action, strategies and interventions (include professional development, mentoring, parent involvement-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>Provide teacher training and support for using The Write Source and Reader’s Journey.</p> <p>Professional development for site principals and district leadership team focusing on instructional leadership</p> <p>Professional development on the use, implementation, and interpretation of district-wide six trait writing assessment.</p>	<p>2008 Fall district-wide in-service training.</p> <p>Fall training for use, implementation, and scoring of district-wide six trait writing assessment</p> <p>All Year – K-12 staff collaborate with curriculum specialist on implementation strategies and training on Reader’s Journey; curriculum specialist makes site visits to offer individualized training; site principals trained in instructional leadership strategies</p> <p><b>See attached documentation for detailed information</b></p>	<p>Supplement the current Write Source and Reader’s Journey curriculum resources (textbooks and other materials)</p> <p>Staff travel and associated costs for training</p> <p>Estimated Cost - 23,000</p> <p>General budget, Title II-A, and Title I-A</p>	District leadership team	<p>Writing assessment</p> <p>Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement</p> <p>Daily assessments by observations, questioning, formal testing, teacher made tests, book tests and SBAs</p>	<p>The writing assessment results are reviewed throughout the year by the district leadership team and by the principal/staff at each site.</p> <p>Data from SBAs is reviewed annually at each site with teachers and at the district office by the leadership team.</p>

<p>Parents are invited to an open house at their respective schools</p> <p>Parents are involved with Parent/teacher conferences at each quarter; at monthly CSC meetings; at monthly school board meetings and during the SIP process at five of our sites.</p> <p>Parent notifications regarding NCLB programs, SES programs, LEP programs, district and school AYP, FERPA, and other pertinent information is sent to parents via mail and posted on the website.</p> <p>Many principals and teachers send home weekly or monthly newsletters and volunteers are always encouraged</p>	<p>Professional development for site principals and district leadership team focusing on instructional leadership including the importance of parent involvement</p> <p>Parent/School compacts presented during open house where appropriate Parent Involvement Policy reviewed and adopted by local CSC</p> <p>Two of the quarterly parent/teacher conferences are conducted in the homes of the parents at some schools</p>	<p>Principal travel and associated costs</p> <p>Estimated cost: \$3,000</p> <p>General budget, Title II-A</p>	<p>District leadership team</p> <p>Site principals and teachers</p>	<p>Parent survey for SES</p> <p>Parent survey for LEP program information</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>Continue One-to-One Digital Learning Environment with all students grades 9-12; second year with high level of parent involvement at four K-12 sites; and parents and students are asked to complete a school survey at the end of each school year.</p>	<p>2008 Fall district-wide in-service training for principals and teachers; 9-12 Teachers received training in planning and implementation of technology into the content areas; parents participate in an annual fall meeting conducted by district office staff at each K-12 site regarding the use of technology.</p>	<p>Use of district's distance delivery system</p> <p>AASB CDL participation costs</p> <p>Estimated cost: \$45,000</p> <p>General budget,</p>	<p>District office tech support staff, site principals and teachers in grades 9-12</p>	<p>Teacher and principals observations</p> <p>Parent survey for AASB CDL project</p>	<p>Regular monthly meetings are scheduled with district office technology staff and the site principals to discuss progress and issues</p>

**DISTRICT IMPROVEMENT PLAN 2008-2009 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target): Increase level of advance/proficient in mathematics at every grade level on the SBAs by 10 percent.**

**CURRENT PERFORMANCE LEVEL ON SBAs: Grade 3, 33.3%; grade 4, 40.4%; grade 5, 51.7%; grade 6, 52.7%; grade 7, 34.7%; grade 8, 39.1%; grade 9, 32.8%; grade 10, 30.8%**

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

**Spiraling Math Instruction**

Saxon Math - Practice of an increment is distributed continually across each grade level. Continual, distributed practice ensures that concepts are committed to students' long-term memory and that students achieve automaticity of basic math skills. Several research studies show that students who are taught with a mathematics curriculum that uses continual practice and review show greater skill acquisition and math achievement (Good & Grouws, 1979; MacDonald, 1984; Hardesty, 1986; Mayfield & Chase, 2002; Usnick, 1991; Ornstein, 1990). Additional studies have concluded that spaced (distributed) practice results in higher performance than massed practice (Dhaliwal, 1987; Proctor, 1980).

**Culturally Relevant Math Instruction**

Math in a Cultural Context – The use of local culture and language in the process of education in Alaska Native communities has been noted for many years, the first in 1928 by the federal government (Meriam Report). The use of culturally (Yupik) relevant mathematics with students is a strategy that is used to help connect math concepts to traditional life.

**Holt Mathematics Curriculum Resource**

A study conducted by the Educational Research Institute of America (ERIA) showed that students using Holt's middle school mathematics program consecutively for two years show significant improvement in performance on the Stanford Achievement Test Mathematics, 10th Edition (SAT 10). On average, these students score at least a full grade level ABOVE their peers.

**Learning Upgrade**

There are several research reports showing significant gains (between 0.5 and 2.5 grade levels) in math achievement in a short period of time (between two and ten weeks depending on the study) through the use of Learning Upgrade. Other research links an increase in motivation to learn through the use of Learning Upgrade (Cole, 2005; Hawk, 2002).

**Grades 9-12: One-to-One Digital Learning**

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 the communities of Koliganek, New Stuyahok (Chief Ivan Blunka School), Manokotak, and Togiak, 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. The scope of the project includes equipping all students and staff in grades 9-12 at the four project schools with a laptop computer, training for staff in technology integration and one-to-one learning best practices, and provision of full technical support for all users. The goals of this project are threefold: (1) to increase student achievement by creating a student-centered, one-to-one digital learning program where students perform 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; (2) to build enhanced capacity for technology integration across the curriculum through the implementation of a comprehensive, ongoing staff development program; and (3) to create a sustained support system for all users in the project schools. 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.

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

**Formative Assessment/Response to Instruction (RTI) – AIMSweb and ACFA**

Research states that schools adopting formative assessment could increase from the middle of the international maths tables to the top ranks. They also said that lower-achieving children benefited most from this form of diagnostic assessment, which places heavy emphasis on high-quality teacher feedback.. AIMSweb is based on the RTI model and is implemented in the district in an effort to identify students that need interventions in mathematics. The AIMSweb Math Curriculum Based Measures met the seven standards derived from the Standards for Educational and Psychological Testing. Those standards include: (1) sufficient number of alternate forms with evidence of equal difficulty, (2) rates of improvement specified, (3) Benchmarks specified, (4) evidence of improved student learning or teacher planning, (5) sensitivity to student improvement, (6) reliability, and (7) validity, was judged independently by two of six members of the National Technical Review Panel. Complete details regarding this process are described on the Center's web page (National Center on Student Progress Monitoring).

**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 increased 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>Professional development for Saxon math and High school resources and mentoring for new teachers.</p> <p>Professional development on the use, implementation, and interpretation of AIMSweb and ACFA.</p> <p>Professional development for site principals and district leadership team focusing on instructional leadership</p> <p>Professional develop on use an implementation of MCC Math.</p>	<p>2008 Fall district-wide in-service training;</p> <p>All Year – K-12 staff collaborate with curriculum specialist on implementation strategies; curriculum specialist makes site visits to offer individualized training; all staff trained in AIMSweb; 3-12 grade staff trained in ACFA; MCC Math; site principals trained in instructional leadership strategies</p> <p><b>See attached documentation for detailed information</b></p>	<p>Supplement the current Saxon Math and Holt curriculum resources (textbooks and other materials)</p> <p>MCC Math</p> <p>Materials for AIMSweb and ACFA training</p> <p>Staff travel and associated costs for training</p> <p>Estimated Cost - \$22,250</p> <p>General budget, Title II-A, and Title I-A</p>	District leadership team	<p>Use of AIMSweb to benchmark students three times during the year in order to identify students at-risk and monitor progress</p> <p>Use of ACFA to assess students knowledge of GLEs on a minimum of a monthly basis.</p> <p>Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement</p>	<p>Data from AIMSweb is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Data from ACFA is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Data from SBAs is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p>

<p>Parents are invited to an open house at their respective schools</p> <p>Parents are involved with Parent/teacher conferences at each quarter; at monthly CSC meetings; at monthly school board meetings and during the SIP process at five of our sites.</p> <p>Parent notifications regarding NCLB programs, SES programs, LEP programs, district and school AYP, FERPA, and other pertinent information is sent to parents via mail and posted on the website.</p> <p>Many principals and teachers send home weekly or monthly newsletters and volunteers are always encouraged</p>	<p>Professional development for site principals and district leadership team focusing on instructional leadership including the importance of parent involvement</p> <p>Parent/School compacts presented during open house where appropriate.</p> <p>Parent Involvement Policy reviewed and adopted by local CSC</p> <p>Two of the quarterly parent/teacher conferences are conducted in the homes of the parents at some of the schools</p>	<p>Principal travel and associated costs</p> <p>Estimated cost: \$3,000</p> <p>General budget, Title II-A</p>	<p>District leadership team</p> <p>Site principals and teachers</p>	<p>Parent survey for SES</p> <p>Parent survey for LEP program information</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>Implement One-to-One Digital Learning Environment with all students grades 9-12; second year; parents are also involved with parent/teacher conferences the first and third quarters; monthly CSC meetings; and during the SIP process at five of our sites; parents and students are asked to complete a school survey at the end of each school year.</p>	<p>2008 Fall district-wide in-service training for principals; 7-12 Teachers received training in planning and implementation of technology into the content areas; parents participate in an annual fall meeting conducted by district office staff at each K-12 site regarding the use of technology.</p>	<p>Use of district's distance delivery system</p> <p>AASB CDL participation costs</p> <p>Estimated cost: \$45,000</p> <p>General budget</p>	<p>District office tech support staff, site principals and teachers in grades 9-12</p>	<p>Teacher and principals observations</p> <p>Parent survey for AASB CDL project</p>	<p>Regular monthly meetings are scheduled with district office technology staff and the site principals to discuss progress and issues</p>

**DISTRICT IMPROVEMENT PLAN 2007-2008 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target):** Decrease number of suspensions/expulsions/truancies at every grade level by 10 percent and increasing the graduation rate 5 percent.

**CURRENT PERFORMANCE LEVEL ON SBAs:** n/a

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

**All Grades: Responsible Thinking Process**

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 around 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 Education Program**

One research study indicated that 21<sup>st</sup> 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)	<p>August, 2008 - all newly hired staff trained in RTP</p> <p>August, 2008 – Returning staff trained in RTP</p> <p>All Year – College classes offered each semester this year for teacher training</p>	<p>Cost of tuition for teachers and stipends for trainers</p> <p>RTP Trainer</p> <p>Staff travel and associated costs</p> <p>Estimated Cost: \$6,000</p> <p>General Budget, Title II-A</p>	<p>District leadership team</p> <p>Site principals/teachers</p>	<p>Suspension reporting required by the state and entered on the statewide database</p> <p>Graduation rate as determined by state formula</p> <p>Review progress towards graduation with diploma of alternative program students</p>	<p>Suspensions are reported at each site as they occur and the data is reviewed monthly by district office personnel.</p> <p>Continuous review of student data regarding RTC referrals, dropout, and repetition of grade level</p>

<p>Parents are invited to an open house at their respective schools</p> <p>Parents are involved with Parent/teacher conferences at each quarter; at monthly CSC meetings and at monthly school board meetings.</p> <p>Parent notifications regarding RTP are sent out via mail and with students.</p>	<p>Professional development for site principals and district leadership team focusing on instructional leadership including the importance of parent involvement</p> <p>Parent/School compacts presented during open house where appropriate</p> <p>Two of the quarterly parent/teacher conferences are conducted in the homes of the parents</p>	<p>Resources for parent communication</p> <p>Estimated cost: \$1,000</p> <p>General budget, Title II-A</p>	<p>District leadership team</p> <p>Site principals and teachers</p>	<p>Attendance at local CSC meetings, school board meetings, and parent/teacher conferences, and open house.</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>
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<p>The establishment of an alternative education program is an intervention strategy to help at-risk students graduate using alternative methods in a flexible environment.</p>	<p>2008-2009 School Year</p>	<p>Curriculum resources</p> <p>0.25 FTE Teacher</p> <p>Estimated Cost: \$26,000</p> <p>General Budget 1003(g) Funds</p>	<p>Site Principal and alternative program teacher</p>	<p>Attendance and participation of students in the alternative program.</p> <p>Review progress towards graduation with diploma of alternative program students</p> <p>Use of AIMSweb to benchmark students three times during the year in order to monitor progress</p> <p>Use of ACFA to assess students knowledge of GLEs on a minimum of a monthly basis.</p> <p>Weekly collaboration meetings at each site focusing on data, interventions, instructional strategies, and academic achievement</p>	<p>Participation of students in Togiak alternative program.</p> <p>Review of the SBA and HSGQE results of those students in the program</p> <p>Graduation rate of those students in the program</p> <p>The writing assessment results are reviewed throughout the year by the district leadership team and by the principal/staff at each site.</p> <p>Data from AIMSweb is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Data from ACFA is reviewed throughout the year by the district leadership team and by the principal/staff at each site</p> <p>Number of suspensions, expulsions, and truancies</p>
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