

23.SCHOOL IMPROVEMENT & AK STEPP PLAN  
Bristol Bay Borough School District  
Naknek Elementary FY21 – SY 2020-2021

Our staff, parents and community stakeholder representatives have dedicated time and energy to addressing our Comprehensive School designation.

We spent 2 days in February 2020 in a reflective process, analyzing our current program and processes. Present were parents, community members, as well as instructional and administrative staff. Attendees received guidance from Brad Billings and Karen Melin from the Department of Education & Early Development in order to assess 37 indicators across 6 domains and Title I Schoolwide indicators

1. Curriculum
2. Assessment
3. Instruction
4. Supportive Learning Environment
5. Professional Development
6. Leadership
8. Title I Schoolwide Indicators

We selected specific indicators, wrote objectives, and assigned tasks to move our elementary program toward success.

### **Assessment**

**Effective Practice:** There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

**Indicator 2.4:** School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.

**Initial Assessment:** *Limited Development* - Naknek Elementary utilizes data from state assessments (PEAKS, annually) and growth measure, MAPS, three times a year. Staff meet to review data as a group and

individually apply that knowledge to their classroom program. Staff utilize curricula level assessments and formative assessments.

**Objective:** School staff will use PEAKS, MAPS, and frequent progress monitoring (every 4-6 weeks) to improve school programs. They will meet quarterly to examine performance, modify instruction, design professional development, and make recommendations. Meetings will be documented by agendas and minutes. *aligned to Alaska STEPP Indicator 2.4 Level 3*

**Strategies:**

- 1. *Committee:*** We have developed an afterschool Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) Committee. This group will examine data and help develop a plan to meet each student's needs through a leveling system.
  - a.** This committee has met and reviewed a variety of MTSS/RTI plans from other districts. They have examined a variety of templates in order to design one that is responsive to our community and district needs.
  - b.** In SY 2020-2021, the committee will formalize the plan for approval and adoption. They will meet quarterly at minimum.
- 2. *Progress Monitoring Tool:*** Amplify/Dibels was selected by the Committee and purchased. Training was purchased and scheduled as well. The DRA was also selected to provide more in depth knowledge of literacy progress monitoring.
- 3. *NWEA MAPS Training:*** Training was completed by all Elementary teaching staff. Training covered the delivery and understanding of assessment scores from our MAP growth measure. The data analysis process was begun and will continue in SY 2020-2021.
- 4. *Performance Matters*** – PowerSchool program that will enable administration and teachers to collect student data and develop standards-based benchmark assessments. Teachers will begin designing standards-based assessments. This will improve our assess-instruct-assess cycle.

## **Instruction**

**Effective Practice:** There is evidence of research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.

**Indicator 3.2:** School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.

**Initial Assessment:** *No Development* - There is no current documented plan or policy to address this indicator.

**Objective:** Identified school staff will meet monthly to develop and implement a documented MTSS/RTI plan that includes core instruction and timely interventions to support all students. The plan will be submitted to the district office. Implementation will be evidenced by teacher documentation of intervention. *(aligned to Alaska STEPP Indicator 3.2 Level 3)*

**Strategies:**

1. ***Committee:*** MTSS/RTI Committee has addresses both assessment and instruction. This committee will monitor the plan for these two indicators.
2. ***MTSS/RTI Plan:*** Develop an MTSS plan/handbook for implementation.

**Indicator 3.3:** School staff use research-based instructional practices, programs, and materials.

**Initial Assessment:** *Limited Development/Partial Implementation* - Updated curriculum is currently being reviewed for School Board approval and purchase.

**Objective:** In order to supplement research-based curriculum, grade level-appropriate classroom libraries will be reviewed for purchase. These libraries will provide further opportunities for students to engage with learning opportunities at both their level and in areas of interest. *(aligned to Alaska STEPP Indicator 3.3 Level 3)*

**Strategies:**

3. ***Committee:*** An established Curriculum Review Committee will review potential vendors and library packages in order to recommend purchase.
4. ***Classroom Libraries:*** Purchase and placement of classroom libraries will allow for staff to utilize supplemental reading resources for a range of educational goals, including engaging interest, targeting readiness based on level, and cross curricular learning opportunities.

**Supportive Learning Environment**

**Effective Practice:** There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.

**Indicator 4.5:** School staff provide extended learning opportunities, and students in need of additional support regularly participate.

**Initial Assessment:** *No Development* - There are currently no extended learning opportunities for our students in need of additional support, with the exception of the Migrant Education Program.

**Objective:** Naknek Elementary will provide a before/after school club and/or a summer camp to students identified through MAPS, PEAKS, formative assessments, and attendance data. *(aligned to AK STEPP Indicator 4.5 Level 3)* Additionally, an Elementary Learning Commons, aimed at providing a collaborative space for tutoring, independent study, presentations, virtual field trips, and more, will be established. *(aligned with AK STEPP Indicator 4.5 Level 3)*

**Strategies:**

1. ***Committee:*** An Extended Learning Committee has been established to explore, discuss, and plan for before/after school programs and/or summer learning opportunities, as well as consideration of in-school presenters, projects, and collaborative experiences.

- 2. Afterschool Programs:** The committee from 2019-2020 met and determined that our FY21 school improvement grant request should include a stipend for an afterschool program. The focus of this program will be determined after the award. The budget request includes stipend and benefits.
- 3. Elementary Learning Commons:** In an effort to make extended learning opportunities available without the added requirement of weekend or afterschool travel, an Elementary Learning Commons will be curated to provide a space for students to engage with a range of educational opportunities.
- 4. Family Partnership in Literacy:** Families will be trained and supported in partnering with literacy strategies and developing literacy instruction at home. It is our hope by including parents and guardians in some of the extended learning opportunities, we will have greater success with students participating and succeeding.
  - a. Due to the unexpected COVID-19 pandemic, this has not occurred. The team finds that this is more needed than ever and we will be examining how best to use our carryforward funding to support families during this unprecedented time.

## **Professional Development**

**Effective Practice:** There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

**Indicator 5.1:** School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.

**Initial Assessment:** *Limited Development - 2019-20:* As a result of reviewing state ACES, school staff participated in trauma-informed instruction and social emotional learning training. After reviewing PEAKS and MAPS data, the majority of staff participated in the 2020 RTI/MTSS Conference. *(aligned to AK STEPP Indicator 5.1 Level 3)*

**Objective:** PEAKS, MAPS, and Developmental Profile data will be reviewed on a continuous basis. Professional development will be provided in curriculum (Pearson Realize, enVision math, Second Step, HMH Journeys English Language Arts). Instructional staff and administration will collaboratively design a personalized professional development plan tied to teacher observation/evaluation.

**Strategies:**

- 1. Committee:** The Professional Development Committee was established as a result of the School Improvement planning meeting. It explores data, student/staff, and program needs. They research professional development opportunities and make recommendations to administration.
- 2. Training:** A significant portion of this year's School Improvement grant will be spent on professional development (*addressing Indicator 5.5 as well*). As a result of looking at student data the following trainings were selected in plans to affect instruction and thus raise student performance.
  - a. NWEA MAPS training** – The elementary teachers completed training on our Growth Measure, which is used for all K-12 students three times a year. Specifically, staff focused on how to use data to develop and provide instruction.
  - b. ASCD Activate courses** – Training tailored to each individual staff member's needs. Instructional staff have received access to two courses each based on needs resulting from administration observations and staff evaluations. They will complete these courses in SY 2020-2021. We have included in our request to continue offering this customized training option.
  - c. RTI/MTSS Conference** – Staff attended the RTI/MTSS Conference in January 2020. Virtual participation, by both certificated and non-certificated staff, is planned for the January 2021 Conference. This request addresses associated costs, including Conference registration and staffing requirements.
  - d. Multi-grade Blended Learning** – Education Northwest has been identified to provide training to our elementary staff in

effective strategies for multi-grade level classrooms in order to provide a strong differentiated program.

- i. Due to the COVID-19 pandemic, this training has yet to take place, but remains a high priority for both staff and administration.

## **Leadership**

**Effective Practice:** There is evidence that school administrative leaders focus on improving student achievement.

**Indicator 6.1:** Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.

**Initial Assessment:** *Limited Development* - Initial school improvement planning sessions with stakeholders began the process of evaluating school needs during the 2019-2020 school year. Continued meetings of school staff, including support from a state-appointed coach, are ongoing virtually.

**Objective:** Naknek Elementary staff and community stakeholders will meet to evaluate the School Improvement Plan, review data, monitor progress of the School Improvement Plan goals, and advise on next steps (*aligned to AK STEPP Indicator 6.1 Level 3*).

### **Strategies:**

1. **Committee:** A School Improvement Planning Committee, comprised of both school staff and community stakeholders, has been established to evaluate school needs, examine data, and monitor the School Improvement Plan and its progress
2. **Meeting:** Initial Committee meeting for the 2019-2020 school year held to begin the process of a School Improvement Plan. Continued meetings of the School Improvement Planning Committee, with Nakenk Elementary instructional staff as crucial participants, are facilitated with the support of additional

substitutes. The budget requested allows for the coverage of those additional salaries.