

School Improvement Condensed Application EXEMPLAR

School Year 2022-2023

EXEMPLAR PURPOSE

The *FY23 Condensed Application Exemplar* was created for two purposes:

1. To assist designated schools in understanding the requirements for completing the condensed application.
2. To provide designated schools with a model of how to connect site-specific data and needs to school plans for improvement, including goals, interventions, and activities.

For the *FY23 Condensed Application Exemplar*, a CSI (5%) school with a student population of fifty students in grades K – 12 was selected for portrayal. The situational analysis (needs assessment), goals, and interventions found in this exemplar are based on fabricated data. Any similarities to an existing school are purely coincidental.

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## EXEMPLAR: SCHOOL DATA, SITUATIONAL ANALYSIS, IMPROVEMENT PLAN

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| School Data | What data do you have for the 2021-22 S.Y.? (For example, MAP, STAR data, local assessment data.) Please cite here.  2021-22 MAP achievement and growth data, 2021 PEAKS scores, SY 2021-22 student attendance and referral records, SY 2021-22 family engagement event attendance records. |
| School Data | What does your 2021-22 S.Y. data tell you about student engagement, performance, and achievement, and your school’s leadership, instructional delivery, and climate for learning? Please explain.  Achievement scores 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 K-6 (30 out of 30 students) fall in the lowest 10% compared to national grade level norms. Achievement percentiles for all grade 7 – 12 students (20 out of 20 students) fall in the lowest 50% compared to national grade level norms, with 18 out of 20 students in grades 7 – 12 ranked at 25 percentile or less. The two grade 7 -12 students who are achieving above 25% in ELA are also performing above 25% in Math.  MAP Growth data for grade K-6 students in ELA and Math show 30 out of 30 students did not meet growth expectations for their grade, however, MAP Growth data for grade 7-12 students in ELA and Math show 8 out of 20 students met growth expectations for their grade.  Attendance data show an attendance rate of 95%, however this data is reflective of school board policy permitting an excused absence for cultural purposes.  Referral data show a referral rate average of one referral per quarter with no student suspensions in SY 2021-22.  Family engagement event participation data show 20 out of 25 families attended 50% or more of the school-sponsored family engagement activities, with 25 out of 25 families attending at least one event.  Staff retention for the next school year is 100%. The staff average number of years of contracted service for the district is three years. All teachers are highly qualified. All paraprofessionals have Para Pro certification. |
| Situational Analysis | How does your previous school needs assessment align with your available data? What is your current analysis of the situation?  Please explain.  Current Strengths:   * Positive school climate and culture. Minimal behavioral issues. * Positive relationships between parents, community, and school. * Committed staff   Current Needs:   * Provide staff professional development in the Science of Reading. * Develop authentic, place-based, and standards-based lessons in partnership with the community. * Expand community involvement and engagement in the afterschool program and in school improvement planning. |
| School Improvement Plan | How does your school improvement plan align with your available data and your analysis of the situation? Please explain.  Our School Improvement Plan addresses the low achievement and growth of our students in reading by providing Science of Reading professional development to all teachers and paraprofessionals on staff. Our plan builds on our current strength of community involvement by expanding our engagement events to the classroom and after-school programs. Our plan includes partnering with the community to create native language and culture programs for after-school enrichment. In addition, standards-based classroom lessons grounded by place and local values will be developed in cooperation with the community. Developed lessons will be tailored to support literacy across content areas. An additional district staff member will be hired as an instructional coach to support literacy, monitor Science of Reading practice implementation, and lead the development of place-based, culturally relevant, cross-grade lessons. |

## EXEMPLAR: SCHOOL IMPROVEMENT PLAN GOALS FOR FY23

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| Prioritized Goals |
| 1. MANDATORY GOAL FOR ALL DESIGNATED SCHOOLS   “Increase diverse stakeholder representation on the School and Community Leadership Team.” |
| 2. 100% of teachers will be trained, fully implementing, and receiving feedback on their Science of Reading instructional practices on a weekly basis from September 2022 through May 2023. |
| 3. Each grade will produce, deliver, reflect, and refine at least one authentic, place-based, and standards-based “classroom” lesson per semester with lesson development done in partnership with the community and the district’s literacy coach. |
| 4. 100% of students in grades K – 12 will meet or exceed ELA growth targets from Fall 2023 to Winter 2024 as measured by MAP benchmarking results. |

EXEMPLAR: TABLE OF INTERVENTIONS AND ESTIMATED COSTS

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| Intervention/Activity | Estimated Cost |
| 1. MANDATORY ACTIVITY FOR ALL CSI (5%) SCHOOLS   “Travel to Anchorage to attend September training on the new school improvement process.” ­  Specify if 1003a, Title 1A, or Title 2A funds will be used.  If 1003a grant funds will be used, provide the estimated cost to send the principal and district liaison to the 3-day training. | $\_\_\_\_\_ |
| 1. Science of Reading Professional Development   *(Addresses Goal 2 and Goal 4)*  4 staff registrations (2 certified and 2 classified) @ $350/unit cost = $1400  Airfare: 4 RT fares Rural Alaska – Anchorage on AK Air Transit@ $600/unit cost = $2,400  Lodging for 4 (2 double rooms) @ 5 nights @ $200 unit cost per night = $2,000  Food per diem ($60/day) X 5 days X 4 people = $1,200  Roundtrip Taxi Fare for Airport to Hotel and Return = $150 | $7,000 |
| 1. Certificated staff member to serve as district’s literacy coach providing teacher professional development and coaching on a weekly basis to each of four sites.   *(Addresses Goal 2, Goal 3, and Goal 4)*  School pays ¼ of salary and benefits since the position is divided between 4 schools. | $25,000 |
| 1. Extended Learning Program:   *(Addresses Goal 4)*  1 certified teacher at 4 hrs/wk + 1 certified teacher for 2 hrs/wk = 2 certified teachers @$50/hr for 6 hrs/wk serving 9 students ($300/wk X 35 weeks = $10,500) & 1 Para pro at $21.50/hr, 2 hrs/wk serving 3 students ($43/wk X 35 weeks= ($1,505)  Reading Interventions: 1 Para-pro uses school phonics program for 2 students , @ $21.50/hr, 2 hrs/wk X 35 wks= $1,505 | $13,510 |
| 1. Family Engagement Events   *(Addresses Goal 1 and Goal 3)*  Two events per school year per grade band, K-3, 4-6, 7-9, and 10-12 (total of 8 events) showcasing student work samples from the authentic, place-based, and standards-based “classroom” lesson that was developed in partnership with the community and the district’s literacy coach. Community meal provided, each meal cost $300 \* 8 = $2400. | $2400 |
| 1. School and Community Leadership Team (SCLT) Meeting Lunches   *(Addresses Goal 1)*  8 SCLT Meetings, two Saturdays per month for four months from January – April, Lunch cost of $100 for each Saturday meeting, $100 \* 8 = $800 | $800 |
| **Total Estimated Cost:** | $48,710 |