Yupiit School District’s School Improvement Plan

The State of Alaska’s Department of Education and Early Development (DEED) has developed a system of school designations utilizing Alaska’s plan for the [Every Student Succeeds Act (ESSA)](https://education.alaska.gov/akessa) as a strategy for closing our achievement gaps. There are three types of school designations: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Universal Support. The primary purpose of these school designations is to provide information for families, tribes, communities, educators, and policy makers to plan and support an equitable education for each student in Alaska’s public school system.

Yupiit School District (YSD) is the primary driver of our own district improvement, as well as the improvement of our schools. As part of the School Improvement Process (SIP), YSD works in partnership with DEED to build local school capacity for improvement which calls for

Operational effectiveness in carrying out district functions

Strong infrastructure for school leadership, instruction, and learning

Specific differentiated supports matched to identified school needs in Akiachak, Akiak, and Tuluksak.

The district office team works with site principals, and a DEED assigned Empowerment Specialist to develop, review, and approve school improvement plans. This process includes providing funding and oversight of expenditures to schools for improvement, and monitoring school progress in implementing improvement plans.

**Akiachak School (CSI 5%)**

Data reviewed for school improvement process:

AIMSWEB for 2nd Grade and MAPs for 3-9

Data analysis:

Attendance data and School Climate and connectiveness survey

Situational Analysis:

The overall needs are the same, attendance has improved. Intervention programs have been implemented but need time for the impact. Staff development has also occurred and still needs time for effects to be noticeable.

School Improvement Plan:

Items in the School Improvement plan are geared at 1. improving student attendance, 2. training and educating staff, and 3. focusing on intervention in reading and math and 4. improving student opportunities and graduation.

**Tuluksak School (CSI 5%)**

Data reviewed for school improvement process:

1. **Local Assessment Data**

**LLI Data**- For the 2021-2022 school year, the Tuluksak School used Leveled Literacy Intervention , (LLI) a Fountas and Pinnell researched-based intervention to collect data and analyze student growth in the area of reading.

**BAS**- In addition during 2021-2022, Tuluksak School used the Benchmark Assessment System, (BAS), the Fountas and Pinnell data collection tool that helps teachers collect student data based on small one-on-one reading opportunities to determine student strengths and gaps, and qualify student growth in reading.

1. **District Data**

**MAP**- The Measure of Academic Progress was given three times to all students in 3-10th grade district wide in 2021-2022. The assessment was given in math and reading. Scores shows that the majority of students perform below or far below expected levels.

**AIMS WEB-** The AIMS Web screener was given to K-2nd grade students in the 2021/2022 district wide to obtain benchmark scores in the fall, winter and spring in both math and reading. Scores indicate that the majority of students were either below or far below range and did not make significant progress throughout the year.

**PowerSchool Data-** Attendance data was collected in PowerSchool. Attendance in Tuluksak was significantly below district average with just under 70% of students attending on a monthly basis.

Data analysis:

MAP Growth data for grades from Fall 2021 -Winter 2022 MAP testing, show low student achievement across all grade levels for both ELA and Math. Achievement percentiles for all students in grade 3-10 in reading (24 out of 24students tested) fell below the 21st percentile, qualifying them as students in need of intervention.

AIMS Web data for students in grades K-2 showed no significant growth for students in grades K-2 from Fall 2021 to winter. Students all fell in the far below range. Staff will benefit from additional training in reading instruction in order to address student needs.

Attendance data shows an attendance rate below 70%, however this data is reflective of school board policy permitting an excused absence for cultural purposes, many students were also out this year due to COVID quarantines.

Due to COVID, community engagement activities were not able to take place in 2021/2022. It is important to re-introduce activities and welcome families and the community back into the school.

The school will have more than 50% percent new or second year teachers, it is also important to find multiple ways to support them through the mentor program and ongoing training and coaching. Creating a positive school climate through PBIS helps support student attendance but also help retain teachers.

Situational Analysis:

Current Strengths:

* Motivated staff that is excited to be part of the school and engage with students
* Returning staff that have positive connections to the students, parents, and community and can help create partnerships between them and the school

Current Needs:

* Provide staff professional development in the Science of Reading.
* Provide staff with ongoing meaningful coaching that results in student growth in reading school wide.
* Expand community involvement and engagement in school events, learning, and behavior intervention.
* Increase positive school climate to increase attendance and reduce drop-out rate.

School Improvement Plan:

Our School Improvement Plan addresses the low student scores in reading and math by assigning mentors to all new teachers to support teaching and student engagement. Further staff will take part in the the Response to Intervention conferences to increase skills in teaching reading. A coach will be used to help provide feedback and strengthen teacher’s skills in reading instruction.

The school will have quarterly evening events that will invite parents and the community into the school to increase parent engagement and strengthen parent and community partnerships.

Attendance incentives will be offered to encourage attendance and reduce drop-out rates. Staff will increase their knowledge of PBIS and learn how to respond to students to create a positive school environment to make school a more welcoming place that hopefully will have a positive impact on student attendance.

**Akiak School (TSI)**

Data reviewed for school improvement process:

* LLI: For the 2021-2022 school year, the Akiak school utilized LLI (Leveled Literacy Intervention) from Fountas and Pinnell.
* BAS: Akiak used the BAS (Benchmark Assessment System) from Fountas and Pinnell.
* AIMs Benchmarks: AIMs benchmarks were done done K - 2 Fall, Winter, and Spring
* MAPs Benchmarks: AIMs benchmarks were done done 3 - 9 Fall, Winter, and Spring
* Attendance Data (PowerSchool): 2021-2022 Attendance data

Data analysis:

Engage & Instructional Delivery: The 2021-2022 data has shown that students in grades K-12 have not shown measurable growth in reading. In 2019-2020 the district adopted its new core literacy program (Into Reading, HMH). Teachers did receive training to implement this new program. However, given staff turn over, and the amount of training provided, the data indicates additional training is needed.

The attendance data continues to reflect a need to increase student attendance. As a result of COVID-related school closures and absences, students are not attending school on a regular basis.

Performance and Achievement: The 2021-2022 MAP data reveals that student performance and achievement remains low in reading. The MAP data feedback gave administration data to make changes at the beginning of the school year. BAS monitoring was not widely encouraged by the site administrator and limited the amount of available data from which future intervention can be made.

Leveled Literacy Intervention (LLI) data is limited. The site administrator did not promote whole-school LLI implementation. Additionally, literacy training from the literacy coach was not encouraged and not conducted. Because of this, only a small group of students were measured throughout the year. That group’s performance is congruent to most of the district’s student population in terms of reading levels. Many are in the 1%-10% percentile.

Situational Analysis:

The current analysis of the situation reflects a level of student disengagement. Additionally, staff are attempting to play “catch up” to address the student slide. Prior to COVID, students were already several years behind in most content areas. This issue has been drastically compounded by school absences and student disengagement.

Because most of Akiak’s literacy data reflects a student population that is several years behind, the district attempted to provide intensive instruction to all students. The implementation of these interventions were school-wide and provided by staff who were inadequately trained. This practice did not provide desired results.

School Improvement Plan:

The district has initiated a culturally sensitive instruction practice. Several culturally-based training sessions have taken place and additional trainings are scheduled for the 22-23 school year.

Intensive literacy intervention will be targeted toward the lowest performing students in the lower-elementary grade levels. These interventions will be administered by staff who are well-versed in literacy instruction and who have many years of literacy instructional practice.

All district-adopted assessments will be scheduled and conducted for all students through the 22/23 school year. Over the past two years, this has not been the case. A restructuring of data documentation will take place with the results being reviewed by all staff during scheduled PLC meetings.

School attendance and engagement are areas that need to be addressed. In terms of engagement and school climate, the district has adopted PBIS and SEL initiatives. Staff have attended state-funded training and will continue these with the support from state support coaches and outside personnel. Students and families will receive incentives that will result in increased attendance and engagement.