

**Sitka School District (42) - FY 2020 - ESEA Consolidated - Rev 3 - Application Development**

**A. Coordination with Other Federal Programs**

This plan has been formulated, as appropriate, in coordination with other programs under ESEA and other Acts. Check all that apply. [Section 1112(a)(1)(B)]

**\* A.1. ESEA Programs**

- Title I-A - Improving Basic Programs Operated by LEAs
- Title I-C - Education of Migratory Children
- Title I-D - Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-risk
- Title II-A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III-A - English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A - Student Support and Academic Enrichment Grants
- Title IV-B - 21st Century Community Learning Centers
- Title V - Flexibility and Accountability (REAP-Flex, SRSA, and RLIS)
- Title VI - Indian, Native Hawaiian, and Alaska Native Education

**\* A.2. Other Acts**

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act

McKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

Other

## B. High Quality Education for All Students

### Monitoring Student Progress

Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by-

\* **B.1.** Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]

Sitka school district has always valued and invested in a well-rounded program of education. This program includes:

- Music instruction provided by 4 full-time, certified music teachers for all students grades K-5 and electives thereafter
- Arts, Culture, and Technology Integration professional learning available for all early career teachers, through private funding, in partnership with Sitka Fine Arts Camp (SFAC) and University of Alaska Southeast (UAS)
- Cultural integration partnership with Sitka Tribe of Alaska throughout the schools
- A Cultural Department providing in and after school cultural instruction, in partnership with Sitka Tribe of Alaska (STA)
- Full time visual arts teachers at both the middle and high school
- A robust selection of Career & Technical Education courses offered at middle and high school
- Partnership with University of Alaska Southeast to offer dual credit and other early college credit opportunities
- Twice daily recess K-5 and once daily grades 6-8
- Physical Education provided by 5 full-time certified physical education teachers, 3x/week K-5, daily at 6-8, and to meet graduation requirements at the high school level
- A wide variety of academic, arts, and athletic after school activities for grades 9-12, and a limited selection grades 6-8
- Social Studies and Science electives beyond core credit requirements at the high schools
- Two elective periods a day grades 6-8
- A dedicated elementary Science teacher serving grades 2-5
- Working towards embedding culturally responsive social emotional learning into all schools, including an elementary Learning Supports Coordinator
- An alternative high school that provides both additional support for at-risk students and a truly alternative education, available by choice (not assignment) to SSD students
- Full time certified counselors at all schools

- Robust community partnerships, including Sitka Sound Science Center, Sitka Conservation Society, Sitka Fine Arts Camp, Sitka Tribe of Alaska, U.S. Forest Service, Alaska Department of Fish & Game, Alaska Association of School Boards (AASB) and many others.
- A cultural preschool partnership with Tlingit & Haida Head Start and Sitka Tribe of Alaska
- Fish to Schools program- local fish is served weekly in all school cafeterias, with educational components provided
- A local homeschool program

\* **B.2.** Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]

The Sitka School District is in the process of implementing a Comprehensive Assessment system designed to identify students who may be at risk for academic failure. Universal screeners (MAP Growth, MAP Reading Fluency, and DIBELS) are in place K-11. Results are analyzed at the District, School, grade, and class levels. Each school has a Team-Initiated Problem Solving Team whose job is to review data in order to identify and define systemic and individual problems and solutions.

\* **B.3.** Providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]

Sitka School District is undergoing a comprehensive implementation of a multi-tiered systems of support (MTSS) framework, designed to improve Tier I instruction and identify evidenced-based intervention practices for students with Tier II and III needs. SSD employs 5 FTE reading specialists at four Title I Schools, whose primary role is to provide additional educational assistance to individual students at risk of academic failure. Reading specialists are partially funded by Title IA, and eligibility for services is described on the Program Details section of the Consolidated application.

\* **B.4.** Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]

The Sitka School District has identified and begun to implement a variety of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. This includes integrating Arts, Culture and Technology into the curriculum, embedding culturally responsive social emotional learning into all classrooms, engaging families and community, implementing culturally responsive teaching practices, and implementing a multi-tiered system of support for both social/emotional/behavioral and academic learning. More details follow.

SSD is in Year 4 of a planned 9-year effort, in partnership with UAS and SFAC and supported by the Margaret A Cargill Philanthropies, to integrate Arts, Culture, and Technology into all classrooms throughout the District. In partnership with AASB and a Federal Innovations grant, we are also in the process of embedding culturally responsive social-emotional learning into all classes, starting with Blatchley Middle School and Keet Gooshi Heen Elementary, with plans to progress to all schools. We collaborated with

SERRC to train staff on culturally responsive teaching practices and continue to embed that content into all other efforts moving forward.

SSD is also part of Supporting Transitions and Educational Promise in Southeast Alaska (STEPS), a 5-year grant provided through AASB, in close partnership with Sitka Tribe of Alaska (STA) and Sitkans Against Family Violence (SAFV). STEPS is a collective impact approach to data-driven strategies for our community that achieve the target outcomes of the grant. These outcomes were derived from our district's goals of closing the achievement gap and improving school climate. The scope of the grant work is cradle to career, and it will substantially enhance our current work to engage families and the community, implement culturally responsive teaching practices, and provide multi-tiered systems of support for all students.

Finally, the district is beginning a three-year process of systemically addressing disproportional referral to special education, led by nationally recognized expert, Diana Browning Wright. In this work, we are focusing on social/emotional/behavioral multi-tiered systems of support and school climate. We plan to implement a multi-tiered system of support that represents an equitable service delivery framework designed to meet the needs of all students by providing a continuum of evidence-based supports that can be matched to the level of student need. It relies on making decisions based on data (not on hunches, best guesses, or biased opinions). Within this framework, educators learn how to adopt a culturally responsive, evidence-based lens that encompasses all practice. This is a sustainability initiative that is designed to achieve the following outcomes:

- Alter staff beliefs about teaching, learning and behavior support to facilitate effectiveness
- Promote social, emotional, behavioral success
- Improve academic engagement and performance district-wide
- Improve school climate and culture
- Address overrepresentation of students of color, poverty or cultural groups in punitive discipline (i.e., office referral and suspension), special education referral, and placement in restrictive settings
- Increase attendance and decrease drop-out rates
- Maintain least restrictive environment for students with disabilities

### **Coordination and Integration**

If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

\* **B.5.** If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)]

Sitka High School is developing an internship course that will align to a number of different career pathways for students. We anticipate this course being taken by seniors and will be related to a post-secondary program of study they are interested in. They

will spend time in a place of business and will identify a project to take on working with a mentor from industry.

Sitka High School is also partnering with University of Alaska Southeast to offer Tech Prep classes, in which students earn college credits while in high school. After graduation they continue in their field of study at UAS or enter the work force confident in the skills and knowledge they acquired in the program. The Tech Prep program focuses on high-demand careers in the State.

\* **B.6.** If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]

In addition to the internship course described above, both high schools offer ongoing career exploration activities. Students at Pacific High School may earn credit for working, and also are exposed to a wide variety of community partners through Friday Life Skills and Elective classes. Finally, SSD is using grant funding to develop an Alaska Native Arts and Culture Career pathway, which may lead to employment as an artist or to a career in education.

### **C. Equitable Access to Excellent Educators**

#### **\* C.1. Identify and Address Disparities**

Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]

Because we are a single-site district with only one school for each grade level, this is generally not an issue. Elementary classes are purposefully created to be heterogeneous with respect to both ethnicity and socioeconomic status. At the secondary level, generally a particular teacher teaches all sections of any class that has multiple sections, so there isn't really an opportunity for students to be assigned disproportionately to ineffective, inexperienced, or out of field teachers.

The one exception to this generality is the alternative high school, a school of choice. The students attending the alternative high school are disproportionately low-income and minority, and as a small high school, it is difficult to hire a team of three teachers who together hold all of the required endorsements to teach all classes required for graduation. When hiring at the alternative school, we hire appropriately certified teachers as much as possible, but otherwise the most important consideration is experience with and commitment to alternative education. A more experienced teacher is not fundamentally better in that situation. If a teacher is found to be ineffective, then that would be handled through the teacher evaluation and support system.

#### **\* C.2. Ensuring Certified Teachers**

Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]

All Title I funded staff hold valid Alaska teaching certificates for the grade levels at which they teach. Certification is reviewed at time of hire and when positions or funding sources change.

**\* C.3. Ensuring Paraprofessionals Meet Standards**

Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]

SSD does not use Title I funds for paraprofessionals, and there are no paraprofessionals working in the school with a Schoolwide program.

**\* C.4. Systems of Professional Growth and Improvement**

Provide a description of the district's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]

SSD provides a cursory New Teacher Orientation and mentorship for new teachers through a partnership with the Sitka Education Association (SEA). Professional learning is provided through professional learning inservice days, and content varies depending on current District and building needs. Additional opportunities for professional learning are provided as part of the negotiated agreement with SEA, wherein teachers may apply for funding to bring professional learning opportunities into the district or to leave to attend a professional conference or workshop. Finally, SSD has a practice of securing grant funding to support strategic systems change, which typically includes opportunities for professional learning.

The Sitka School District Certificated Evaluation Continuous Growth System can be found at <https://www.sitkaschools.org/site/handlers/filedownload.ashx?moduleinstanceid=2435&dataid=4500&FileName=SSD%20Final%20Educator%20Eval%2008-26-15.pdf>

**\* C.5. Systems for Building Capacity of Teachers**

Provide a description of the district's systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

By virtue of limited administrative capacity, SSD provides many opportunities for teachers to grow as leaders and influence the direction of the district through various committees and task forces. The Technology and Professional Learning Committees are chaired by teachers, and ad hoc task forces addressing standards and curriculum have also relied on teacher leadership. SSD is also engaged in statewide work and frequently nominates teachers to serve on statewide committees and task forces.

**\* C.6. Improve Skills of Educators in Identifying Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

The SSD is helping teachers, principals, and other school leaders improve their skills in identifying students with specific learning needs through implementing a Comprehensive Assessment System. This system will include universal screening for math and ELA grades K-11, diagnostic assessments for students in need of support, and progress monitoring for those receiving support. As this system is being implemented, all staff are receiving professional learning in how to use the assessment data, alongside other classroom based data, to identify students with specific learning needs, including those with disabilities, low literacy levels, or gifted and talented. Staff have also received ongoing professional learning in Team-Initiated Problem Solving (TIPS) in order to identify and address individual and systemic needs.

English Learners are identified through the system delineated by Alaska DEED, in which students are identified for language proficiency screening based on a Home Language Survey at enrollment. Because of this, there is limited need for teachers to identify English Language Learners. School secretaries and registrars are trained regularly on the Home Language Survey and supporting families to complete it accurately.

#### \* **C.7. Improve Skills of Educators in Serving Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

The SSD is helping teachers, principals, and other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs through developing and implementing a Comprehensive Assessment System and a Multi-Tiered System of Support. As these systems are implemented, teachers, principals, and other school leaders receive professional learning in how to use the assessment data to base tiered instruction within the classroom on specific needs. Staff have also received ongoing professional learning in Team-Initiated Problem Solving (TIPS) in order to identify and address individual and systemic needs. Recent professional learning that has resulted from systemic needs assessment includes the rich and engaging pedagogy of arts, culture, and technology integration, as well as culturally responsive teaching practices, social emotional learning, and trauma-informed schools.

### **D. Support and Engagement**

#### **Homeless Children and Youth**

##### \* **D.1. Homeless Children & Youth - Services**

Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved

under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]

SSD provides homeless students with material goods required for school success such as school supplies, gym clothes, and hygiene supplies on an as-needed basis. As a single-site district, regular school buses provide transportation for homeless students, and occasional transportation vouchers may also be provided when needs cannot be met by the school buses. SSD also provides immediate enrollment and assistance obtaining required enrollment documentation, for homeless students.

**\* D.2. Homeless Children & Youth - Identification**

Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]

School counselors, front office staff, and principals are trained annually on identification of homeless students. Anyone (student, family, staff, community member) may identify a student as homeless by completing a homeless identification form and returning it to the school of attendance or the District Office. Identification is confirmed by school staff, and needs are identified on an individual basis through natural conversations with staff who are in closest proximity to the students, while respecting the student and family's privacy needs. A homeless identification form is in the intake packet at the only transitional shelter in town, the Sitkans Against Family Violence (SAFV) shelter. SSD also works closely with Youth Advocates of Sitka, Sitka Counseling, and the Sitka Tribe of Alaska to identify homeless youth.

**\* D.3. Homeless Children & Youth - Support for School Personnel**

Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]

School and district secretaries received homeless training on 8/19/19.

Administrators and counselors will receive homeless training in the Fall of 2019.

The agenda includes:

Why identify homeless students?

How to identify homeless students

Definition of homeless



Warning Signs

Common Questions

District responsibilities to homeless students

Recordkeeping

Identification form- where to find it, how to fill it out, where to store it

PowerSchool entry

Siblings

#### **D.4. Homeless Children & Youth - Access to Services**

Describe procedures that ensure that:

Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)]

\*

SSD Board Policy 5112.6 states, “The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school.”

The only public preschool program available in Sitka is a partnership with the local Tribal Head Start; only students with special needs are enrolled in the Sitka School District at the preschool level, and those students may attend Head Start, another private preschool, or receive early learning services at home. Homeless students are afforded access to preschool services on the same

basis as all other students, and individual needs including transportation are considered in developing each preschool child's individual education plan.

Homeless children and youth do not face additional barriers due to their homeless status, to accessing academic and extracurricular activities, including summer school, career and technical education, advanced placement, and online learning programs. SSD does not provide magnet school or charter school programs. Schools work with all students, families, and the community to ensure that fees are not a barrier to participation in extracurricular activities or academics.

#### **D.5. Homeless Children & Youth - Strategies to Address Other Problems**

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

Requirements of immunization and other required health records;

Residency requirements;

Lack of birth certificates, school records, or other documents;

Guardianship issues; or

Uniform or dress code requirements [Section 722(g)(1)(H)]

\*

School secretaries/registrars are required and trained to help families navigate the process of obtaining immunization records, birth certificates, and other records required for enrollment, and homeless students are enrolled immediately while awaiting retrieval of such records. As a single site district on an island, it is assumed that if a student is physically present in our town, they reside within our boundaries. As such, residency requirements are a non-issue. The school district makes reasonable attempts to contact the parents of homeless students who are not in the custody of a parent upon enrollment, and accepts educational decisions by those "acting as parent" (as defined in IDEA) if the parents cannot be contacted. If no private individual is "acting as parent," then the district assigns a surrogate parent to make educational decisions in the student's best interest. Sitka School District has no uniform requirements, and when a homeless student has difficulty meeting dress code requirements, schools work with families and community agencies to obtain conforming clothing, or Title I homeless set-aside funds are used to purchase appropriate clothing.

#### **\* D.6. Homeless Children & Youth - Policies to Remove Barriers**

Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]

SSD Board Policy 5112.6 was revised October 3, 2017 to meet the new requirements in ESSA. The policy can be viewed at <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/5112.6.pdf>

The written charge for the School Board's Policy Committee, updated November 8, 2016, can be found at: <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/28/Written%20charge%20for%20Policy%20Committee.pdf>

It states, "The policy committee will meet twice a year during the school year to develop or revise policies to reflect current relevance of existing policies. The policy committee will also review all recommendations from AASB as needed throughout the year. The revised policies will be presented for the Board's consideration." It goes on to define the order in which policies will be reviewed and the composition of the committee.

#### \* **D.7. Homeless Children & Youth - Assistance from Counselors**

Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]

At Sitka High School, the school counselors assist students in pursuing post-secondary education in two ways:

The first is helping students begin to earn college credit while still in high school; students have the opportunity to participate in dual enrollment at the local college campus (University of Alaska Southeast). Dual enrollment is an opportunity for students to earn college credit while also working towards a high school diploma. The counselor verifies student's eligibility, as determined by academic standing, and assists students and families in completing necessary registration paperwork. They assist student in reviewing course options that correspond with the individual's academic and employment goals. If the student is low-income and the student maintains a C or higher in the university course, the college tuition cost for the course is waived. Additional ways to earn college credit through high school courses, such as Tech Prep, are in development.

The second way school counselors support homeless youth success in college is by helping them explore and apply to post-secondary institutions. The counselors actively works with students grades 9-12 to explore variety of post-secondary options ranging from career and technical education, certification programs, and two- and four-year college programs. They assist students and families in completing applications for financial aid (FAFSA), identifying scholarship opportunities, and determining eligibility for other funding sources (i.e. Office of Children's Services if student is ward of the State or Tribal Corporations if student is a shareholder). The counselors work closely with students to prepare the required essays and obtain accompanying documents, including letters of recommendation, and supports students in preparing for interviews.

For students experiencing housing instability, college and career preparation may involve some unique challenges due to transience. School counselors in identifying a stable mailing address and phone number where paperwork can be sent and calls made (the school if necessary) so that transience does not become a barrier to accessing higher education.

## **Foster Care Children**

ESSA requires districts to help ensure the educational stability of students in foster care by 1) Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing); 2) Coordinating with Office of Children's Services (OCS) to provide transportation to the school of origin; and 3) Facilitating expedited enrollment in a new school when it is determined in the student's best interest to change schools. [Section 1111(g)(1)(E)] Note: The "school of origin" is the school in which the child was enrolled immediately prior to being placed into foster care, and thereafter, immediately prior to any change in foster care placement.

### \* **D.8. Foster Care Children - OCS Point of Contact & Transportation Agreements**

A copy of the district's Memorandum of Agreement **and** Transportation Agreement with the Office of Children's Services has been uploaded on the Related Documents page. The document(s) must establish the Point of Contact for each agency, describe how the educational stability of students in foster care will be supported, and clarify how transportation to the student's school of origin will be arranged and funded.

### \* **D.9. Foster Care Children - Educational Stability & Transportation to School of Origin**

For district students in the OCS Foster Care system, describe

- 1) How the district learns of the student's foster care status and records and shares that information with necessary school staff; and
- 2) The transportation methods used to enable the child to attend their school of origin (unless the child's foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).

Typically, when a student enters foster care the foster parent provides documentation to school secretaries, who update the contact information in the Student Information System, PowerSchool. The foster parent is listed with that relationship noted, and the previous contacts are updated as necessary to reflect the current educational rights. The documentation is scanned and uploaded into Powerschool and the original paperwork is placed in the student's cumulative file. Typically the principal, school counselor, and teacher are already aware of foster care placement, having been involved with the OCS investigation. The secretary informs school staff when updates are made.

There is only one school for each grade served in Sitka, except for the alternative high school, and Sitka is on an island. If a student in a Sitka school enters foster care in Sitka, they stay in the same school. Bus routes cover the entire town, so regular school transportation is available. If they enter foster care outside of Sitka, they can't stay in the school of origin because procuring reliable transportation to and from Sitka would be impractical bordering on impossible.

The alternative high school is a school of choice and students are never sent there unwillingly. Foster high school students may choose to stay in their school of origin regardless of their foster status. Bus routes cover the entire town, so regular school transportation is available.

### \* **D.10. Foster Care Children - Expedited Enrollment**

Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable.

School secretaries/registrars are required and trained to help foster families navigate the process of obtaining immunization records, birth certificates, and other records required for enrollment, and students in foster care are enrolled immediately while awaiting retrieval of such records. Schools request records directly from prior schools, and accept the transferred immunization certification and birth certificate for enrollment. As a single site district on an island, it is assumed that if a student is physically present in our town, they reside within our boundaries. As such, residency requirements are a non-issue. Foster parents must provide documentation of official foster placement or other legal temporary guardianship in order to act as parent. If no private individual is “acting as parent,” then the district assigns a surrogate parent to make educational decisions in the student’s best interest.

With appropriate permission, school secretaries can give copies of educational records to OCS caseworkers to give to new foster parents when a student is exiting the district to enter foster care. Generally, Sitka schools are able to respond quickly to records requests from new schools, regardless of foster care status.

## Engagement and Transitions

### D.11. Parent & Family Engagement

The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)]

District Parent and Family Engagement Policy [Section 1116(a)]

School Parent and Family Engagement Policies [Section 1116(b)]

Annual Title I Meetings [Section 1116(c)]

School-Parent Compacts [Section 1116(d)]

Building Capacity for Involvement [Section 1116(e)]

\* Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)]

The Sitka School District Family Involvement Policy and associated Administrative Regulations can be found at <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/6020.pdf> and <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/6020ar.pdf>. Additional Title I-specific policy, including parent involvement, can be found at <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/6171.pdf> and <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/6171%20ar.pdf>. An example of annual Title I Parent Notification can be found at <https://www.sitkaschools.org/cms/lib/AK01001710/Centricity/Domain/26/6171%20e.pdf>.

School Family Involvement policies are contained in school handbooks which are distributed to students annually. Each Title I School hosts an annual Title I Meeting, at which the Family Involvement policies are reviewed and revised. School-Parent Compacts are distributed to all families whose students receive Title I services.

The SSD is currently revising these policies and the compacts to better reflect input from families and the requirements of ESSA; however, the currently adopted policies, revised on 6/20/2017, are those provided from the AASB Policy Update service and as such should be compliant with the requirements for ESSA.

Each school hosts parent-teacher conferences twice annually, with 99% participation rate at the elementary levels. Each school has a Parent Advisory Committee that meets regularly, and principals create additional informal opportunities, such as open coffee hours and presentations of student work, for parents to engage with the schools' daily work. Sitka High School has a diverse student advisory committee, who gives input to administration on school planning. As part of their accreditation work, Sitka High has a comprehensive family engagement plan, to include celebratory events and parent support groups. New this year, SSD has received grant funding for a family and community connectedness coordinator with a focus on early education, with the goals of supporting school readiness and support for school at home.

Family engagement is measured in part using the annual School Climate and Connectedness Survey (SCCS), with the parent/family component implemented for the first time in the 2018 administration. SCCS data is examined by administration and presented to the School Board, and the School Board has based their annual goals on the survey results. Family engagement is a goal in several grants the SSD receives, so data specific to each of those goals is collected and reviewed, and strategies are revised, when annual reports are due.

#### \* **D.12. Early Learning**

If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]

SSD is a supporting partner in Wooncheen Preschool, a collaboration between Central Council Tlingit & Haida Indian Tribes of Alaska (CCTHITA) Head Start, Sitka Tribe of Alaska (STA), and the district. It is a Head Start program with strong cultural and family engagement components. Enrollment preference is for children who are income eligible and/or Alaska Native families, as well as children with disabilities and English Language Learners. The curriculum fosters children's cognitive, social, and emotional development, within a positive learning environment that utilizes cultural and place-based education embedded throughout the program. Kindergarten intake occurs in the spring, and the preschool works closely with Baranof Elementary to orient students to the Kindergarten environment before they enroll and during their first days in Kindergarten. The Social Emotional Learning curriculum that is used at Wooncheen Preschool is now also used at Baranof Elementary.

#### **D.13. Effective Transitions**

The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable -  
through coordination with institutions of higher education, employers, and other local partners; and  
through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)]

\* Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

In the spring of 8<sup>th</sup> grade, teachers and students from both the comprehensive and the alternative high schools come to the middle school to introduce the high school programming available and give advice regarding what to expect in high school. Eighth grade students tour the comprehensive high school, and by request, the alternative high school. Eighth grade teachers embed transitional information into their regular instruction and Pack (homeroom) classes. This may include information about prerequisites for certain high school programs, enrichment for high school acceleration, and other general high school structures. Additionally, teachers from Blatchley Middle School and Sitka High School meet in the spring to discuss students and their transition needs.

SSD is part of Supporting Transitions and Educational Promise in Southeast Alaska (STEPS), a 5-year grant provided through AASB, in close partnership with Sitka Tribe of Alaska (STA) and Sitkans Against Family Violence (SAFV). STEPS is a collective impact approach to data-driven strategies for our community that achieve the target outcomes of the grant. One need identified in the gap analysis work done for this grant was for improved high school to post-secondary transitions, so the grant is funding a half time post-secondary project coordinator, who is working with the high schools and Sitka Tribe of Alaska, colleges, and employers to develop college and career pathways and make transition a more visible part of the school advising process.

Further, we are expanding opportunities for high school students to earn college credit in a variety of means. Students are able to earn dual credit (high school and college) for college classes at UAS, with tuition split three ways between the University, the school district and the student/family. The student/family portion is waived for students who meet income and achievement requirements.

**\* D.14. Discipline Reduction**

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]

At the elementary level, the school Team-Initiated Problem Solving (TIPS) teams have taken on solving the problem of students being removed from classrooms due to disciplinary issues. At the time the inquiry started, schools were not tracking out of class time, and without data it was difficult to attempt to solve the problem. The district recently implemented a new Student Information System that

should improve our ability to collect discipline data, and we are considering purchasing SWIS, a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.

Pacific High School has implemented Restorative Practices to reduce the overuse of discipline practices that remove students from the classroom, with great success. Select staff at Blatchley Middle School and Sitka High School have also received training in restorative practices, although this approach has not been implemented at either of those schools. All schools need better data systems and analysis in order to bring this issue to the forefront, and the new SIS plus the possibility of SWIS should meet that need.

In the Fall of 2018, SSD provided district wide training in trauma informed practices, which should help teachers and school leadership better understand and support students who have experienced trauma.

## E. English Learners

All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.

\* **E.1.** Indicate if the district is required to file a Plan of Service for EL students.

Yes

No

**E.2.** If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.

06/30/2021 

## F. School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]

### F.1. Comprehensive Support and Improvement

The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:

is informed by all indicators of the accountability system, including student performance against the long-term goals;



includes evidence-based interventions;

is based on a school-level needs assessment;

identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

is approved by the school, district, and State educational agency; and

upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]

\* Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI).

Any school identified for Comprehensive Support and Improvement will use the STEPP plan as a guide for developing and implementing an improvement plan. The Federal Programs Manager will advise the principal on the planning and documentation requirements as needed, and interventions will be evidence-based as required. District administration will approve the plan. SEA approval and monitoring will be determined by the SEA and the District will cooperate with monitoring.

Currently one school, Pacific High School, is designated CSI for graduation rate. This school's School Improvement Plan was submitted on 11/2/2018 and can be found at <http://www.indistar.org>; login with username guests11080 password guests11080.

## F.2. Targeted Support and Improvement

The district -

shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)]

will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that-

is informed by all indicators of the accountability system, including student performance against the long-term goals;

includes evidence-based interventions;

is approved by the district prior to implementation;

is monitored, upon submission and implementation, by the district; and

results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section

1111(d)(2)(B)]

will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]

\* Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI).

Any school identified for Targeted Support and Improvement will use the STEPP plan, or an appropriate substitute meeting the above requirements, as a guide for developing and implementing an improvement plan. The Federal Programs Manager will advise the principal on the planning and documentation requirements as needed, and interventions will be evidence-based as required. District administration will approve the plan. SEA approval and monitoring will be determined by the SEA and the District will cooperate with monitoring