

Successful School Improvement Plan

Tuluksak School

Yupiit School District

School Name: Tuluksak School

Date of Plan: March 27, 2023

Village: Tuluksak **Zip Code:** 99679 **Phone Number:** 907 695-5621

Principal: Kary DelSignore

Contact Number: 907 825 2080

District: Yupiit School District

Superintendent: George Scott Ballard

District Liaison: Wayne Woodgate

School's District Vision: To educate all children to be successful in any environment.

School's District Mission: All Members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yupik and speak their language, and the curriculum and instruction is based in Yupik values and traditions. Our community members, elders, parents, and students feel ownership in our schools.

Goal #1

Tuluksak School will empower students and staff as leaders and decision makers

Indicator 1. Staff will be provided with opportunities to choose and take part in the professional development that they are interested in.

Indicator 2. Students and staff will create a clear school vision and mission with goals they want and see as important for their education.

Strategy #1

If we allow staff to choose professional development opportunities they will be more engaged with their own learning and become confident leaders in their area of interest, being more likely to use and implement what they learned in the classroom to improve student outcomes and school culture.

Year 1 Measure: 50% of teachers will choose and attend or take part in a professional development activity of their choosing. The school will provide up to \$1000 for travel registration and or supplies for the teacher to take part in the professional development from school Improvement funds.

Sc-2B.3 School Leadership Team seeks out, and provides access to professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.

Year 2 Measure: 75% of teachers will choose and attend or take part in a professional development activity of their choosing. The school will provide up to \$1000 for travel registration and or supplies for the teacher to take part in the professional development from school Improvement funds. Staff who attend professional development will show how they incorporate what they learned either in lesson plans or by reporting on school or classroom implementation during staff meetings.

Sc-2B.3 School Leadership Team seeks out, and provides access to professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.

Year 3 Measure: 90% of teachers will choose and attend or take part in a professional development activity of their choosing. The school will provide up to \$1000 for travel registration and or supplies for the teacher to take part in the professional development from school Improvement funds. Staff who attend professional development will show how they incorporate what they learned either in lesson plans or by reporting on school or classroom implementation during staff meetings. At least one strategy, idea, process, program, or method that is brought and shared with staff will be offered as a school improvement idea that will be decided upon and lead by teachers to improve overall school culture, climate , and or outcomes.

Sc-2B.3 School Leadership Team seeks out, and provides access to professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.

Milestones :Year 1

Action 1: Half of the staff will choose a professional development opportunity and attend or complete it.

Anticipated Output: Staff will gain new schools that they are interested in.

Timeline: By May 2024

Budget resources: Up to \$1000 per staff member for up to five teachers from the SIG grant funds.

Person Responsible: Teacher volunteers

Milestones :Year 2

Action 1: 75 % of teaching staff will choose a professional development opportunity and attend or complete it.

Anticipated Output: Staff will gain new schools that they are interested in.

Timeline: May 2025

Budget resources: Up to \$1000 per staff member for up to seven teachers from the SIG grant funds.

Person Responsible: Teacher volunteers

Action 2: Staff who take part in self-choice professional learning opportunities will incorporate what they learned in their lesson plans or by reporting to the staff at large on their class or school implementation of the information they learned and are using.

Anticipated Output: Staff are empowered to guide their own learning and lead and support other staff members.

Timeline: Ongoing school year 24/25

Budget resources: Up to \$1000 per staff member for up to seven teachers from the SIG grant funds.

Person Responsible: Teacher volunteers

Milestones :Year 3

Action 1: 90 % of teaching staff will choose a professional development opportunity and attend or complete it.

Anticipated Output: Staff develop leadership skills and becoming experts in areas that interest them.

Timeline: Ongoing 25/26 school year

Budget resources: Up to \$1000 per staff member for up to 9 teachers from the SIG grant funds.

Person Responsible: Teacher volunteers

Action 2: Staff will meet collaboratively to determine one new initiative based on staff development over the past two years to incorporate school wide over the next year and choose a staff member/members to lead the initiative.

Anticipated Output: Staff empowered to lead and make positive change in their school, sense of staff ownership.

Timeline: Ongoing 26/26 school year

Budget resources: to be determined based on project chosen

Person Responsible: Staff as leaders

Strategy #2

If we support ongoing and create new student leadership opportunities such as; student government and youth boardsmanship, and holding monthly collaborative meetings with staff and students, students will develop a sense of belonging and ownership increasing attendance and outcomes.

Year 1 Measure: By the end of October, 2023, Tuluksak school will establish a student government with a school president, and class representatives from 7-12th grade. The student government will meet weekly to discuss the state of the school and plan upcoming events and student opportunities. Representatives from the student leadership team will meet with staff leadership at least 4 times during the year to collaboratively develop a school vision and mission.

Sc-4.2: Teachers and staff help students and their families formulate educational goals and understand and use a variety of data sources about student progress and interests.

SC-4C.1: Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.

Year 2 Measure: Tuluksak School will offer a leadership class that will meet daily and be comprised of student government members and others who want to take part in school leadership. Students will start to become involved in creating the plan for a student court system to take on student behavior, as well as continue moving forwards with shaping and collaborating with staff during 5 annual meetings to influence class and activity offerings for students.

Sc-4.2: Teachers and staff help students and their families formulate educational goals and understand and use a variety of data sources about student progress and interests.

SC-4C.1: Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.

Year 3 Measure: Tuluksak School will maintain the leadership class offering, student government, and student boardsmanship opportunities, and will implement the plans they created in year two, starting a student court system that will be run by students under staff supervision that deals with student referrals and discipline in a variety of instances as laid out by the plan created in year two. The students court will meet two times a month in its first year of implementation.

Sc-4.2: Teachers and staff help students and their families formulate educational goals and understand and use a variety of data sources about student progress and interests.

SC-4C.1: Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.

Milestones :Year 1

Action 1: Establish a student government through an election

Anticipated Output: Student government in place

Timeline: By October 2023

Budget resources: Stipend from SIG grant to staff mentor

Person Responsible: Teacher or Staff member

Action 2: Hold four meetings during the year with the elected student government

Anticipated Output: Students will meet together developing relationships and creating a sense of responsibility and duty to the school.

Budget resources: Stipend for staff mentor

Timeline: By May 2024

Person Responsible: Teacher or Staff member

Action 3: Student government will plan and hold at least two activities for students and or the community.

Anticipated Output: Students become responsible leaders, making decisions that impact their ability to influence school operations.

Budget resources: Stipend for staff mentor and possible funds for materials for the activity designed.

Timeline: By May 2024

Person Responsible: Teacher or Staff member

Milestones :Year 2

Action 1: Implementation of a Leadership class at the HS and MS level.

Anticipated Output: Additional students can participate in student leadership along side elected student government officials, increasing leadership opportunities.

Budget resources: Staffing budget from general funds to include elective during the school day, staff stipend for outside of school day hours for activities.

Timeline: August 2024

Action 2: Leadership class will be assigned to take on the responsibility of learning about student courts and creating a plan for Tuluksak School to implement.

Anticipated Outcome: A completed plan for a Tuluksak School Student Court.

Budget resources: Staffing budget from general funds to include elective during the school day, staff stipend for outside of school day hours for activities.

Person Responsible: Teacher or Staff member

Timeline: May 2025

Action 3: Students in the Leadership class will be provided with five opportunities during the year to have a collaborative meeting with staff to help with the student court design and to discuss and plan activities and discuss student desires. A school mission and vision statement will be created.

Anticipated Output: Student and staff empowerment through active leadership and development of a staff and student created mission and vision statement.

Budget resources: Stipend for staff leadership mentor.

Person Responsible: Teacher or Staff member

Timeline: May 2025

Milestones :Year 3

Action 1: Have the Leadership Class inform the general student body and community about the student court.

Anticipated Output: Gain student and community understanding and buy in.

Budget resources: Staff stipend to supervise and guide student during out-of-school hours for the meetings.

Person Responsible: Teacher or Staff member

Timeline: By October 2025

Action 2: Train students on rules and procedures created for student court operation based on guidelines created in year 2.

Anticipated Output: Students will understand how to operate the court.

Budget resources: Staff stipend to supervise and guide student during out-of-school hours for the meetings.

Timeline: By October 2025

Person Responsible: Teacher or Staff member

Action 3: Begin to hold twice monthly student run student court sessions

Anticipated Output: Students take on leadership and are empowered to be involved in the operation of the school

Budget resources: Staff stipend to supervise and guide student during out-of-school hours for the meetings.

Timeline: Start by November 2025

Person Responsible: Teacher or Staff member

Goal #2:

Students and staff will learn the five district adopted Yupik Cultural Values and learn about how each one looks in the school environment and learn to adopt and value those behaviors and actions.

Indicator 1. Students and staff will be able to name and describe the five district selected Yupik values and how they look in the school setting.

Indicator 2. Student attendance will increase as they embrace and live traditional values.

Strategy #1

If we teach students and staff to embrace and understand local traditional values, we can increase feelings of self-worth and promote pride in their individual identity by embracing place-based education and traditional learning methods leading to an increase student outcomes.

Year 1 Measure: When asked 80% of students will be able to describe what each value is and how it is demonstrated in the school through positive behaviors and actions.

Sc-4D.4: The school plans ways to infuse place based customs, and values into the school's operating procedures, rituals, and activities.

Year 2 Measure: Staff and students will be expected to be able to orally identify how they have lived one or more Yupik values during the day as part of a class meeting at least one time a week. Students should also be able to recognize traditional value attributes in others and orally express that when asked 80% of the time during a weekly class meeting.

Sc-4D.4: The school plans ways to infuse place based customs, and values into the school's operating procedures, rituals, and activities.

Year 3 Measure: Students in grade level 1 and up, will create individual academic goals for reading and math using at least one Yupik value as a guide on how they will achieve those goals.

Milestones: Year 1

Action 1: A new Yupik value will be introduced to all staff and students every week as part of a morning assembly.

Anticipated Output: Students will learn Yupik values one at a time throughout the year

Timeline: Ongoing in the school year 23/24. One new value will be introduced every two months. During those two months students will learn what that value is, how it looks at school and what actions are required to see that value in one's own work.

Budget resources: Posters will need to be purchased for school classrooms and hallways

Person Responsible: Elders, community educators, or local staff will introduce the values and talk about them each week during the assembly. Between the assemblies teachers will find time to introduce the value as part of their daily practice and teaching and discuss it with the students.

Action 2: Posters of the five Yupik values will be placed in all the classrooms both in English and Yupik, as well as in the hallways.

Anticipated Output: Staff and students will know that the values are important to daily life as they will be surrounded by them.

Timeline: Starting in August 2023 and ongoing to May 2024

Budget resources: Cost of posters and laminating, general funds

Person Responsible: Principal and Yupik Education Director, Teachers

Action 3: Staff will talk about the Yupik value being covered during class time pointing out how and when values come into play and what the value looks like as the work or interact with their peers.

Anticipated Output: Students learn to connect with the Yupik values and understand how they can apply them in daily life and to their learning.

Timeline: Starting August 2023 and continuing to May 2024.

Budget resources: None

Person Responsible: Teachers, Community Educator, All Staff

Milestones Year 2:

Action 1: Each class will hold a class meeting at least one time a week. During this meeting classes will discuss how they observed or used the Yupik values during the week and why it is important.

Anticipated Output: Students will gain pride in their heritage and better understand the strength created by understanding and incorporating their cultural traditions and values in their lives. Students will feel socially and emotionally supported.

Timeline: Ongoing weekly between August 2024 to May 2025

Budget resources: Incentives for recognizing student exhibiting exemplary examples of Yupik values.

Person Responsible: Teachers, principal, students, and all staff.

Milestones Year 3:

Action 1: Students in grades 1-2 will work with their teachers to create both reading and math goals for themselves and tie the goals to Yupik values. Teachers will assist students at semester conferences begin to share their goals and progress to parents, sharing how the Yupik values have been incorporated.

Anticipated Output: Students will understand that traditional values help lead to success in their education.

Timeline: Ongoing 2025 and 2026

Budget resources: Substitute pay for 1 day each semester for teachers to help students create goals one on one.

Person Responsible: Teachers and students, parent participation

Goal #3

Our elementary staff will practice data-driven instruction in literacy, addressing the literacy needs of our early readers through the use of data provided by the M Class Screener, Yupik Literacy Screener, Leveled Literacy Intervention utilizing domain-specific reading instruction, as needed.

Indicator 1. Students will increase their benchmark individual scores

Indicator 2. Students will show an increased desire to read for pleasure.

Strategy #1: If we use data to develop individual learning plans for students scoring below the 20th percentile and provide targeted instruction, student reading performance will improve.

Measure 1, Years 1-3 : Students in kindergarten through 3rd grade will increase their reading benchmark scores a minimum of 30 percentile points from the fall 2023 to the spring 2026 as measured on the M Class Screener or Yupik Reading Screener.

Sc-3B.1 School Leadership Team provides a menu of evidence-based instructional practices that adequately address the state standards to teachers and staff for meeting student needs.

Measure 2 Year 1 : All classrooms kindergarten to 3rd grade will have leveled libraries in the classrooms by January 2024 and students in 1st to 3rd grade will know what their individual reading level is when asked.

Sc-3A.2 School Leadership Team works with the district and state to secure needed resources for instructional improvement.

Measure 3 Year 3: Staff will receive ongoing coaching to address the needs of struggling students in tier three instruction with the goal of returning 80 percent of students to tier two intervention or lower levels.

SC-3B.3: Teachers and staff receive initial and ongoing training in using evidence -based instructional practices, with opportunity to practice the skills in the training.

Milestones Year 1:

Action 1: 90 percent of students in kindergarten through 3rd grade will complete a fall, winter, and spring benchmark in reading skills.

Anticipated Output: All students and staff will know what reading levels students are on and know what the skill gaps are for each student.

Timeline: Fall 2023 to spring 2024

Budget resources: Curriculum and screener price and development costs.

Person Responsible: Teacher, student, reading specialist

Action 2: All Students in 1st -3rd grade who are below the 20th percentile in reading will have individual reading plans that outline interventions needed.

Anticipated Output: Staff will understand how to address individual student needs in reading.

Timeline: Ongoing 2023-2024 school year.

Budget resources: Purchase of a program or template for individual reading plans.

Person Responsible: Teacher and Reading Specialist

Action 3: Students will be provided with 10 to 15 minutes a day in kindergarten through 3rd grade to choose and read books at their individual reading level.

Anticipated Output: Students will not be frustrated during independent reading and start to read for enjoyment

Timeline: December 2023 to May 2024

Budget resources: Purchase of Yupik leveled library books

Person Responsible: Yupik Education Director, Teachers, Students

Action 4: Staff will be provided with a reading coach to help them plan lessons and discuss teaching and teaching strategies to support individual students and strengthen core reading program.

Anticipated Output: Teachers will be supported and they will improve their skills as a reading teacher.

Timeline: Ongoing 2023 2024 school year

Budget resources: SIG funds will support hiring of virtual reading coach.

Person Responsible: Reading Coach, Teacher, Principal

Milestones Year 2:

Action 1: 95 percent of students in kindergarten through 3rd grade will complete a fall, winter, and spring benchmark in reading skills.

Anticipated Output: All students and staff will know what reading levels students are on and know what the skill gaps are for each student.

Timeline: Ongoing 2024-2025

Budget resources: Pay for continued refinement of Yupik Screeners through curriculum budget

Person Responsible: Yupik Education Director, Curriculum Director, Teachers, and students.

Action 2: All students in grades kindergarten through 3rd grade will visit the library and have the opportunity to check out books of their choosing at least one time a week.

Anticipated Output: As students become more proficient and confident readers they will seek out books and information that interest them.

Timeline: Ongoing 2024/2025 school year

Budget resources: Annually update reading selection and materials \$2000 from SIG grant .

Person Responsible: Teachers, Principal, Librarian

Action 3: The school will offer four reading challenges for students to participate in throughout the year that supports independent reading.

Anticipated Output: Students will be motivated to participate in independent reading by challenge incentives and develop and interest in reading for enjoyment through the challenge.

Timeline: Quarterly during the 2024/2025 school year

Budget resources: \$3000 for incentive prizes

Person Responsible: Teachers, Principal, and Students

Milestones Year 3

Action 1: Reading coaches will assist teachers on strategies to help them with struggling readers who need tier three instruction.

Anticipated Output: Struggling students will show growth and move from tier three to tier two supports.

Timeline: Ongoing 2025/2026 school year

Budget resources: Reading Coach contract SIG Grant

Person Responsible: Reading Coach, Teacher, Students

Action 2: Students in grades 1st through 5 grade will have a minimum of 25 minutes independent reading at day at their instructional level in a book of their choice.

Anticipated Output: Students will have increased their ability to sustain independent reading for 25 minutes and do so without frustration because they

have learned skills to decode and have a knowledge their independent reading level.

Timeline: Ongoing 2025/2026 school year

Budget resources: Leveled library books for classrooms

Person Responsible: Teachers, Students

Action 2: The school will offer four reading challenges for students to participate in throughout the year that supports independent reading, the school will have a higher participation rate than they previous year in all events.

Anticipated Output: Students value and enjoy opportunities to read

Timeline: Ongoing 2025/2026

Budget resources: Student Incentives \$3000, SIG Grant funds

Person Responsible: Teachers, Students, Principal

LOOKING WITHIN ACTIVITY 1: PROFILE REVIEW FORM

District Yupik School Tuluksak Grades K-12

(Student data should include disaggregation by Ethnicity, Poverty, Cultural, Linguistics, Disabilities, Homeless status, Migrant status, and English Learner status where appropriate)

Student Data

Student Enrollment	105	<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
Student Attendance		<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
				COVID

Student Academic Achievement

Student growth	see MAPS	<input checked="" type="checkbox"/> Most Recent Year	<input checked="" type="checkbox"/> 1 Year Prior	<input checked="" type="checkbox"/> 2 Years Prior
Graduation rate, if applicable		<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
Progress in achieving English language proficiency	?	<input type="checkbox"/> Most Recent Year	<input checked="" type="checkbox"/> 1 Year Prior	<input checked="" type="checkbox"/> 2 Years Prior

Staff Data

Teacher Attendance	<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
Teacher Retention	<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
Teacher Certification	<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior
Support Staff Attendance	<input type="checkbox"/> Most Recent Year	<input type="checkbox"/> 1 Year Prior	<input type="checkbox"/> 2 Years Prior

Facilities Report ☒ Most Recent Year ☒ 1 Year Prior ☒ 2 Years Prior

Maintenance Reports ☒ Most Recent Year ☒ 1 Year Prior ☒ 2 Years Prior

Safety Reports ☐ Most Recent Year ☐ 1 Year Prior ☐ 2 Years Prior

School Climate/Culture Results ☐ Most Recent Year ^{Spring} ☒ 1 Year Prior ☐ 2 Years Prior ^{COVID}



This form is part of the Empowerment Process for School Improvement and is to be used in conjunction with the Empowerment Playbook. For directions on this review, see page 31 in the Empowerment Playbook.

Key Learnings from Activity 1: Profile Review

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?

Enrollment continues to drop, families have moved to other villages or to Anchorage, COVID had a big impact.

2. What is the staff retention and absenteeism patterns? Administrators stay one or two years and about 30 % of the certified staff turn over annually, however, there are a handful of long-term staff members.
3. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan? Staff illness and travel for both medical and work/school-related reasons (EXCEL and extended stays afterward in ANC or conferences) impact daily attendance for both staff and students.

Student absenteeism has been and continues to be a big challenge.

4. Other thoughts/conclusions: Staffing is a huge challenge, distance from medical care and other facilities mean staff have to leave the village for care or try and deal with illness or other personal issues from the village and that adds to staff absenteeism which cannot often be helped or avoided.

What strengths and challenges are indicated by student outcome data?

5. What are the differences in outcomes (e.g., proficiency, growth) based on grade level? TLT's test scores have typically been low across the board, staff children create anomalies among scores, and scores in all grade levels show students are operating significantly below grade level.
6. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)? Almost all students are Alaskan Native with the exception of staff children. Unfortunately, all students score significantly below grade expectations.
7. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area? Math, ELA, and Reading scores are all below average, math is slightly higher than the other two, but still below grade-level expectations.



This form is part of the Empowerment Process for School Improvement and is to be used in conjunction with the Empowerment Playbook. For directions on this review, see page 31 in the Empowerment Playbook.

8. What are the differences in growth performance by grade level, class, or subject? All grades and students are below grade-level expectations.

9. What are the implications of student outcome data on school improvement? As students are below grade-level expectations, it is the staffs consensus that the core program needs strengthening and that teachers in the lower grade levels need to be strong educators with district support.

Other thoughts/conclusions



This form is part of the Empowerment Process for School Improvement and is to be used in conjunction with the Empowerment Playbook. For directions on this review, see page 31 in the Empowerment Playbook.

What are the strengths and challenges of our facilities and safety efforts?

10. What are maintenance reports telling us about the school facilities? TLT has struggled for years with electricity and water issues. The water plant burned down in January of 2021 and the generator has been an issue for several years and we continue to wait on hard-to-find parts. Staff have had to deal with sewer, water, and heating issues for the past several years and this has created conditions that have led to staff leaving the village and school district.
11. How are we leveraging the facilities for school-community connections? The district works closely with TNC and YKHC to maintain water flow.
12. How do the facilities show our cultural uniqueness? What might need to improve? It is hard to show cultural uniqueness in positive ways other than student art and school initiatives. Maintenance has major issues to deal with and it is difficult for them to prioritize smaller issues that impact students and learning like student restrooms, when the entire sewer line needs to be addressed due to village infrastructure and old school infrastructure that needs updating.
13. What are we doing well in terms of providing a safe learning environment? What else is needed? Staff work hard to provide a healthy learning environment for students. Lack of water and access to safe clean water and working sewer systems make this difficult.

What are the school climate/culture results telling us about our school and learning culture?

14. What are the data telling us about patterns of students', parents', and school personnel's experience of school life? There were low scores by all respondents in the area of social-emotional well-being.
15. How does the school's culture reflect school norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning? There is room to improve but 60 percent felt that the school was reflective of local culture and took tradition and culture into account when planning activities.



This form is part of the Empowerment Process for School Improvement and is to be used in conjunction with the Empowerment Playbook. For directions on this review, see page 31 in the Empowerment Playbook.

Practice Review Forms

Looking Within Activity 2: Practice Review Agenda

School: Tulksak Principal: Kary DelSignore

ESSA Designation: _____ Date and Time: Nov. 10, 22

Assigned Roles
Facilitator: Kary DelSignore Note Taker: Kary DelSignore

Timekeeper: _____ Process Observer: _____

Team Members

First Name	Last Name	Position/Role	Present: Yes/No
Kailcy	Napoka	Student	Y
Iyda	Shoemaker	Staff	Y
Frida	Alexie	community	Y
Angela	Alexie	community	Y
Isiah	Gregory	community	Y
Cavissa	Alexie	Student	Y
Itayley	Gilila	Student	Y
Carol	Charlie	community	Y
Richard	Gregory	community	Y
Ariel	Alexie	Student	Y

COFFEE AND COMMUNITY

Tuluksak School November 10th

9:00



**Help the school create a community involvement
plan**

Help increase graduation rates and attendance

Help retain and recruit staff

YOUR IDEAS MATTER, HOPE TO SEE YOU THERE !

Community Mtg Nov. 10, 22

Kailey Napoka

Ty Shoemaker

Freda Alexie

Angela Alexie

Isaiah Gregory

Carissa Alexie

Hailey Gilita

Carol A. Owsen

Richard Gregory

Ariel Alexie

Coffee and Community Meeting Tuluksak School
Nov. 10. 2022, 9:00 am
Agenda

Facilitator Kary DelSignore, Principal
Note Taker: Kary DelSignore

Please sign In

1. Welcome to parents, Elders, Students, and Staff

2. Review of 4 domains and complete questionnaire

Time given for questionnaire completion, some took questionnaire home

3. Input from the community and students on School Improvement desires

- Have events that recognize the parents not just students
- Ongoing events that teach parenting skills to parents of K-6 students taught by community members
- Students want water fountains back
- Have an activity that is fun for the first hour of everyday to make school fun
- Students want a student competition at the end of the year
- Use games in the Yupik classes like Akiak to help teach words, make it fun
- Get pop-up books for younger students to encourage reading
- More opportunities for open gym
- Cultural weeks
- Have a community member in to talk about the danger of the river in winter
- Ongoing counseling from a community member and the church for families experiences alcohol or drug abuse
- Have more student lock-ins
- Offer carpentry classes
- Share more scholarship opportunities, ANICA, Calista, AVCP
- Have an English spelling bee
- More rigor in Yupik classes, students don't speak any Yupik after 12 years in Yupik everyday
- Have a community basketball fundraiser

- Get a vehicle that will pick students up and drop them off to make it easier to get to school
- BINGO fundraisers
- Choir class
- Have older students mentor younger students
- Family Movie Nights
- Ask for parents to help not Elders, we shouldn't always put a burden on Elders
- More outdoor activities

Next Meeting January 2023

LOOKING WITHIN ACTIVITY 2: PRACTICE REVIEW FORM⁸

Domain 1: Transformational Leadership						
Practice 1A. Prioritize improvement and communicate its urgency						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-1A.0:	School Leader establishes a School Leadership Team comprised of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives, and students as appropriate that meets routinely to engage in continuous improvement.	Agendas for LASD meetings community meetings coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-1A.1:	School Leadership Team sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement.	weekly memos and updates	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-1A.2:	School Leadership Team itemizes and appropriately distributes leadership functions among teachers.	weekly updates/news letters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-1A.3:	Communication strategies, as outlined in a plan developed by School Leadership Team, are used to routinely share improvement priorities across teachers and staff, with students, and with the school's broader community.	news letters face-book LASD meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁸ Adapted from Redding, S., McCauley, C., Ryan Jackson, K., & Dunn, L. (2018). Four domains for rapid school improvement: Indicators of effective practice. WestEd. And Redding, S., & Corbett, J. (2018). Shifting school culture to spark rapid improvement: A quick start guide for principals and their teams. WestEd.

Practice 1B: Monitor short- and long-term goals						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-1B.1:	School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results.	LASB meetings creating a plan for next yr	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-1B.2:	School Leadership Team establishes and monitors implementation of an improvement that is aligned with the school's direction and includes implementation milestones, actions, and annual measures.	Benchmarks student tests MAPS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-1B.3:	Improvement plan includes necessary changes in personnel, programs, and professional practice as determined by needs assessment (situational analysis).	creating a plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-1B.4:	School Leadership Team monitors and adjusts implementation of the improvement plan through regular (typically monthly) review of progress toward goal-aligned milestones, actions, and annual measures.	weekly staff meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-1B.5:	School Leadership Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones, actions, and annual measures.	LASB Meetings monthly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practice 1C: Customize and target support to meet needs						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-1C.1:	School Leadership Team assesses needs at the school, grade, and individual level and identifies three to five key priorities as part of a school improvement plan.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-1C.2:	School Leadership Team requests and receives flexibility from the district and/or state around identified areas (e.g., flexibility in hiring staff, school calendars, or use of funds) and offers data as rationale for the requests.	District office does not meet needs of TLT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Sc-1C.3:	School Leadership Team plans and implements improvement strategies that are focused on student learning needs.	Intervention K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6
Sc-1C.4:	School Leadership Team plans and implements strategies tailored to address the professional learning needs of individual teachers and staff.	Will in plan new SIP not address	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-2A.1:	School Leadership Team engages school personnel and the community to identify the unique context of their school and uses this information to determine the priority competencies for teachers, staff, and leaders.	LASB community mtgs Literacy nights	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6
Sc-2A.2:	School leaders recommend for hire teachers, staff, and leaders from a talent pool identified by the school or district to ensure teachers, staff, and leaders are well matched to school needs.	currently do this group interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5
Sc-2A.3:	Teachers, staff, and leaders are engaged in professional learning opportunities that develop and sustain effective practices to succeed in school improvement and the community.	District directed training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6

Practice 2B: Target professional learning opportunities

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-2B.1:	School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and staff then make recommendations in rapid response to identified needs, as aligned with the school's improvement priorities.	1 or 2 times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5
Sc-2B.2:	School Leadership Team engages in learning opportunities with teachers and staff to learn together and reflects with them on professional practice (e.g., coaching, mentoring, observation).	1st and 2nd yr teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6

	data and instructional strategy data to design fluid instructional groupings that respond to student need.					
Practice 3B: Provide rigorous, evidence-based instruction						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-3B.1:	School Leadership Team provides a menu of evidence-based instructional practices that adequately address the state standards to teachers and staff for meeting student needs.	District has an intervention plan c	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-3B.2:	To meet student needs, teachers and staff use, with a high degree of fidelity, evidence-based instructional practices that adequately address the state standards.	With a small group of LLI students Arjo Dec. 22 nd	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-3B.3:	Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.	District PLC's	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-3B.4:	School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Need continued support	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice 3C: Remove barriers and provide opportunities						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-3C.1:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet monthly to use an Early Warning Data System or another early identification process to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students.	This is done with bi-annual cultural lessons C	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-3C.2:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet periodically with representatives of	S	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	community organizations and match students with appropriate supports to fulfill their unmet needs.	N/A				
Sc-3C.3:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) use data (e.g., stakeholder survey results) three times per year to measure effectiveness of the early identification process as well as appropriate internal and external supports provided to identified students.	No School teams District teams 1 x a month	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4: Culture of Learning						
Practice 4A. Build a strong community intensely focused on student learning						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			Final Rating
			None	Initial	Partial	Full
Sc-4A.1:	All school leaders, teachers, and staff are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	District grade level subject teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4A.2:	School Leadership Team or other identified team oversees school-home relationships that enhance student learning and operates with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4A.3:	School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students' learning for administrators, teachers, families, staff, volunteers, and students.	LASB meetings and staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4A.4:	School promotes, recognizes, and celebrates growth and success in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	- Student of the month - Facebook posts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4A.5:	School facilitates two-way communication and face-to-face association among school leaders, teachers, staff, students, students' families, and community members to work together to advance student learning.	Back to School Night Literacy & math nights	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Practice 4B: Solicit and act upon stakeholder input						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			
			None	Initial	Partial	Full
Sc-4B.1:	School Leadership Team annually conducts a survey of teachers and staff, families, students, and community to gauge perceptions about the school, its effectiveness, and their place in it.	Yes, school climate survey Title I surveys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4B.2:	School Leadership Team annually releases to the school community a report of its analysis of survey results, including concrete actions it plans in response to the analysis.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sc-4B.3:	School Leadership Team annually convenes meetings of teachers and staff, students, student families, and community members to review and discuss the report of its analysis of survey results.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice 4C: Engage students and families in pursuing education goals						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			
			None	Initial	Partial	Full
Sc-4C.1:	Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-4C.2:	Teachers and staff help students explore possibilities, articulate their personal aspirations, and connect their learning to the pursuit of these aspirations.	- boardersmanship opportunities 3/4/15 - Fly-in participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sc-4C.3:	Teachers and staff help students and their families formulate education goals and understand and use a variety of data sources about student progress and interests.	- progress reports - report cards - 2/4/4 conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practice 4D: Build from the strengths of diverse cultures and individual students' potential (Responsiveness)						
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation			
			None	Initial	Partial	Full

			None	Initial	Partial	Full	
Sc-4D.1	The school or district provides school faculty and staff with training and support to understand their own and their students' cultural and linguistic backgrounds.	Classes offered for free cultural education integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sc-4D.2	The school or district provides faculty and staff with training and support to avoid stereotyping of students based on assumptions and biases.	- anti discrimination training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sc-4D.3	The school or district provides professional development for faculty on how to integrate cultural and linguistic material into the curriculum.	Needs to be a hands on	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sc-4D.4	The school plans ways to infuse place-based customs and values into the school's operating procedures, rituals, and activities.	2 lesson plans that are a week long per yr. required	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sc-4D.5	The school includes community representatives from different cultural backgrounds in planning and providing school events that feature culture, customs, and values.	LASB meetings community events, Black, carnival	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sc-4D.6	The school ensures that the promotion of the history, culture, customs, and values of culturally distinct groups is done in a way that engenders respect for the history, culture, customs, and values of other groups.	- Culturally responsive practices in place	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

KEY LEARNINGS:

LOOKING WITHIN PROGRAM REVIEW AGENDA

Looking Beyond Faculty Review

School: Tuloksak School Principal: _____
 ESSA Designation: _____ Date and Time: 11/29/22
 Assigned Roles
 Facilitator: Kary DeSignore Note Taker: Kary DeSignore
 Timekeeper: _____ Process Observer: _____

Team Members			
First Name	Last Name	Position/Role	Present: Yes/No
Ty	Shoemaker	Social Studies 8-12	Yes
Emma	Shoemaker	English Lang Arts 8-12	Yes
Isis	Duran	Intervention A.D.E.	Yes
Voni	Eakins	Teacher 2-3	Yes
Carla	Rodriguez	Lit. Coach	Yes
Cullen	Chandler	MATH 8-12	Yes
Alyssa	Litvay	Teacher 4-5	Yes
Aaron	Litler	SPEO	Yes
Ruth	Napoka	Yupik Teacher H.Sch	Yes
Fred	Napoka	Yupik Teacher H.Sch/Elem.	Yes
Brenden	Alexis	Kindergarten Teacher Aide	Yes
Hannah	Peter	Sped Ed Aid	Yes
Hannah	Alexie	K-1st Teacher	Yes
Megan	Panilla	Sped Ed Aide	Yes

Looking Within Activity 3: Program Review Form

Complete the table for each schoolwide program. A Program Review Example is provided in the Playbook.

Program Name: LLL			
Program Leveled Literacy Intervention			
Purpose/Description: Reading Intervention			
Target Audience: Struggling Readers			
Program Data: BSA's			
Fidelity Data		Student Participation	Student Learning Results
Need to do a better job of 14 students			
Program Name: Sports		successful with targeted small groups	Interventionist by coach
Program Running, NYO, basketball, volleyball			
Purpose/Description: give kids a place to excel and engage			
Target Audience: jr high and high school			
Program Data:			
Fidelity Data		Student Participation	Student Learning Results
do not collect data jr high & H-S			
Program Name: After School Programs		encourages attendance coaches & travel	
Program Tutoring			
Purpose/Description: target struggling learners			
Target Audience: struggling learners			
Program Data: none			
Fidelity Data		Student Participation	Student Learning Results
none		2-4 students a week	helpful reduces cost of frustration
Program Name:			
Program			
Purpose/Description:			
Target Audience:			
Program Data:			

Looking Within Activity 3: Program Review Form

Complete the table for each schoolwide program. A Program Review Example is provided in the Playbook.

Program Name: LLL			
Program Purpose/Description: Leveled Literacy Intervention			
Target Audience: Reading Intervention			
Program Data: Struggling Readers			
Program Data: BSA's			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Need to do a better job	14 students	successful with targeted small groups	interventionist pay coach
Program Name: Sports			
Program Purpose/Description: Running, NVD, basketball, volleyball			
Target Audience: give kids a place to excel and engage			
Program Data: jr high and high school			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
do not collect data	jr high & HS	encourages attendance	coaches' travel
Program Name: After School Programs			
Program Purpose/Description: target struggling learners			
Target Audience: struggling learners			
Program Data: none			
Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
none	2-4 students a week	helpful reduces frustration	cost of tutor
Program Name:			
Program Purpose/Description:			
Target Audience:			
Program Data:			


~~_____~~
AGENDA

TULUKSAK LASB

Dec. 7th, 2022 Meeting 5:00

LASB Members: Elena Gregory, Martha Wise, Angela Alexie, Hannah Alexie, Carol Charlie

1. Call to Order
2. Roll Call
3. Approval of Minutes
4. Approval of the Agenda

- A. Election of officers for 2022/2023 School Year
- B. Upcoming School Events
 - * Student Board Rep, Jamie Allain going to Youth Boardsmanship Meeting Dec. 8
 - * Dec. 9 Christmas Program 5:00-6:00 Program
 - * Last day before break, Dec. 16, school starts again Jan. 9, 23
- C. The school raised \$650.00 at the volleyball tournament, this will go towards the seniors end of year activity/purchase
- D. Seniors are planning at least two fundraisers between January and March. They are considering a BINGO night and a Community basketball tournament
- E. Last TLT budget report
- F. Facility Use Agreements (attached)
-  G. Looking Beyond Community Review (attached)
- H. For the good of the order
- I. Next Regular Meeting: Jan. 11, 5:00
- J. Adjournment

Looking Beyond Community Review Form

School:

Tulaksak

Principal

Kary DelSgnoe

ESSA

Date and

SIP

Time:

Dec 7, 22

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
Is there broad community opinion that schools and community partners should work together to address student achievement? How do we know?	<ul style="list-style-type: none"> Survey results Common vision of education 	We want schools to be fun have kids to activities every morning for an hour that are not academics like gym
How might our school community culture and partnerships be influencing school and student performance?	<ul style="list-style-type: none"> Student data Faculty and staff data Program data Practice data 	Parents should be in school not elders it is too much for elders
How does the community and its resources support its school? How do community partnerships enhance existing school-based services and resources?	<ul style="list-style-type: none"> Academic supports Social/emotional supports Student and staff wellness 	The community wants students to graduate. School needs to provide more meals for community
How does the school and its resources support community programs designed to address community issues?	<ul style="list-style-type: none"> Facilities Support People 	We want Night Gym for adults - we want to have use of the building
How are school community partnerships coordinated? What structures are in place to ensure effective communication and collaboration?	<ul style="list-style-type: none"> Partnership framework Communication plan 	2 No answers
How are school and community partnerships evaluated and sustained?	<ul style="list-style-type: none"> Results framework Annual reflection and review of results 	Allow TVC to hold meetings at school Surveys sent to parents and community school supports

community coming in by paying 471 Page community educators

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
How do the economic factors of the school/district appear to be impacting schools/education in our community?	<ul style="list-style-type: none"> • State and local economic issues • Industry closures or openings • Local fundraising • Resource shortages • School staff turnover • Current and future workforce 	<ul style="list-style-type: none"> - no running water hard to get support - no law enforcement support kids & elders afraid - more food support - Day cares more - electricity is an issue - Attendance, but kids need to help in subsistence activity - no water in homes - unsafe drinking water illness - no internet school should give internet to students
What, if any, Social Factors appear to be impacting schools/education in our community?	<ul style="list-style-type: none"> • Local population changes • School enrollment • School attendance • Health and safety 	
What, if any, Technological Factors appear to be impacting schools/education in our community?	<ul style="list-style-type: none"> • Technological infrastructure (phone, internet, power, etc.) • Shifts to remote or hybrid employment • Future technological needs 	
What, if any, Environmental Factors appear to be impacting schools/education in our community?	<ul style="list-style-type: none"> • Weather and climate • Shifts in natural resources • School expansions • Community workforce needs 	<ul style="list-style-type: none"> Pay people more to work in school
What opportunities do we have to leverage a school community partnership to improve student learning?	<ul style="list-style-type: none"> • Place-based learning • Shared leadership roles • Joint planning and problem solving 	<ul style="list-style-type: none"> paying people as community educators encourages people to come into the school
Key Learnings from Looking Beyond:		
food utilities - water, - electricity more fun activities graduation is important TNC helps post jobs and shares information from the school		

Looking Beyond Community Review Agenda

School: Tulaksak Principal: Kary DelSignore
 ESSA _____ Date and Time: Dec. 7, 2022
 Designation: _____
 Assigned Roles _____
 Facilitator: Kary DelSignore Note Taker: No notes no volunteer
 Timekeeper: no timekeeper Process Observer: _____

Small Group Facilitators (if needed):

- Small Group 1: _____
- Small Group 2: _____
- Small Group 3: _____
- Small Group 4: _____

Additional Roles (If used)

- Harmonizer: _____
- Gatekeeper: _____
- Supporter: _____
- Standards: _____

Team Members			
First Name	Last Name	Position/Role	Present: Yes/No
Kary	DelSignore	Principal	✓
Elena	Gregory	community	✓
Martha	Wise	community	✓
Angela	Alexie	community	✓
Carol	Charlie	community	✓
Adam	Swenson	teacher	✓

Title I Schoolwide Plan

Assurances for Alaska's Empowerment Playbook

2023-2024

Contact Information

School Information

School Name: Tuluksak School	Principal: Kary DelSignore	Address: 115 School Road, Akiachak, AK 99679
Telephone: 907 695-5621	Email: kdelsignore@yupiit.org	

District Information

District Name: Yupiit School District	Superintendent: George Scott Bllard	Address: 1 Main Street, PO BOX 51190, Akiachak, AK 99551
Telephone: 907 825-3600	Email: sballard@yupiit.org	

Schoolwide Enactment Information

Schoolwide Eligibility Information

What is the school's current poverty rate?: All students qualify for free/reduced lunch

Is the school's poverty rate above 40%? (Y or N): Y

If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N): N

Schoolwide Plan Information

New Plan (Y or N): Y

Initial Effective Date: 07/01/2023

Revision Date: _____

Plan Development and Consultation

Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: (required)	Kary DelSignore	Team Leader
Teachers: (required)	Cullen Chandler Ty Shoemaker	Team/staff members
Paraprofessionals: (required)	Brenda Alexie	Team member
Parents & Community: (required)	Martha Wise	Parent member
School Staff (required)	Roth Napoka	Staff member
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)		
*Title Programs:	Wayne Woodgate	Title I Programs Director
*CTE:	Russ Wallace	CTE Teacher/staff member
*Head Start:	Rosalee Pavilla	COMMUNITY/HEAD START
Specialized Instructional Support: (as appropriate)		
Tribes & Tribal Organizations: (as applicable)	Angela Alexie	TNC member/ community member
Students: (if plan relates to secondary school)	Richard Gregory	Student board representative
Other: (as needed)		

*Administrators of programs that are to be consolidated in the schoolwide plan.

Comprehensive Needs Assessment

Complete a Comprehensive Needs Assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migratory children). Complete the Alaska's Empowerment Playbook Comprehensive Needs Assessment, also referred to as the Situational Analysis, and upload to the School Improvement Application in GMS (if School Improvement School).

This includes the:

- Profile Review,
- Practice Review,
- Program Review, and
- Community Review.

Schoolwide Plan Strategies

Alaska's Empowerment Playbook Sections for the Schoolwide Plan

A Title I schoolwide plan is comprehensive and must describe the educational program in the school and must include all required components identified above. The school must select at least one indicator from each required area listed in the Schoolwide Plan Strategies crosswalk below. The school must then create at least one strategy that aligns with the selected indicators.

The following requirements of the Title I Schoolwide Plan have been addressed in the applicable Empowerment Playbook sections as indicated in the chart below. Additional indicators may be addressed at the school's discretion. Schools must fill out the 3-Year Successful School Improvement Plan & Assurances (word document) and develop strategies that align with the indicators outlined below.

Required The schoolwide plan must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—	Alaska's Empowerment Playbook Within the <u>3-Year Successful School Improvement Plan</u> , the school must have strategies that align with the indicators listed below. At least one indicator per area is required. Schools may develop multiple strategies per indicator.
Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards. Measure 3 Year 3: Staff will receive ongoing coaching to address the needs of struggling students in tier three instruction with the goal of returning 80 percent of students to tier two intervention or lower levels. : If we use data to develop individual learning plans for students scoring below the 20 th percentile and provide targeted instruction, student reading performance will improve. (ESEA section 1114(b)(7)(A)(i))	Indicator SC-1C.3, Indicator SC-3B.1, Indicator SC-3B.3, and/or Indicator SC-3B.4 SC-3B.3: Teachers and staff receive initial and ongoing training in using evidence - based instructional practices, with opportunity to practice the skills in the training.
Use methods and instructional strategies that – <ul style="list-style-type: none"> • strengthen the academic program in the school, • increase the amount and quality of learning time, and • help provide an enriched and accelerated curriculum, which may include programs, • • activities, and courses necessary to provide a well-rounded education. Indicator 2. Students will show an increased desire to read for pleasure.	Indicator SC-3B.1, Indicator SC-3B.2, and/or Indicator SC-3B.4 Sc-3B.1 School Leadership Team provides a menu of evidence-based instructional practices that adequately address the state standards to teachers and staff for meeting student needs.

<p>Required The schoolwide plan must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p>	<p>Alaska's Empowerment Playbook Within the <u>3-Year Successful School Improvement Plan</u>, the school must have strategies that align with the indicators listed below. At least one indicator per area is required. Schools may develop multiple strategies per indicator.</p>
<p>Strategy #1: If we use data to develop individual learning plans for students scoring below the 20th percentile and provide targeted instruction, student reading performance will improve.</p> <p>Measure 1, Years 1-3 : Students in kindergarten through 3rd grade will increase their reading benchmark scores a minimum of 30 percentile points from the fall 2023 to the spring 2026 as measured on the M Class Screener or Yupik Reading Screener.</p> <p>(ESEA section 1114(b)(7)(A)(ii))</p>	
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p> <p>Measure 4 Staff will be provided with a reading coach to help them plan lessons and discuss teaching and teaching strategies to support individual students and strengthen core reading program.</p> <p>Anticipated Output: Teachers will be supported and they will improve their skills as a reading teacher.</p> <p>(ESEA section 1114(b)(7)(A)(iii))</p>	<p>Indicator SC-3C.1, and/or Indicator SC-3C.2 SC-3C.1 School Teams meet monthly to use an early warning data system or another early identification process to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students</p>
<p>Optional The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –</p>	<p>Alaska's Empowerment Playbook Within the <u>3-Year Successful School Improvement Plan</u>, the school may choose to have strategies that align with the indicators listed below.</p>
<p>Preparation for and awareness of opportunities for postsecondary education and the workforce, which may</p>	<p>Indicator SC-4C.1, Indicator SC-4C.2, and/or</p>

<p>Optional The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –</p>	<p>Alaska's Empowerment Playbook Within the <u>3-Year Successful School Improvement Plan</u>, the school may choose to have strategies that align with the indicators listed below.</p>
<p>include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advance Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).</p> <p>Strategy #2 If we support ongoing and create new student leadership opportunities such as; student government and youth boardsmanship, and holding monthly collaborative meetings with staff and students, students will develop a sense of belonging and ownership increasing attendance and outcomes.</p> <p>Year 1 Measure: By the end of October, 2023, Tuluksak school will establish a student government with a school president, and class representatives from 7-12th grade. The student government will meet weekly to discuss the state of the school and plan upcoming events and student opportunities. Representatives from the student leadership team will meet with staff leadership at least 4 times during the year to collaboratively develop a school vision and mission.</p> <p>(ESEA section 1114(b)(7)(A)(iii)(II))</p>	<p>Indicator SC-4C.3 SC-4C.1: Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).</p> <p>(ESEA section 1114(b)(7)(A)(iii)(III))</p>	<p>Indicator SC-3A.1, Indicator SC-4A.5, and/or Indicator SC-3C-3</p>
<p>Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</p> <p>(ESEA section 1114(b)(7)(A)(iii)(I))</p>	<p>Indicator SC-4D.4, and/or Indicator SC-4D.5</p>

Optional The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –	Alaska's Empowerment Playbook Within the 3-Year Successful School Improvement Plan, the school may choose to have strategies that align with the indicators listed below.
Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 1114(b)(7)(A)(iii)(IV)) Strategy #1 If we allow staff to choose professional development opportunities they will be more engaged with their own learning and become confident leaders in their area of interest, being more likely to use and implement what they learned in the classroom to improve student outcomes and school culture. Year 1 Measure: 50% of teachers will choose and attend or take part in a professional development activity of their choosing. The school will provide up to \$1000 for travel registration and or supplies for the teacher to take part in the professional development from school Improvement funds.	Indicator SC-2B.1, Indicator SC-2B.2, Indicator SC-2B.3, and/or Indicator SC-3B.3 Sc-2B.3 School Leadership Team seeks out, and provides access to professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA section 1114(b)(7)(A)(iii)(V))	Indicator SC-4C.2, and/or Indicator SC-4C.3

Financial Requirements

Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input checked="" type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input checked="" type="checkbox"/>		1003(a): School Improvement
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.

Checklist for Completion

- ☒ Complete the Comprehensive Needs Assessment Section of this form. This includes the Profile Review, Practice Review, Program Review, and Community Review.
- ☒ Complete the Plan Development and Consultation Section of this form.
- ☒ Develop strategies for the applicable indicators in Alaska's Empowerment Playbook as outlined in this form.
- ☒ Complete the Fiscal Requirement Section of this form.
- ☒ The superintendent and principal sign the Assurance Agreement for Schoolwide Plan Section of this form.
- ☒ Complete the 3- year Successful School Improvement Plan (word document).
- ☒ Make Title I Schoolwide Plan available to the public (see Guidance).

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent or Designee: George Scott Ballerud

Signature: George Scott Ballerud Date: 9/8/2023

Name of Principal: Kary DelSignore

Signature: Kary DelSignore Date: Sept. 9, 23

Title I Schoolwide Program Overview & Requirements

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (A)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
 - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).
 - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
 - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Making a Title I Schoolwide Plan Available to the Public

A Title I Schoolwide Plan in Alaska's Empowerment Playbook includes three parts:

- 3-Year Successful School Improvement Plan,
- the Comprehensive Needs Assessment, which includes:
 - Profile Review,
 - Practice Review,
 - Program Review,
 - Community Review, and
- the Title I Schoolwide Plan Assurances for the current school year.

These documents can be combined into one PDF document and posted on the school's website.