

SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road Thorne Bay, Alaska 99919

Board Report February 2021 Brian Krosschell, Grants Department

***Vision:** Students are equipped to realize their dreams and aspirations.*

***Mission:** Together we will foster student skills to achieve their goals
and adapt to an ever-changing world.*

Title budget revisions

Since it is mid-year, we are reviewing the remaining funds in the Title grants (and all grants) to ensure they get spent and to request any budget revisions to make the best use of the funds.

Mid-year grant meetings

This month continues with mid-year grant meetings with DEED, Indian Education, Perkins, and other funders including, Alaska Energy Authority, Pre-School, CLSD, Farm to School, AmeriCorps, REAP, etc.

Next-year grant applications

This month we start the application process for next year's federal grants such as Title VI Indian Education and REAP (Rural Education Achievement Program) which includes two grants SRSA (Small Rural School Achievement) and RLIS (Rural and Low Income School).

CLSD (Comprehensive State Literacy Development) grant successes

The Literacy grant we received as a consortium of 5 districts was spotlighted this month by DEED. I attached the newsletter to my report. Some of the exciting things the consortium literacy coaches are providing to students includes one-on-one instruction to struggling readers, literacy coaching to paraprofessionals and access to an online intervention program called iReady that provides targeted lessons to students based on individual needs as well as lesson that can go home for parents to work with students.

Agriculture program

The agriculture program continues to produce fresh food across the district. Many volunteers have been doing an excellent job maintaining the greenhouses. We plan to provide parent engagement activities with the greenhouses for our families and students as the pandemic allows. We are exploring, and will likely apply for, some new agriculture micro-grants from Senator Murkowski. These are small 3-year grants. \$10,000 is available for organizations and \$5,000 is available to individuals. We are also looking at other options for the greenhouses in coming years as budgets tighten for the school district.

**If you have any suggestions or ideas that need funding,
please feel free to email me at bkrosschell@sisd.org .**

Featured CLSD Project:

**Southeast Island
Consortium**

**Haa Yátx'í Haa Shukáa Yaa Kgwá.áat
Our Children Walk Among Us**

**Gunalchéesh axh' xh'éit yeesaa aaxhee.
Thank you for listening to me.**

Keijin (five) districts working together as tleix (one) comprise our Consortium Comprehensive Statewide Literacy Development (CLSD) Grant: Chatham School District, Hoonah School District, Pribilof School District, Southeast Island School District, and Yakutat School District.

We are a consortium of districts that have similar small, remote schools. Small schools face unique challenges as teachers have a wide range of ages and abilities in one classroom at the same time. Teachers in small schools need not only evidence-based instructional strategies but also classroom and data management expertise. The best literacy instruction comes from staff who understand how children learn and are confident in identifying needs and providing interventions. For this reason, we chose to focus the grant funds on professional development in best practices of literacy instruction with the goal of sustainability.

Through collaboration on professional development, our small districts can implement combined grant resources and provide professional development beyond the individual district budgets. Often in small or rural districts, the teachers do not have the opportunity to collaborate with educators who teach similar grade levels or content because they are the only teacher for that particular grade level or content area. A long-range goal is to provide collaboration opportunities for teachers and students across these five districts.

Parent information and engagement activities are a priority for schools. However, during the 2020-2021 school year, districts have faced challenges that have negatively impacted the ability to communicate and connect with families. Each school district is focused on parent engagement to meet the needs and health situations in the learning community.

Tlingit means "People of the tides." Tides reflect constant change and reshaping of shores. The rhythm of life is connected to the strong influence and pull of the sea. Yet, for centuries, the traditions and culture remain constant.

We are reshaping literacy instruction to implement the constant, which is the vision that each of these five districts has for literacy education in their unique setting.

Specific professional development for 2020-2021 has included:

iReady: iReady has two parts: a diagnostic assessment and a personalized instruction path for each student. Diagnostic assessments are administered three times a year to monitor specific growth and change within students' literacy skills. The personalized instructional pathway includes plans and materials for individual growth and options for grouping students based on needs. A multitude of teacher support options is available. Professional development for iReady during the 2020-2021 year will total 25 sessions using different combinations: each district receiving individual district professional development or, when schedules allow, districts will combine for professional development.

Literacy Modules: Literacy modules on evidence-based strategies for improving early literacy are developed with Lexie Domaradzki and will be recorded and available for implementation in future years. The literacy modules are designed for university credit with Arlie Swett, Consortium Literacy Consultant, and the facilitator for these courses.

Paraprofessional Professional Development: We are working with Iñisaġvik College in Utqiagvik, Alaska, to design opportunities for paraprofessionals, which leads to a two-year Associate's Degree or a four-year Bachelor's Degree. Iñisaġvik has developed courses relevant to paraprofessional training. The curriculum requirements will include our Literacy Modules, which we are developing.

District Literacy Coaches: CLSD grant funds are dedicated to providing a .5 District Literacy Coach for each district. The responsibilities of this .5 position are flexible to meet the needs of each district, including: working directly with small groups of students in coordination with classroom teachers; providing in-person observations and relevant feedback on literacy instruction to classroom teachers; coordinating with the Superintendent for scheduling CLSD literacy professional development; implementation of iReady diagnostic assessments and the personalized instruction path for each student; parent and community engagement literacy opportunities; and a weekly zoom conversation with the District Literacy Coaches and the Consortium Literacy Consultant. The challenges and tasks for coordinating literacy work with five districts are building on the foundation of weekly, agenda-driven conversations.