ALASKA EMPOWERMENT FOR SUCCESSFUL NAUKATI SCHOOL IMPROVEMENT

Developed 2022-23

Empowerment for Successful School Improvement

This process is supported by a partnership with The Alaska Department of Education and Early Development (DEED), the Southeast Regional Resource Center (SERRC), and Region 16 Comprehensive Center Network (CCNETWORK).

WELCOME !

Our school has committed to a continuous improvement process so your children, our students, receive the best instruction and services to ensure their success in school and beyond. Together, we will embark on this new three-year school improvement plan process.

Empowerment for Successful School Improvement

So, how is this process different from those in the past?

1)There is a focus on customizing the school plan to the context of the community.

2)School and community stakeholders are engaged in the planning, implementation, and monitoring of the plan. There is ongoing sharing, reflection and opportunity to celebrate.

3) The process is also Partner-Focused, building a collaborative partnership between DEED, districts, and schools to meet Alaska's Education Challenge.

4) It is also Support-Focused. Training and supports are provided through DEED's School Recognition and Support Team and the Empowerment Specialists are provided to support the schools in the process.
And
5) the process is Capacity-Focused. The process is designed in a way that establishes a network for schools and districts to reflect, celebrate, share, and learn together throughout the process.

TEAM EFFORT

This work requires a **team** effort. Our strength will come from the diverse representation of community leaders, school, and family representatives of students.
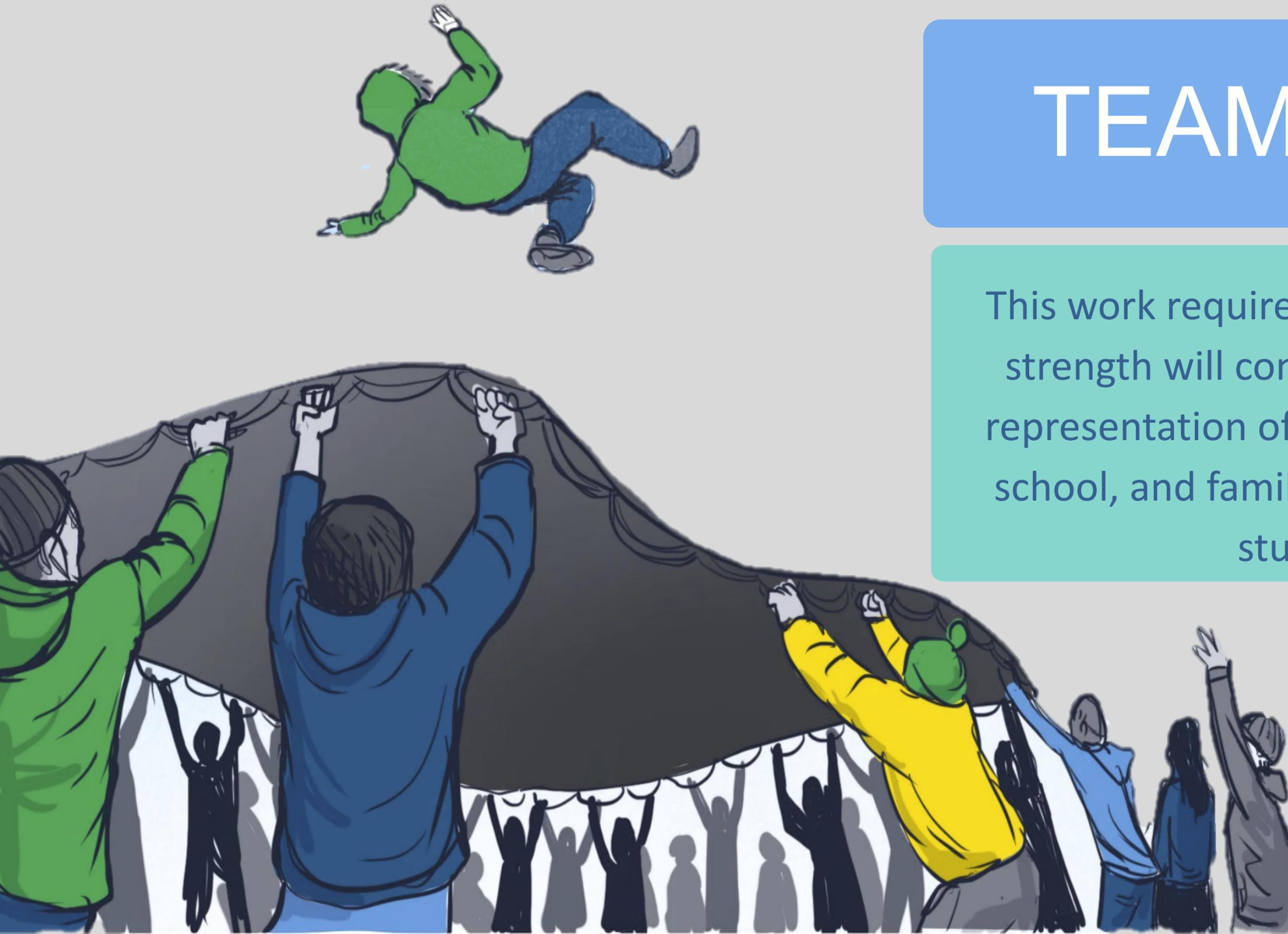
SCHOOL & COMMUNITY LEADERSHIP TEAM

Laura Anania, Lead Teacher

Teachers: Sharlet Collins and Tawnya Weaver

Staff: Tara Musser

Community Member: Dawn Sheets

Mollie Harings, Empowerment Specialist

Shaine Nixon, Principal/District Liaison

Open Chair: *An expert guest will be invited when appropriate.*

We envision that this improvement process will take us to a new level of academic achievement and success for every student and support development of students' cultural identity.

CULTURAL CONNECTIONS AND STUDENT SUCCESS
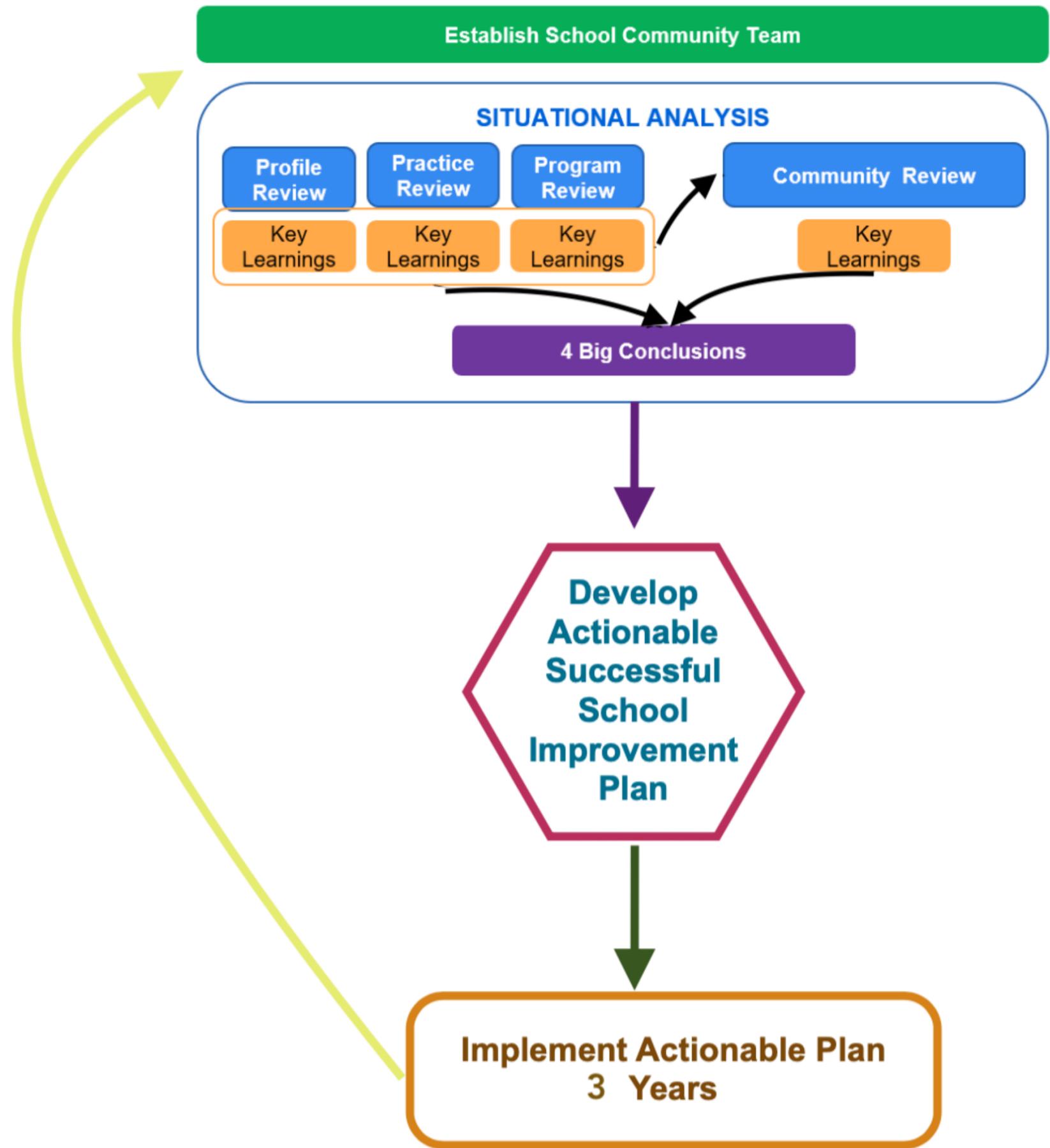
FIRST STEPS in the PROCESS

Profile Review

Paints a picture of our school. Who are we? What does our data show? Where are we now?

Practice Review

Evaluates the procedures and routines we are currently implementing at our school. Which practices are we using successfully or not applying yet?

Program Review

Lists all programs we use to teach and assess. Determine what impact they have on teacher instruction and student learning in our school.

Community Review

We will share our findings with our community and conduct a survey to gather input on community assets and challenges to identify a set of Key Learnings.

Profile Review: Key Learnings

Foundational Academics

Attendance is not a concern and data indicates a need to focus on foundational academics

Tutoring

Targeted tutoring benefitted students as evidenced by MAP scores but was discontinued.

Regular Planning Meetings

Shared planning time needed towards common goal, use data points to identify needs, consistency and tracking of data points and progress, and provide support needed to identify resources to assist students

Communication with Community

Community survey results were not shared with the school or families in order for the school to make use of them.

Relationships

Relationships with the community has improved based on observations

Data

- Student Enrollment
- Student Attendance
- Student Achievement
- Staff Attendance and Retention
- Facilities, Maintenance and Safety Reports
- School Survey Results

Practice Review: Key Learnings

Regular Planning Meetings

Ability/access to meet to collaborate, create a plan for meetings, schedule events, and complete trainings for all staff.–include District Admin in planning meetings three times a year minimum

Consistency

Consistency- with system we are all using (goes back to meeting regularly and trainings), staff retention

Documentation

Documentation and data points

Communication Among Staff

Communication among school staff is excellent

Data

- Climate and Connectedness Survey
- AK STAR and PEAKS Science Data
- Benchmark Data
- Past and Present Practice
- Practice Review Rubric

Program Review: Key Learnings

Professional Development

Repeated and focused trainings and then time to create plan/collaborate, with para's involved, and have follow-up from trainer-need more purposeful trainings

Documentation

Create document/method to regularly gather specific data for those programs that are being continued in order to track implementation, student progress and student use

Regular Planning Meetings

Create plan and implement with fidelity with regular meetings

Data

Program Information and Implementation Data for:
- iReady Reading
- iReady Math
- IXL
- Read Naturally
- Get Epic
- Typing.com

Community Review: Key Learnings

Involvement

Concerns about School involvement with the community and vice versa- compatibility

Resources

Lack funds and resources (staffing, time, volunteers) for opportunities- electives, trips, sports...

Contribution

Disconnect about Community contribution and the affects student achievement

Communication

Communication concerns-including ability to find qualified staff and volunteers and school pride and culture

Data Collected

- Community Program attendance
- ASC Meetings
- School-to-Home Surveys
- Community Review Meeting

Big Conclusions	DRAFT Big Conclusions	Justification
Teachers are engaged above and beyond and can be relied on.	1. Attendance is amazing	Kids are here and want to be; they know staff cares; seat time is happening- how can we leverage that to improve achievement
Lacking focus on end goals (strategic goals and improvement plan)	2. Consistency in staff, training, time to meet, curriculum	Staff turnover has been high- program changes and training are affected by this; need practical, adequate and appropriate classified staff training and buy-in; there aren't scheduled, honored local meetings for planning and implementation of programs within the school; need consistent data gathering
There isn't consistency or focus on a clear end goal	3. Data Gathering and Tracking of Programs (focused data)	There isn't consistency in data gathering.
Communication and engagement of families	4. Foundational Academics Implementation and Fidelity	Specifically Language Arts, new program being implemented next year

The Successful School Improvement Plan