

**SUPERIN-  
TENDENT  
PRESENTA-  
TIONS  
2012**

<TARGET><BILL></BILL><SUBJECT>SUPERINTENDENT PRESENTATIONS  
2012</SUBJECT><COMM>HEDC27</COMM></TARGET>

# **Growing Our Own:** A Systemic Framework for Education and Workforce Development in Alaska

## **House Education Committee**

Cathy LeCompte & Diane Maples

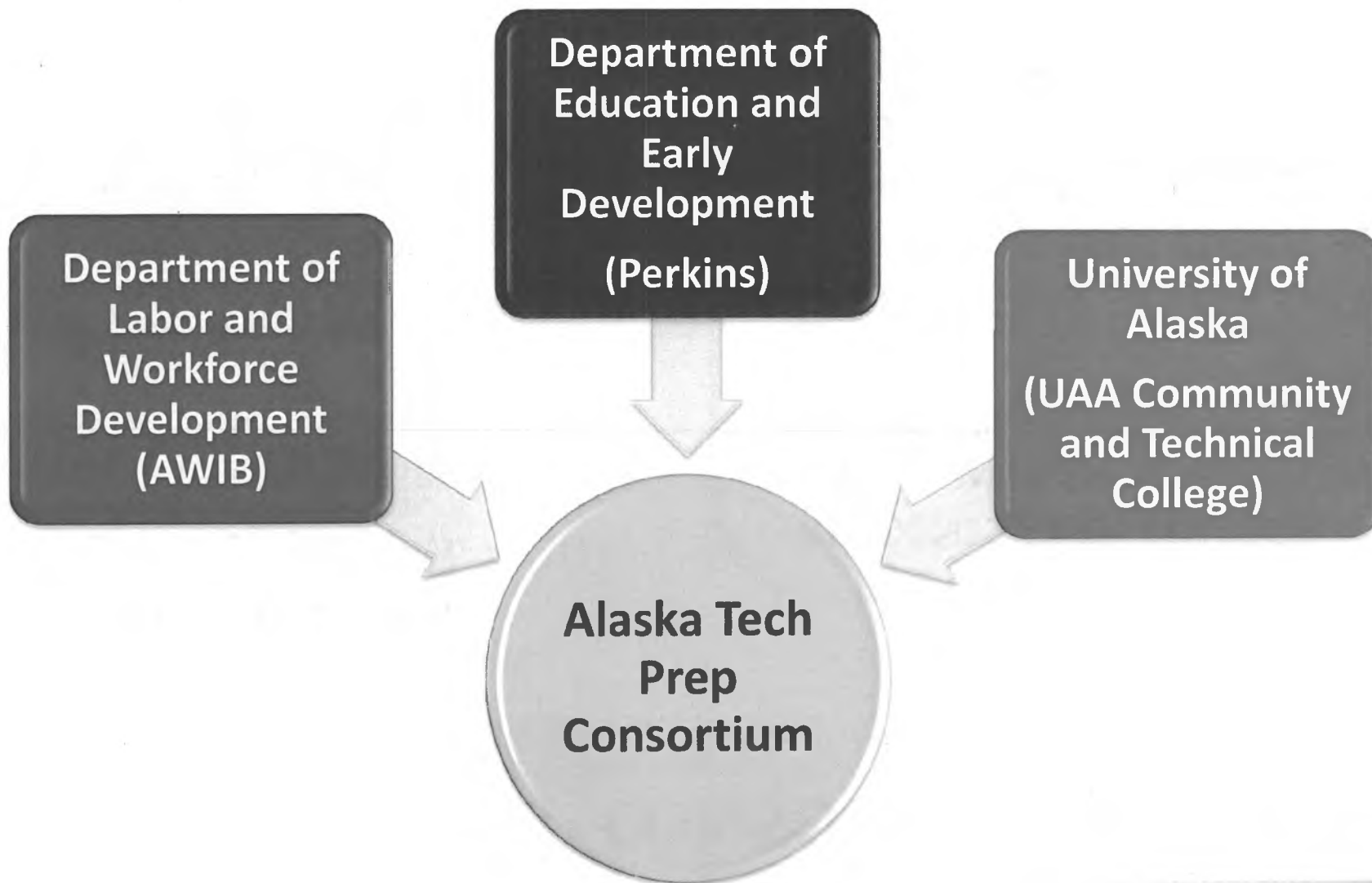
Alaska Tech Prep Consortium

March 30, 2012

# Collaborative Action within Network to **Align, Link and Leverage Individual Efforts**




# HISTORY OF TECH PREP IN ALASKA



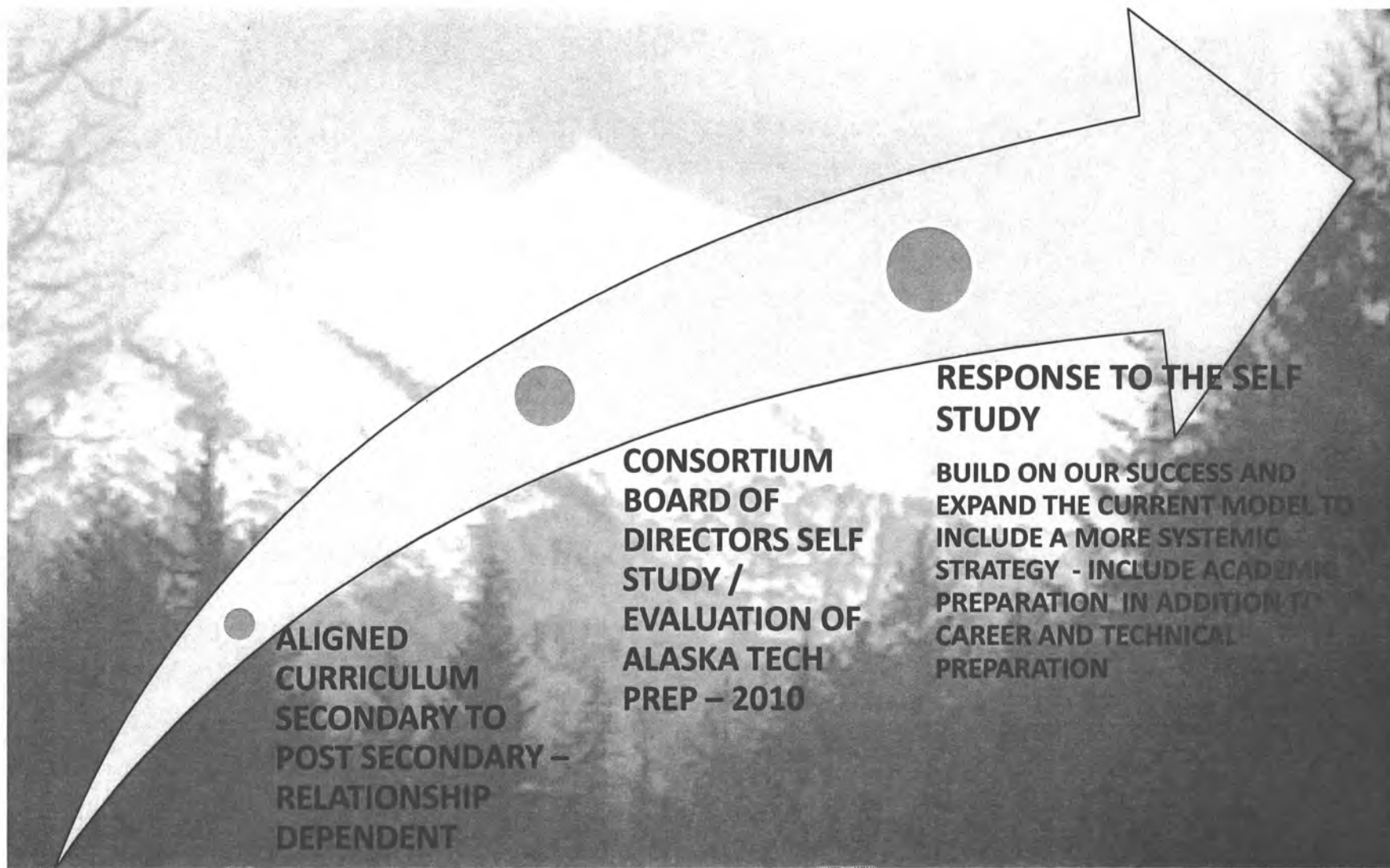
# ALASKA TECH PREP CONSORTIUM RESULTS

**Alaska Tech Prep  
Consortium  
Membership**  
School districts,  
university, regional  
training centers,  
business, agency  
participants



- **STUDENTS EARN COLLEGE CREDIT IN HIGH SCHOOL** – over 35,000 college credits STATEWIDE
- **STUDENTS PAY \$25 PER CREDIT TO EARN COLLEGE CREDIT IN HIGH SCHOOL** - since 2007, STUDENTS AND PARENTS saved over \$3.5 million


# EVOLUTION OF TECH PREP



# WHAT ABOUT THE STUDENT EXPERIENCE?

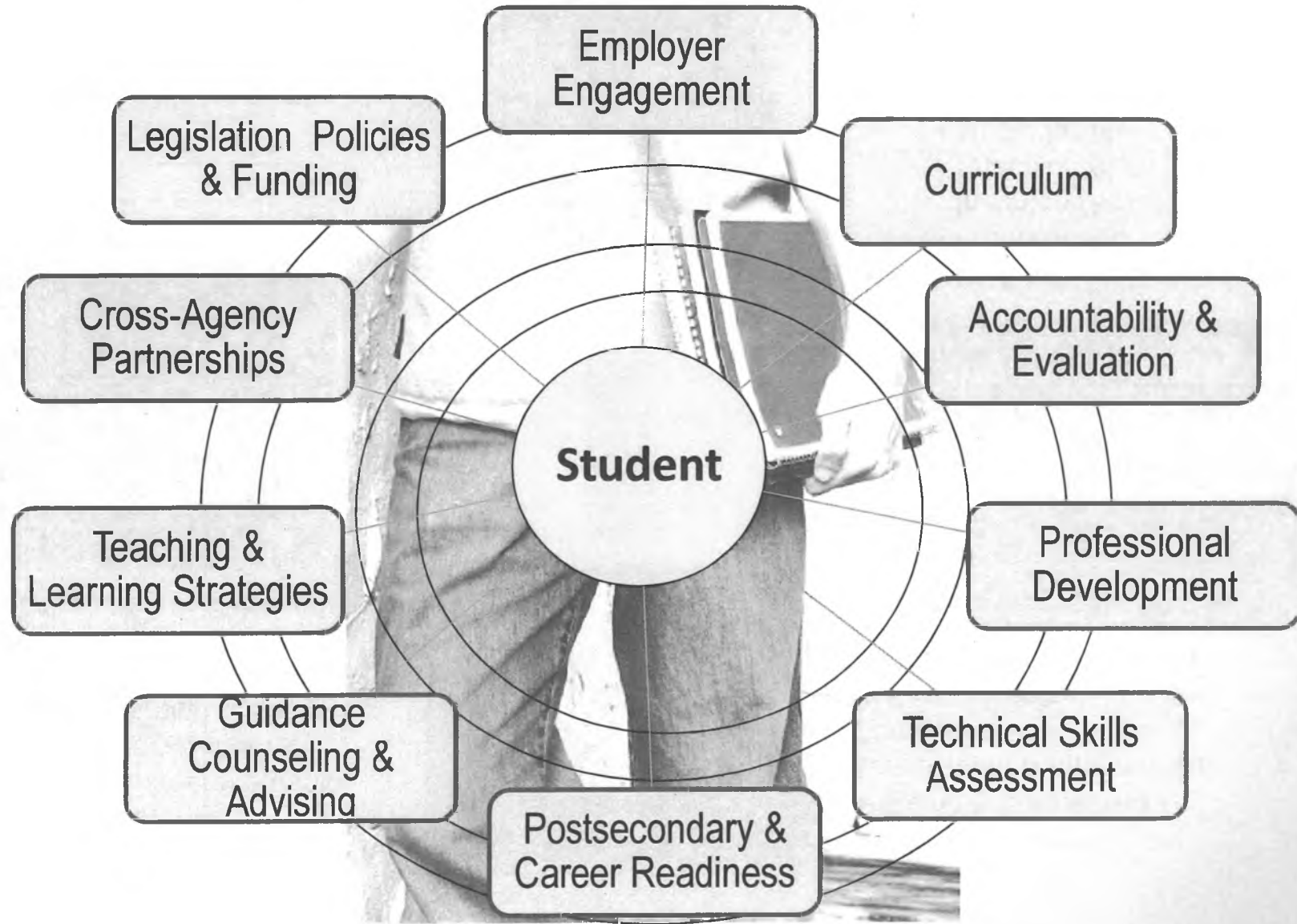
## Education to Workforce Development

Career Clusters/Program of Study Systems Building Initiative



Students in Grades K-5	Students in Grades 6-8	Students in Grades 9-12	Students in 13- 16 or Entering into Workforce
Career Awareness & Exploration	Career Exploration & Preparation	Career Preparation & Development	<ul style="list-style-type: none"><li>• College</li><li>• Regional Training</li><li>• Apprenticeships</li></ul>
Core Academics, CTE , Electives			
Engage Business , Industry & Employers			

# PROGRAM OF STUDY IN ALASKA





# MANY CONVERSATIONS

- Framework
- Innovation/Entrepreneurship (Employer Engagement)
- Personal Learning & Career Plans
- New Narratives & Brand
- Civic Collaboration/Network

AACTE  
Leadership  
Institute

Program of  
Study Task  
Force

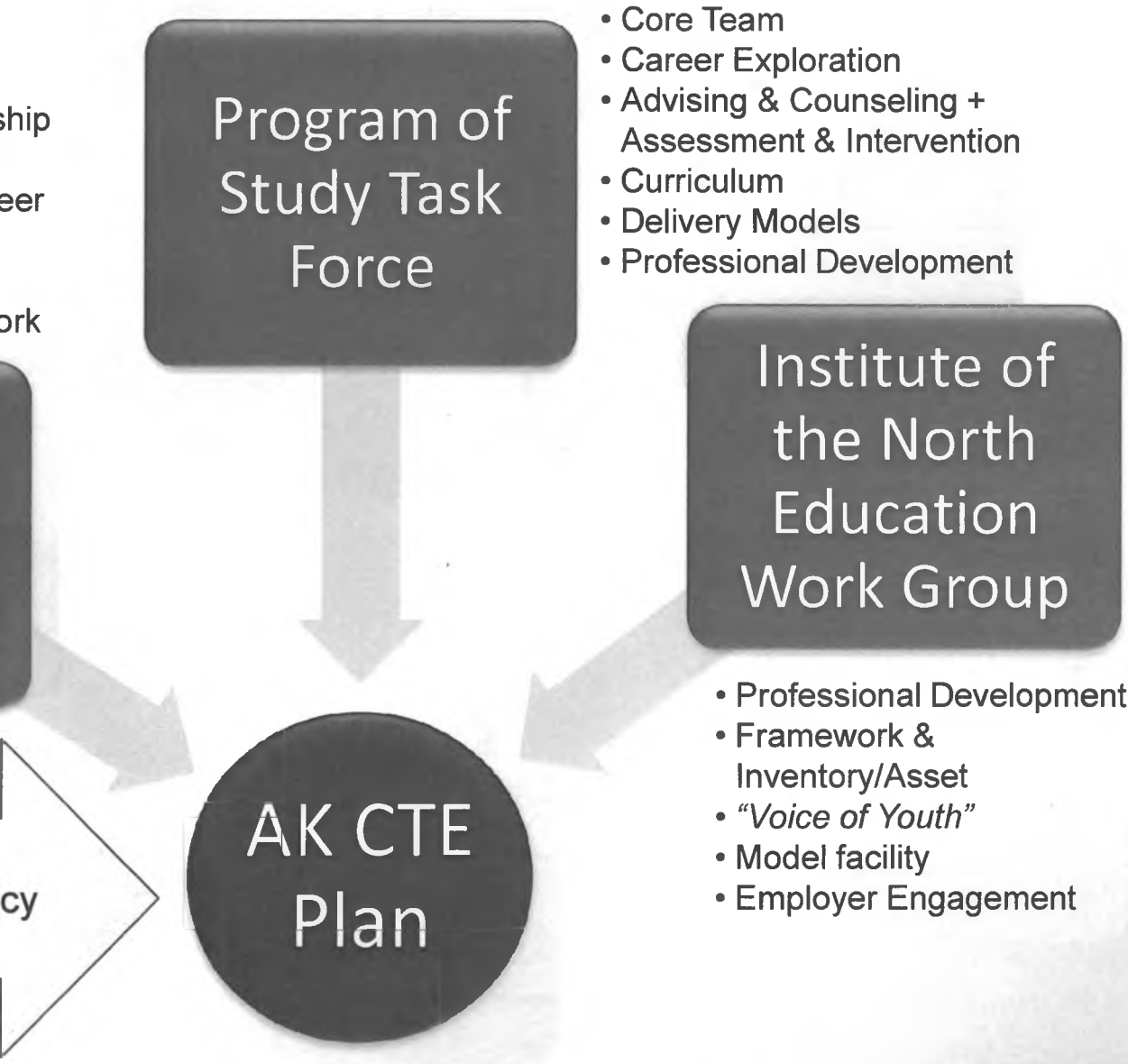
- Core Team
- Career Exploration
- Advising & Counseling + Assessment & Intervention
- Curriculum
- Delivery Models
- Professional Development

Institute of  
the North  
Education  
Work Group

- Professional Development
- Framework & Inventory/Asset
- "Voice of Youth"
- Model facility
- Employer Engagement

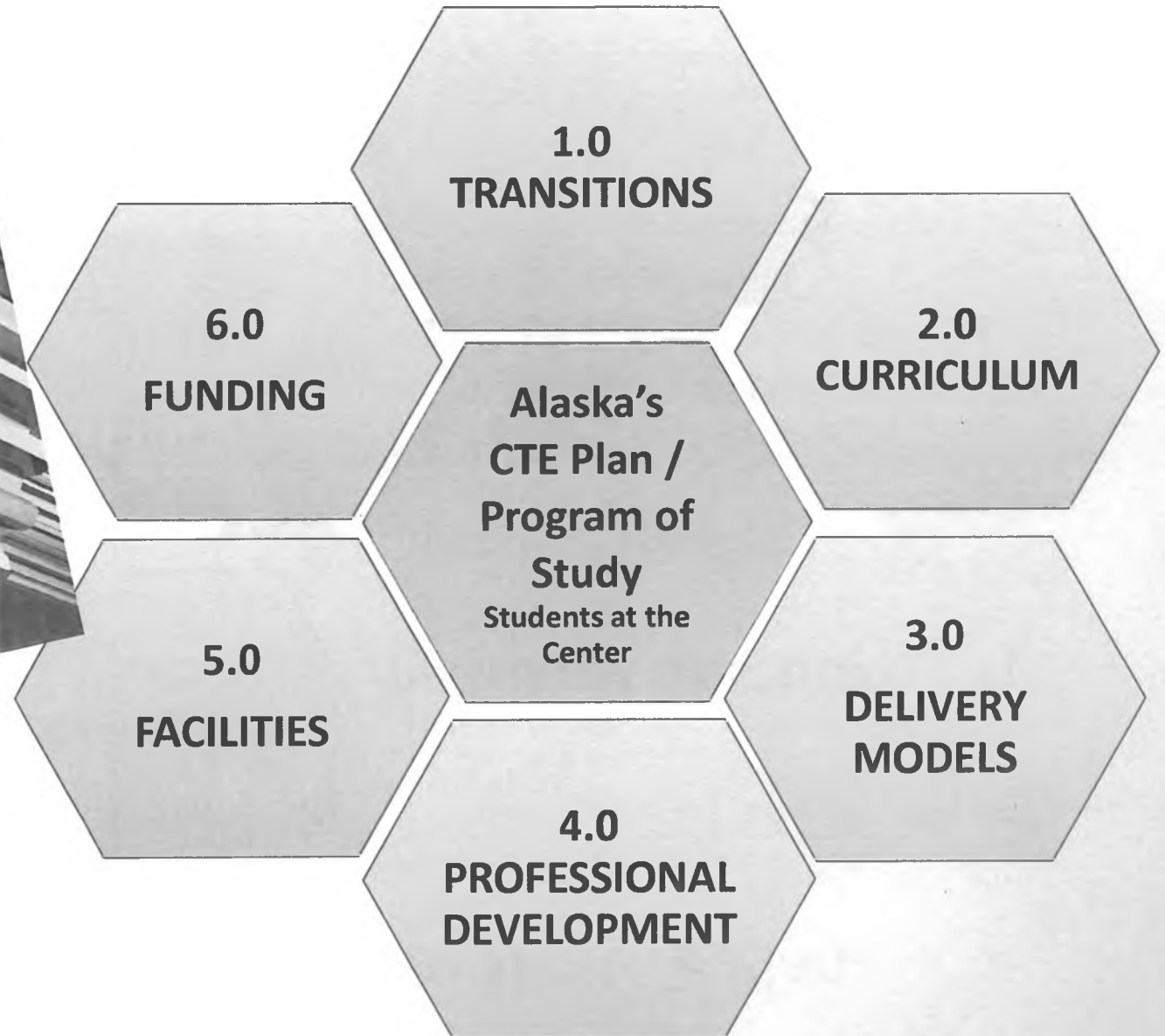
State of Alaska Policy

AK CTE  
Plan



# CTE ALASKA STYLE

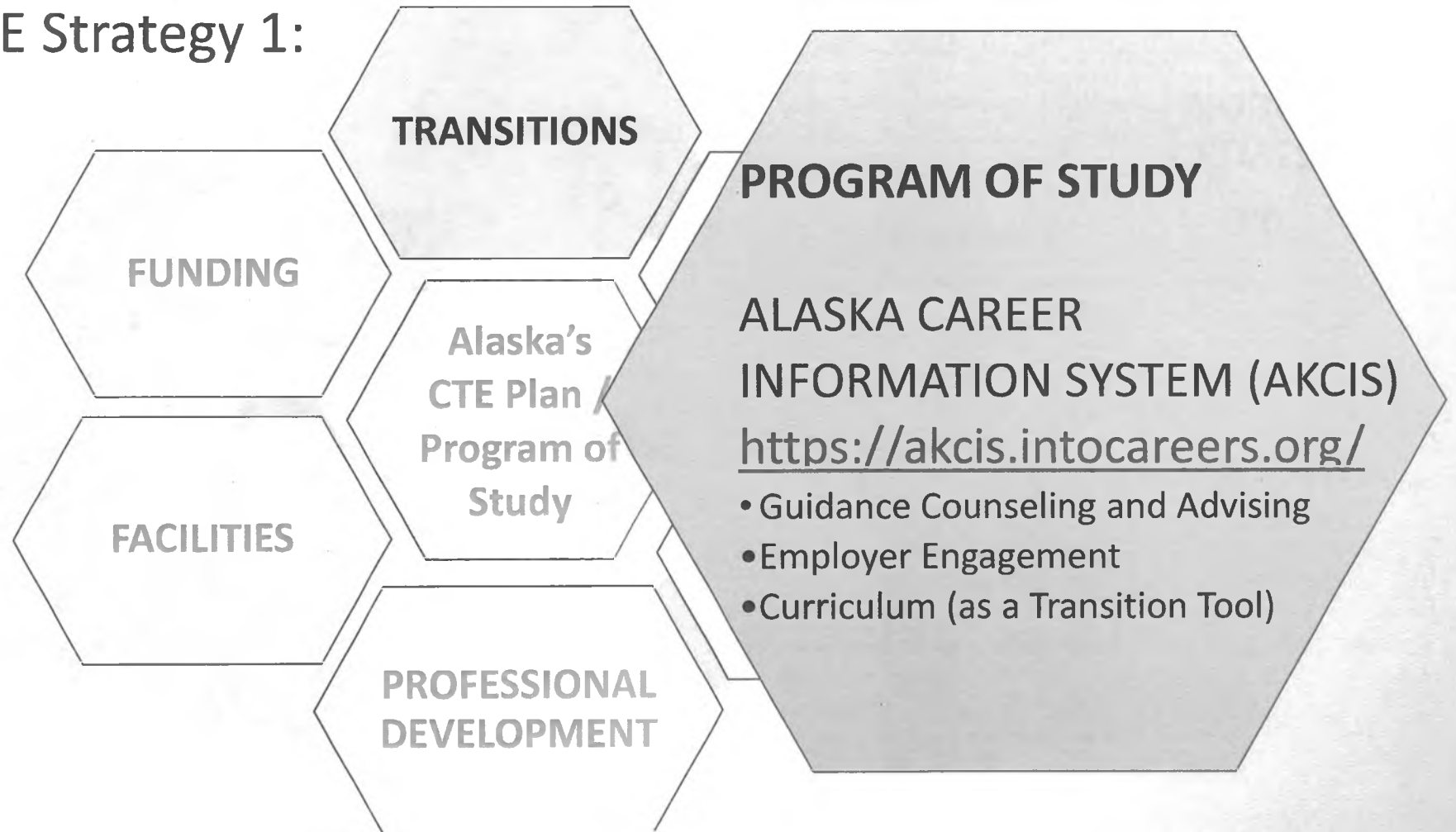
How the POS framework realizes the CTE Plan



# CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

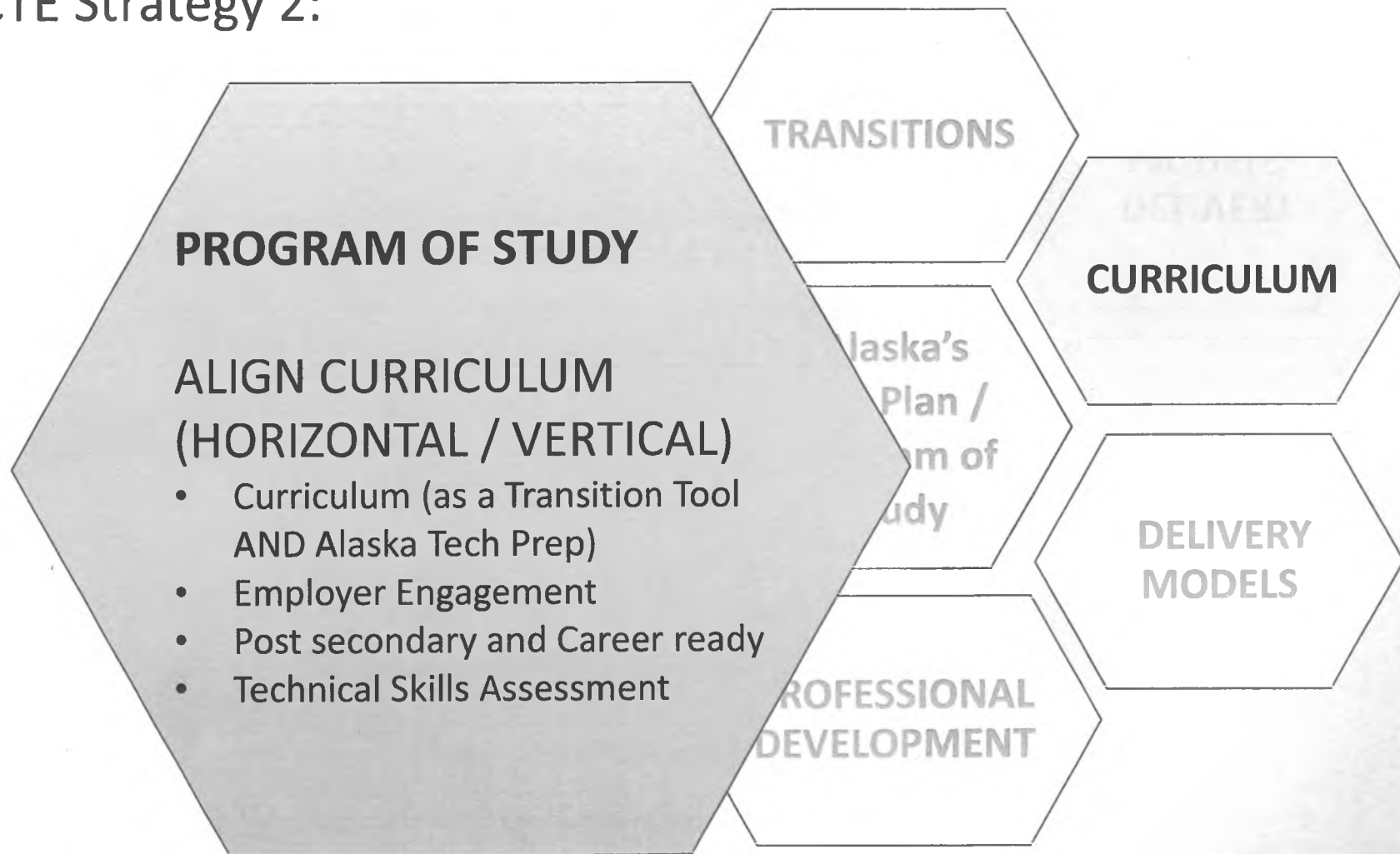
CTE Strategy 1:



# CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

CTE Strategy 2:



# CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

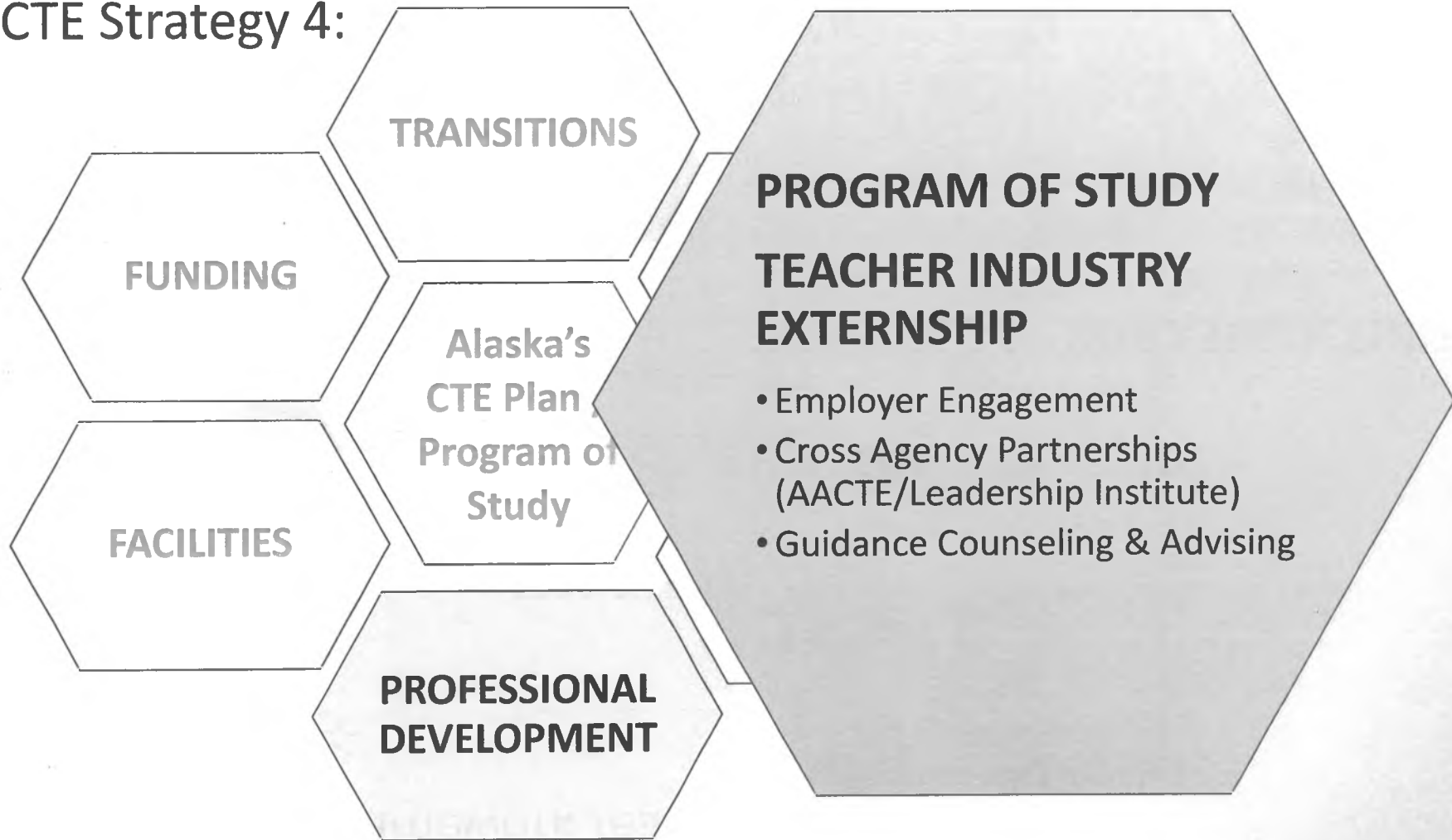
CTE Strategy 3:



# CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

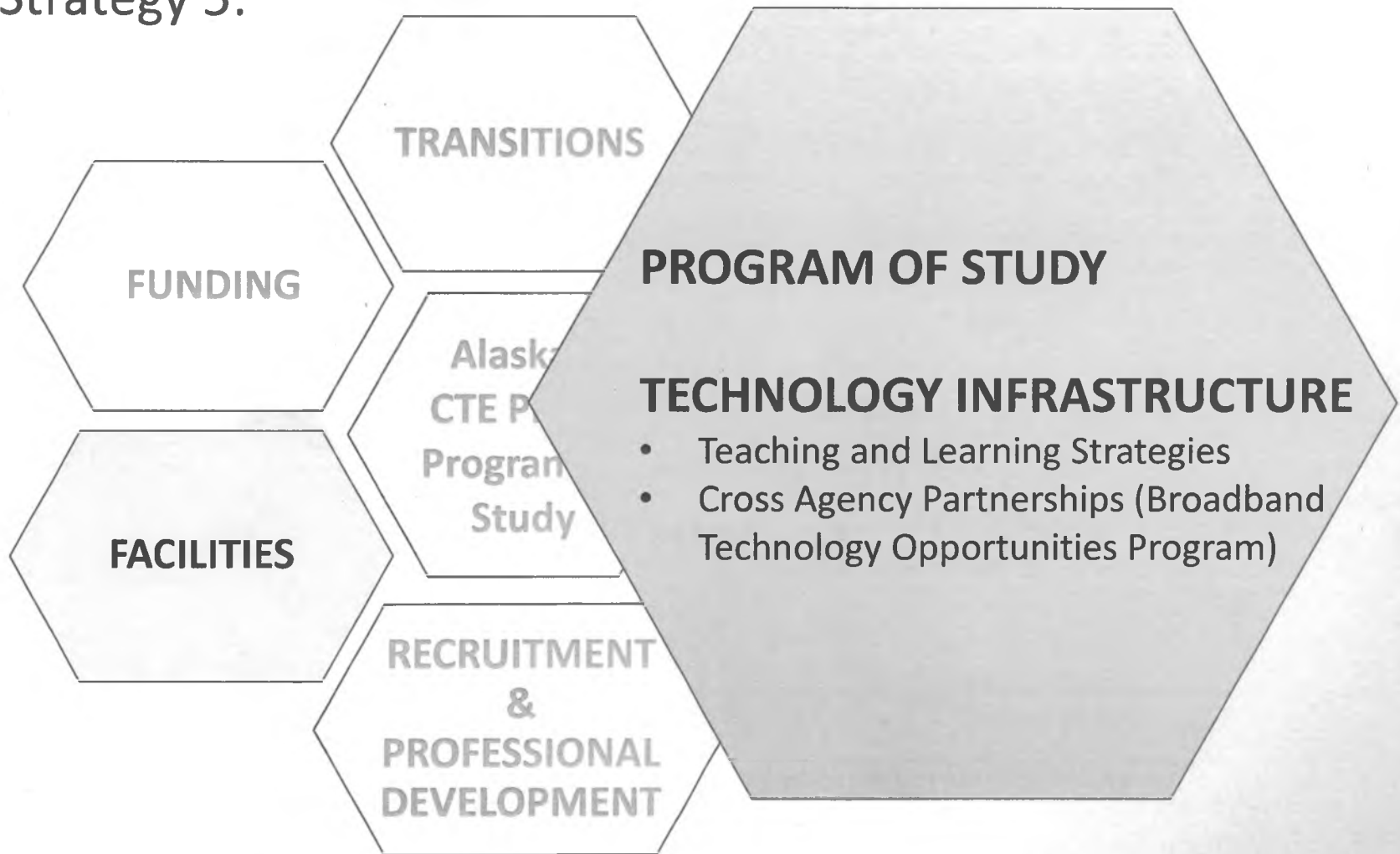
CTE Strategy 4:



# CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

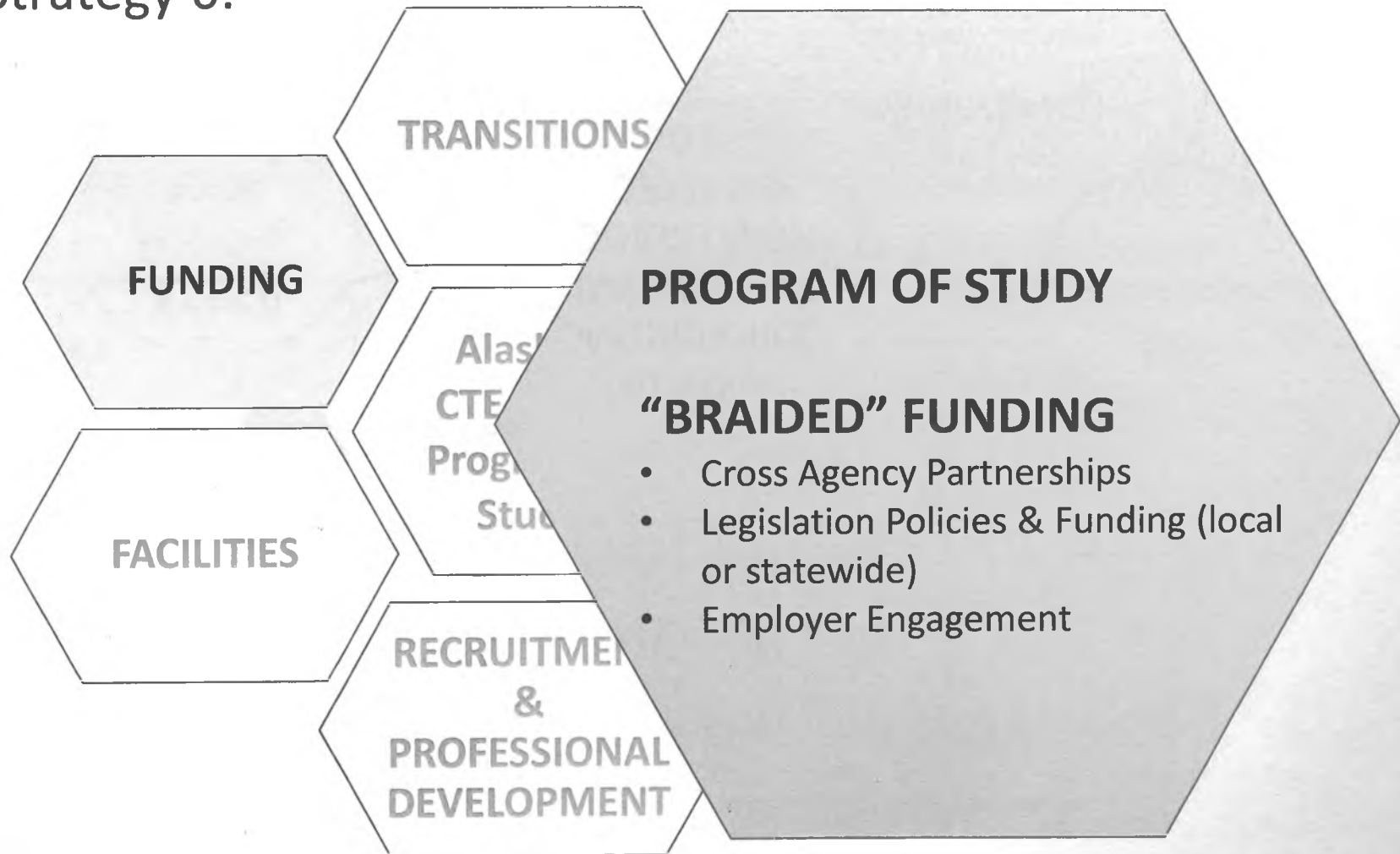
CTE Strategy 5:



# CTE ALASKA STYLE

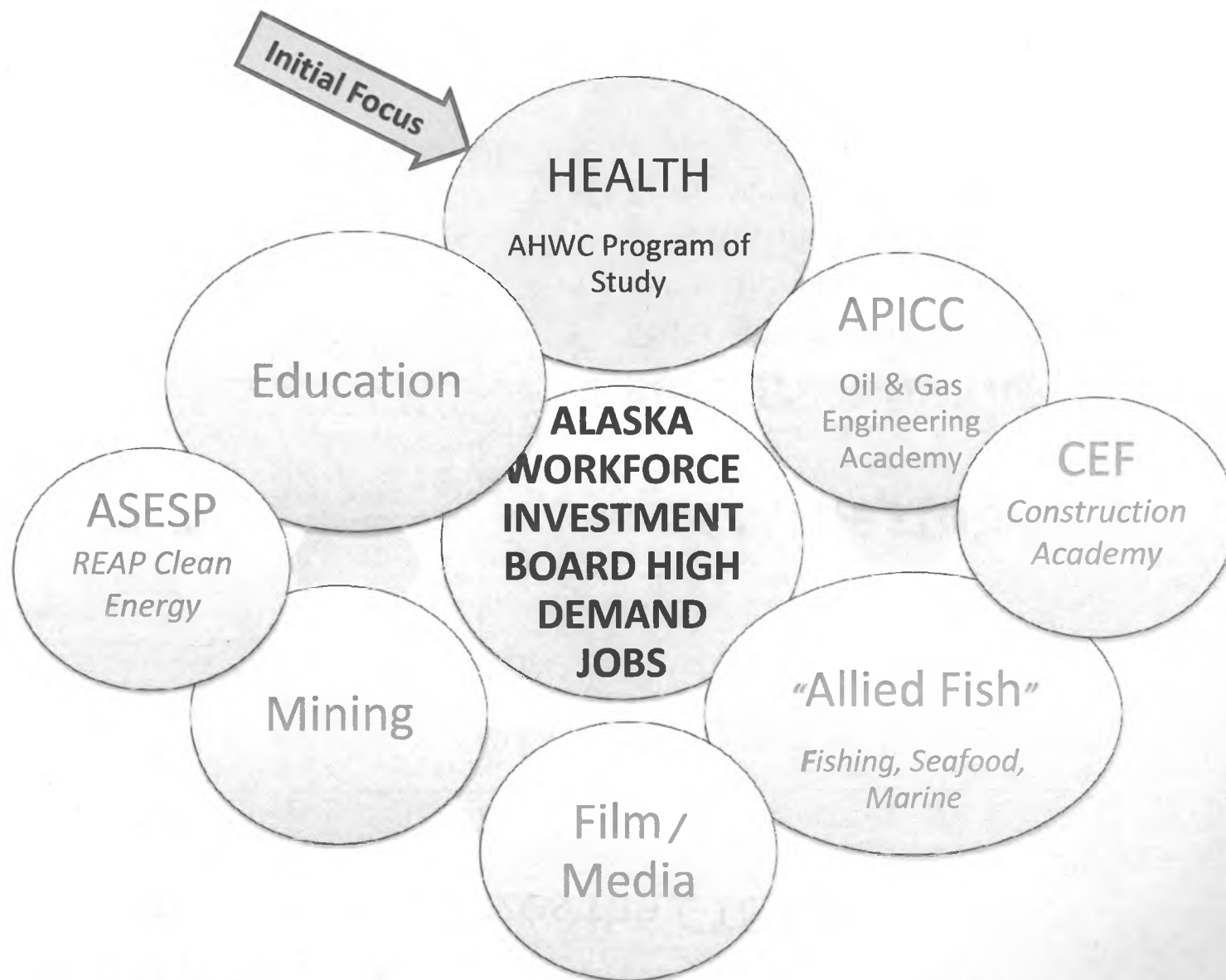
How the POS framework realizes the CTE Plan

CTE Strategy 6:



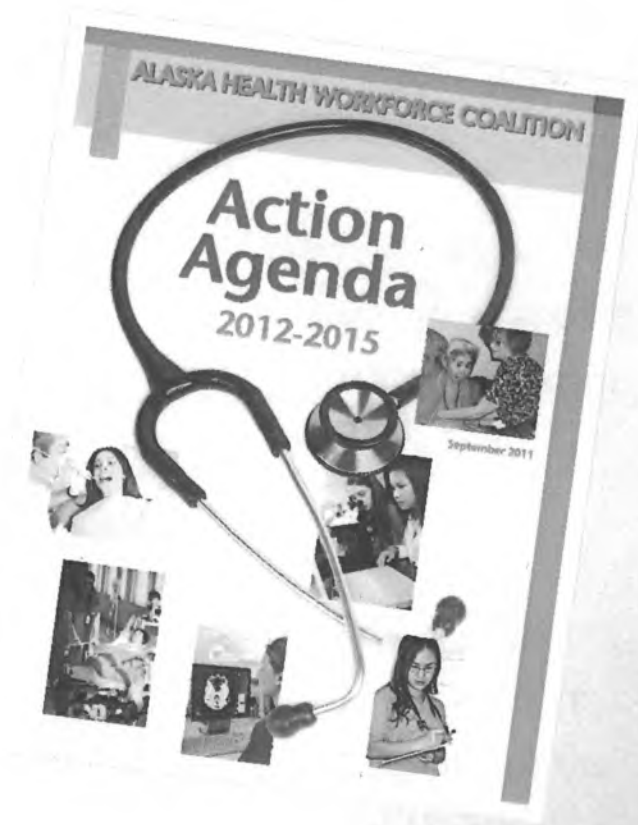


# IMPLEMENTING THE MODEL

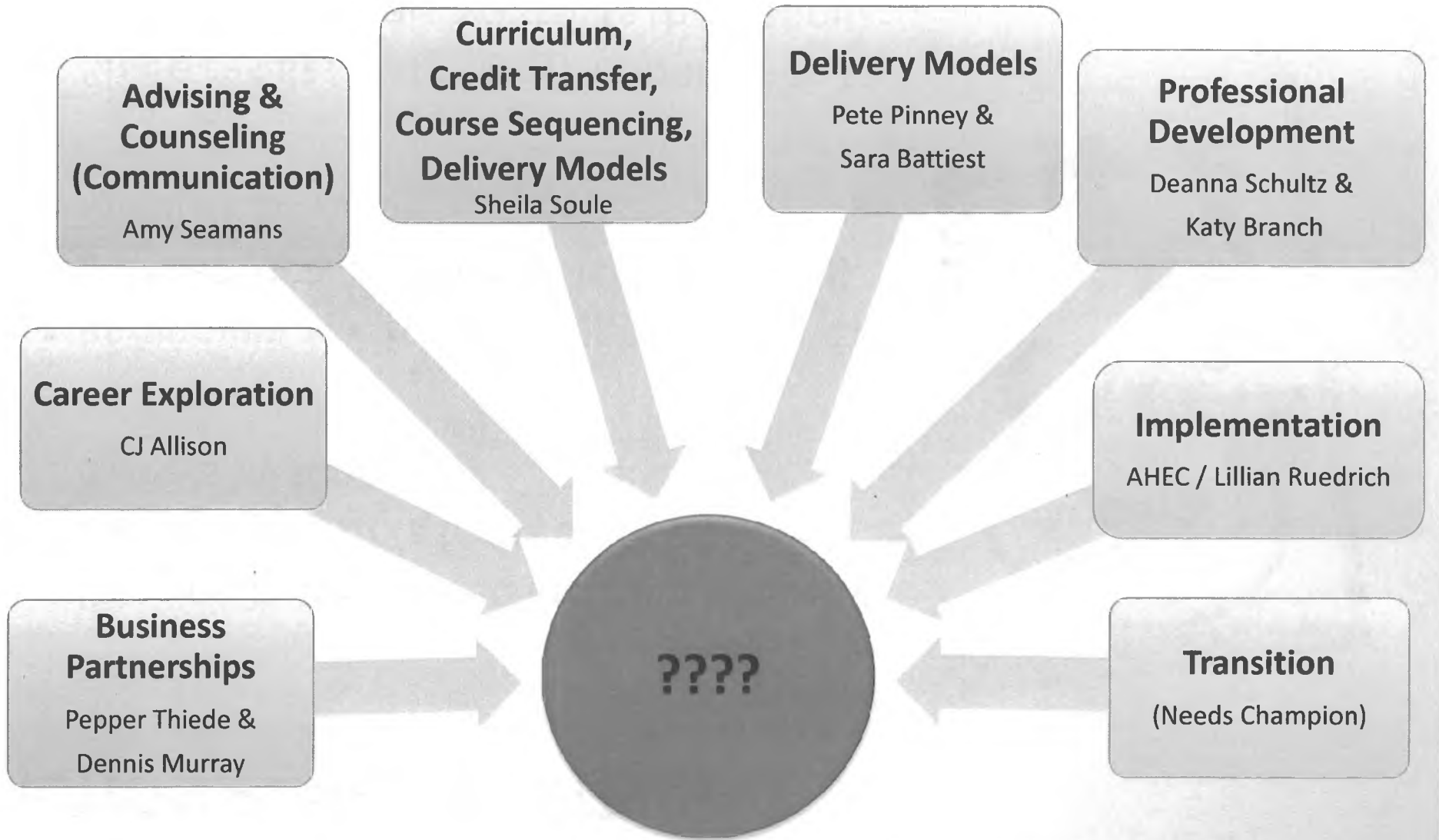


# ALASKA HEALTH WORKFORCE COALITION ACTION PLAN OBJECTIVES

- Develop an integrated Program of Study framework with a focus on Health careers by June 2012.
- Implement the Health Program of Study in three local school districts beginning in fall 2012.
- Share results and extend opportunity to additional schools / districts throughout Alaska with emphasis on rural schools.



# AHWC PROGRAM OF STUDY TASK FORCE



# WHAT WILL IT TAKE TO SUCCEED?





Learning that works for Alaska

## Questions?

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Diane Maples

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# Building a Systemic Framework for Education and Workforce Development in Alaska

Alaska Tech Prep Consortium since 2004 has been providing the opportunity for high school students to:

## Alaska Tech Prep Consortium

- Forty four school districts
- Twelve university campuses & Regional Training Centers
  - Business/industry
  - DOLWD, AKDEED

- **Earn college credit while they are still in high school** – over 35,000 college credits earned by students in high school since 2007 – through aligned curriculum.
- **Save money on college tuition** – over \$3.5 million in tuition savings since 2007 - with reduced tuition for college courses taught in the high school.
- **Reduce their need for remediation** and be better prepared for college and careers through rigorous course content.
- **Save time to completion** of a certificate, degree or industry credential with up to six college credits earned on their college transcript when they graduate high school.

Alaska Tech Prep Consortium envisions a systemic change that will impact all students in Alaska through the implementation of the Career Pathways process and Program of Study framework.

## What are we proposing?

A Systemic Framework

### Education to Workforce Development

Career Clusters/Program of Study Systems Building Initiative

Students in Grades K-5	Students in Grades 6-8	Students in Grades 9-12	Students in 13-16 or Entering into Workforce
Career Awareness & Exploration	Career Exploration & Preparation	Career Preparation & Development	<ul style="list-style-type: none"> <li>• College</li> <li>• Regional Training</li> <li>• Apprenticeships</li> </ul>
Core Academics, CTE, Electives			
Engage Business, Industry & Employers			

**Career Pathways/Program of Study** is a nationally recognized and researched process that continues students the opportunity to earn college credit in high school, save time and money and reduce their need for remediation **PLUS** engage business, industry and employers in meaningful conversation and education to workforce development.

The creation and implementation of the **Health Career Pathway** in direct response to the **Alaska Health Workforce Coalition (AHWC) Action Plan** focus on Systems Change and Capacity Building priority

“Engage and prepare Alaskan youth for health careers”. The Career Pathway program specifically addresses the following objectives:

## Implementation

June 2012

- Develop an integrated **Program of Study framework** with a focus on healthcare careers by June 2012.
- Implement the Health Program of Study in three local school districts beginning in fall 2012.

Already in a collaborative relationship, the Alaska Tech Prep Consortium and the AHWC will align secondary and post-secondary institution offerings closely with industry coalition member **skill** requirements. The program design leverages AHWC and Alaska Tech Prep to link education with local employer needs for a skilled workforce.

## Return on Investment

Benefits to State & Students

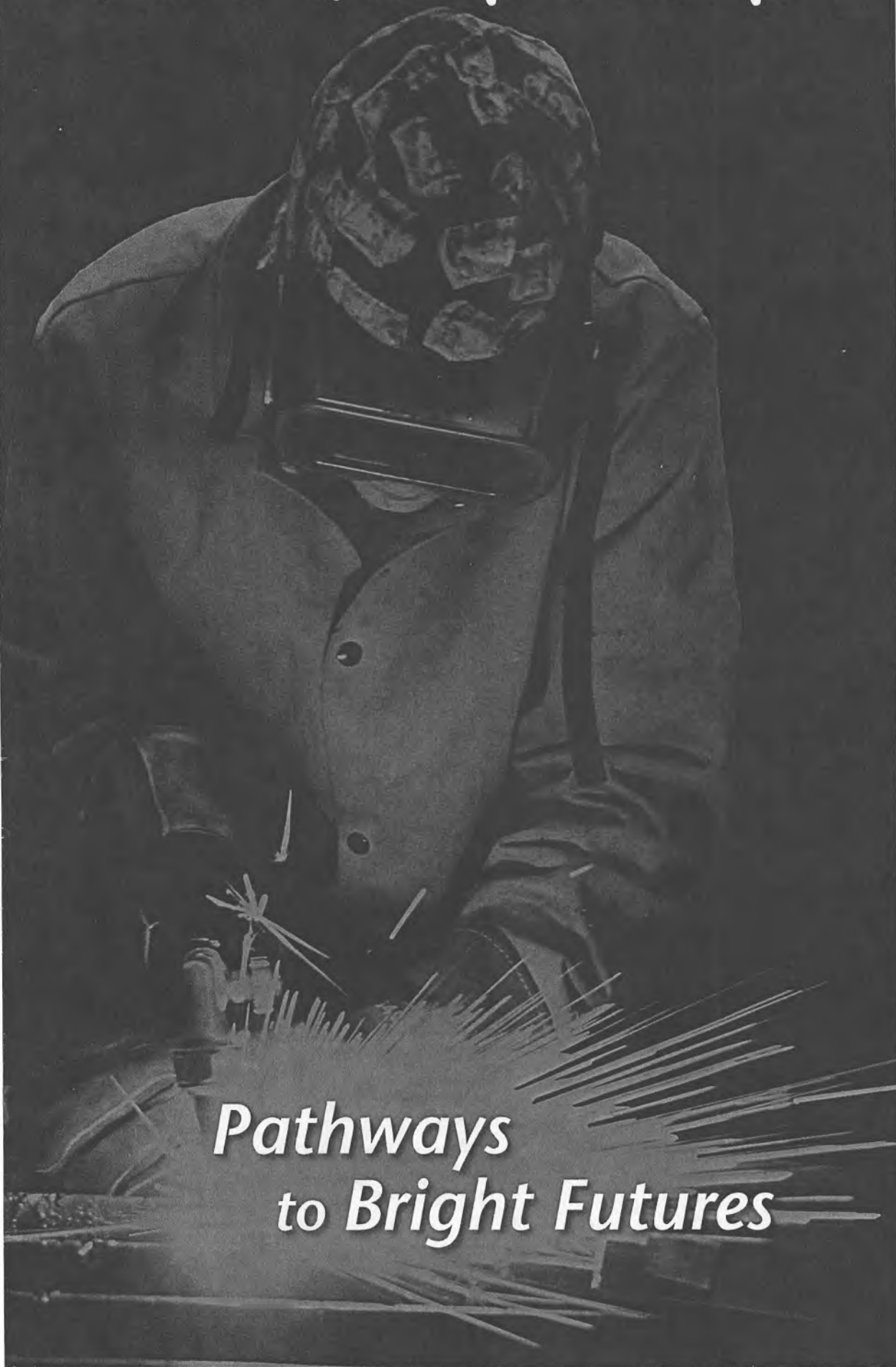
### STATE OF ALASKA

- Saves the state \$\$\$
- Links and leverages school resources, courses, teachers ; connects efforts
- Provides a systemic gap analysis for funding decisions
- Faster time completion to work
- Education is bridged to workforce
- Addresses State CTE plan objectives

### STUDENTS

- Reduced mediation
- Early engagement in a career pathway
- Early attainment of credentials
- Faster time completion; non-duplication of courses
- Increased access to courses/credentials
- Early advising & intervention

# ALASKA TECH PREP



# 's Personal Learning and Career Plan

See your counselor to set up your personalized portfolio at AKCIS!

**Choose a Career Cluster.** For help go to <http://www.careertech.org/resources/clusters/interest-survey.html> or <http://www.akcis.intocareers.org/> to take an interest survey.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Agr, Food & Natural Resources | <input type="checkbox"/> Government & Public Admin | <input type="checkbox"/> Law, Public Safety, Corrections & Security |
| <input type="checkbox"/> Arch & Construction           | <input type="checkbox"/> Health Sciences           | <input type="checkbox"/> Manufacturing                              |
| <input type="checkbox"/> Arts, A/V Technology & Comm   | <input type="checkbox"/> Hospitality & Tourism     | <input type="checkbox"/> Science, Tech, Engineering & Math          |
| <input type="checkbox"/> Business Mgmt. & Admin        | <input type="checkbox"/> Human Services            | <input type="checkbox"/> Transportation, Distribution & Logistics   |
| <input type="checkbox"/> Education & Training          | <input type="checkbox"/> Information Technology    |   |

## ALASKA STATE GRADUATION REQUIREMENTS (minimum)

**DIRECTIONS:** Check off the boxes as you complete your high school personal learning career plan.

- 4 credits in English OR Language Arts
- 3 credits in Social Science (1/2 credit in AK History)
- 2 credits in Math
- 2 credits in Science
- 1 credit in Health OR Physical Education OR Health/Physical Education combination
- 9 Elective Credits; *includes Alaska Performance Scholarship (APS) and Career and Technical Education (CTE) courses*

**Alaska Performance Scholarship (APS) Additional Requirements 2011-2012**  
 2 credits in Math  
 2 credits in Science  
 1 credit in Social Sciences OR World Language OR Fine Arts OR Cultural Heritage  
*(Note: you may qualify for APS levels 2 & 3 only with one less credit in math or science)*  
**OR**  
 1 credit in Math  
 1 credit in Science  
 1 credit in Social Science  
 2 credits in the same World Language  
*(Note: you may qualify for APS levels 2 & 3 only with one less credit of a world language)*

For additional requirements go to: [APS.alaska.gov](http://APS.alaska.gov)

**See your high school counselor or handbook for your district's additional requirements.**

9th Grade		10th Grade	
SBA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M		SBA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> S	
HSGQE: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M		HSGQE: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M	
Semester 1	Semester 2	Semester 1	Semester 2

Work-Based Learning Opportunities	Awards and Certificates
<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Service Learning <input type="checkbox"/> Paid/Unpaid Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> School-Based Enterprise	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Student Organizations	Activities
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**PLAN AND ORGANIZE YOUR CHECKLIST FOR AFTER HIGH SCHOOL:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Keep your grade reports; know your GPA    | <input type="checkbox"/> Print out your Tech Prep college transcripts          | <input type="checkbox"/> Meet with an advisor; take placement tests (Accuplacer, SAT and/or ACT)            |
| <input type="checkbox"/> Track community service or volunteer work | <input type="checkbox"/> Gather info from colleges and other training programs | <input type="checkbox"/> Apply for college or other training  |
| <input type="checkbox"/> Include your best high school work        | <input type="checkbox"/> Figure out school and housing costs                   | <input type="checkbox"/> Apply for financial aid at: <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> |
|  |  | <input type="checkbox"/> Register for classes and attend orientation  |



List career options based on your interests, abilities and/or skills. Helpful resources can be found at:  
<http://www.akcis.intocareers.org/> or <https://alexsys.labor.state.ak.us/>.

11th Grade		12th Grade		Postsecondary Year 1		Postsecondary Year 2	
WorkKeys: <input type="checkbox"/> R <input type="checkbox"/> LI <input type="checkbox"/> M							
Accuplacer: <input type="checkbox"/>							
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Accuplacer, Compass, WorkKeys, ACT and/or SAT							

2 -Year Program	Registered Apprenticeships	4 - Year Program	Certifications	Licenses, OJT Training
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The **Personal Learning and Career Plan (PLCP)** is a process that allows students to develop and map out a list of the academic courses and experiences they need to complete to achieve their career goals, and a place to store a record of the courses, experiences and highlights of what they have already completed, so they can show what they have accomplished to others.

**Career Clusters** are groupings of occupations/career specialties in a specific field that require a set of common knowledge and interconnected skills. There are 16 career clusters recognized nationally. In Alaska, the University of Alaska Statewide has identified 14 career clusters. For more information go to: <http://careerclusters.org/> or <http://www.alaska.edu/research/wp/career-clusters/>.

**Career Pathways** include a more narrow range of occupations in a career cluster that use common skills and knowledge. Each career cluster contains 2 to 9 career pathways. For example, the Health Sciences career cluster contains Therapeutic Services, Diagnostic Services, Support Services, Biotechnology Research and Development, and Health Information Management career pathways.

A **Program of Study (PoS)** identifies the sequence of instruction, courses and activities that is possible for students to complete beginning in high school and continuing past high school graduation that provides the academic and skill competencies and credentials to qualify for employment in a student's chosen career pathway. This sequence leads to an industry credential, certificate, degree, including advanced placement in a registered apprenticeship.

Based on a program of study, **Alaska Tech Prep** helps to connect high school and college programs and workforce training in a career field so students won't have to duplicate the studies/training later on. Students get an early start in a degree/training program, earn high school and college credit simultaneously while still in high school. The end result is an industry certification, endorsement or associate degree in a career field or a federally recognized apprenticeship, quicker and at a lesser cost.

**School to Registered Apprenticeship** provides a high school student who wants to go directly into a career without closing the door on their education the opportunity to earn advanced placement in apprenticeship. For more information go to: <http://earnandlearn.org/>.

**Choose a Career Cluster.** For help go to <http://www.careertech.org/resources/clusters/interest-survey.html> or <http://www.akcis.intocareers.org/> to take an interest survey.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Agr, Food & Natural Resources | <input type="checkbox"/> Government & Public Admin | <input type="checkbox"/> Law, Public Safety, Corrections & Security |
| <input type="checkbox"/> Arch & Construction           | <input type="checkbox"/> Health Sciences           | <input type="checkbox"/> Manufacturing                              |
| <input type="checkbox"/> Arts, A/V Technology & Comm   | <input type="checkbox"/> Hospitality & Tourism     | <input type="checkbox"/> Science, Tech, Engineering & Math          |
| <input type="checkbox"/> Business Mgmt. & Admin        | <input type="checkbox"/> Human Services            | <input type="checkbox"/> Transportation, Distribution & Logistics   |
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**List career options based on your interests, abilities and/or skills.** Helpful resources can be found at: <http://www.akcis.intocareers.org/> or <https://alexsys.labor.state.ak.us/>.

6th Grade		7th Grade		8th Grade	
SBA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M		SBA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M TNOVA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M		SBA: <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> S	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2

**MIDDLE SCHOOL CAREER AWARENESS AND EXPLORATION PROGRAM**

6th Grade	7th Grade	8th Grade
<input type="checkbox"/> AKCIS Jr. Portfolio <input type="checkbox"/> Key Train/Career Ready 101 Lessons/Portfolio <input type="checkbox"/> Other Career Exploration Activities. List below: _____ _____	<input type="checkbox"/> AKCIS Jr. Portfolio <input type="checkbox"/> Career Clusters Interest Inventory <input type="checkbox"/> Key Train/Career Ready 101 Lessons/Portfolio <input type="checkbox"/> Other Career Exploration Activities. List below: _____ _____	<input type="checkbox"/> AKCIS Jr. Portfolio + HS Course Planner <input type="checkbox"/> Career Clusters Interest Inventory <input type="checkbox"/> Key Train/Career Ready 101 Lessons/Portfolio <input type="checkbox"/> Other Career Exploration Activities. List below: _____ _____

**Organizations and Activities**  
(Student Government, Music, Athletics, Drama, etc.)

\_\_\_\_\_

\_\_\_\_\_

**Awards and Certificates**

\_\_\_\_\_

\_\_\_\_\_

[www.alaska.edu/techprep](http://www.alaska.edu/techprep)

Diane Maples  
Statewide Tech Prep Coordinator  
907.786.4903

Front cover design inspired by First Place Winner Patricia Manning and Second Place Winner Lynette Thompson.

This publication was developed with the assistance of Federal Carl D. Perkins Career & Technical Education Act of 2006 funds. These contents do not necessarily represent the policy of Alaska Department of Education and Early Development, nor endorsement by the Federal Government.

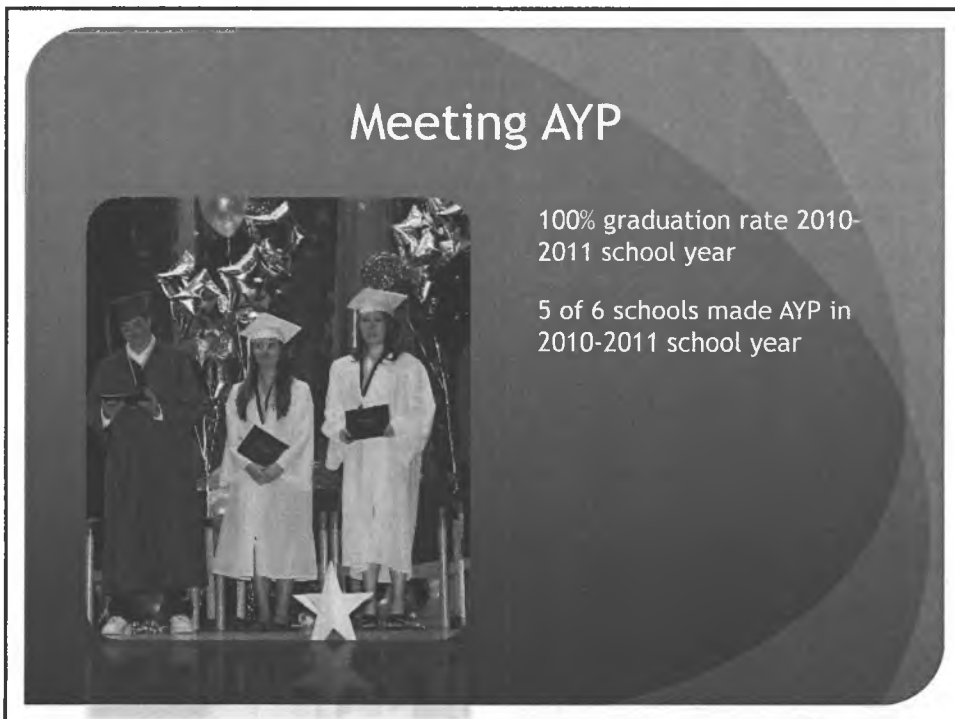
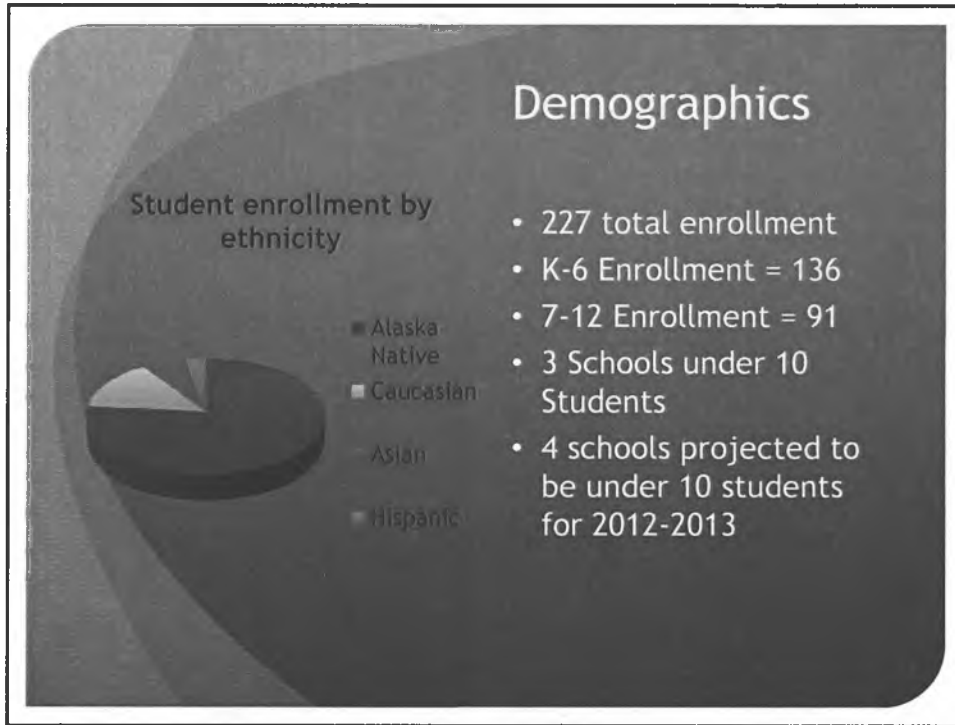
## Aleutians East Borough School District Dr. Phil Knight, Superintendent



### Geography

- 6 Communities
  - Sand Point, King Cove, Nelson Lagoon, False Pass, Cold Bay, Akutan
- 2,547 miles of scenic coastline
- 15,000 square miles
- Accessible by air and summer AKMHS ferry
- Moderate temperatures & extreme wind





## District Goals

Increase student achievement & retention

Focus on career and technical education

Support and pursue grant opportunities in collaboration with other entities

Actively increase parent involvement in all aspects of student education

## Innovative Use Of Technology



Distance learning courses delivered daily via VTC

Courses offered include: AP English, Algebra, Bush Physics, Nautical Science, AKLN content

VTC used for board meetings, inservices, academic/athletic competitions, CILC virtual field trips

Promethean Interactive Whiteboards

1:1 Laptop deployment secondary students

1:1 iPad deployment K-6

## Green Energy



## Skiff Building



## Hatchery



## Emergency Trauma Technician

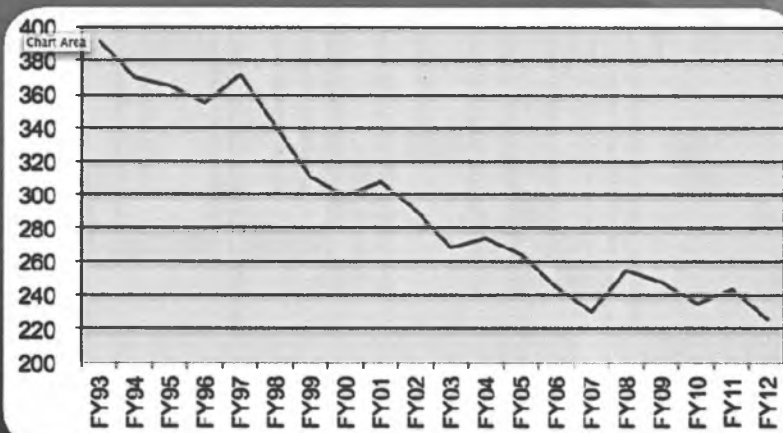


## Activities

- Cross Country
- Wrestling
- Volleyball
- Basketball
- NYO
- Student Council
- Band
- Drama



## Student Enrollment





## Challenges

Declining Enrollment - 4 schools projected under 10 students 2012-2013

Meeting highly qualified requirements for educators in small sites

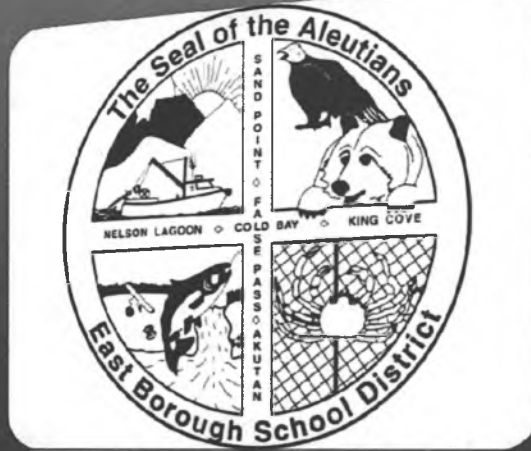
No Counselor or Curriculum Director

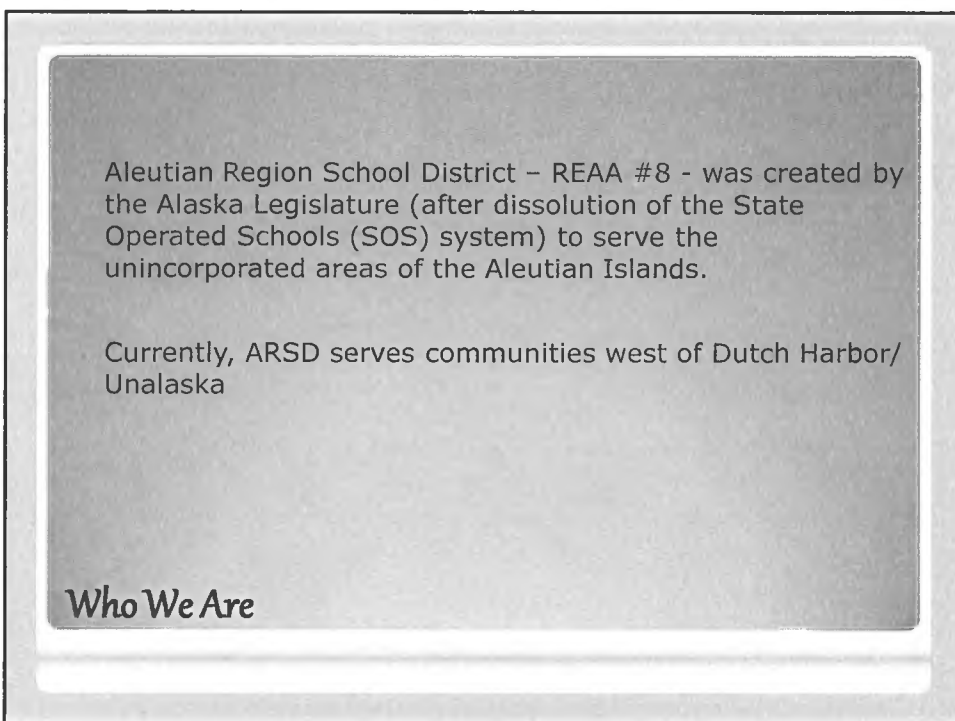
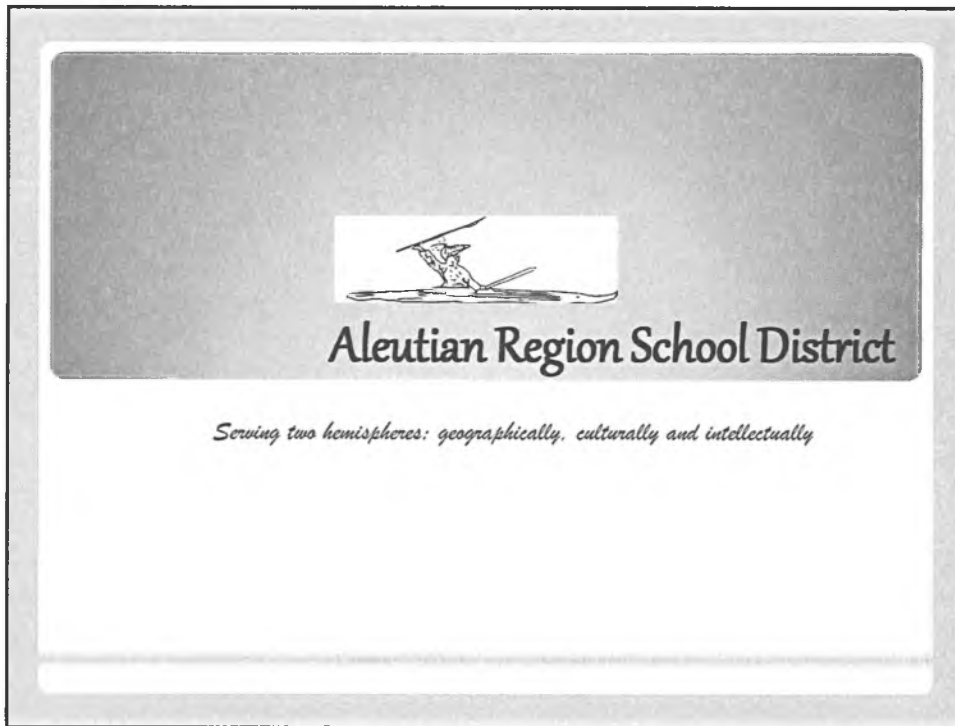
High Utility, Travel, and Shipping Costs

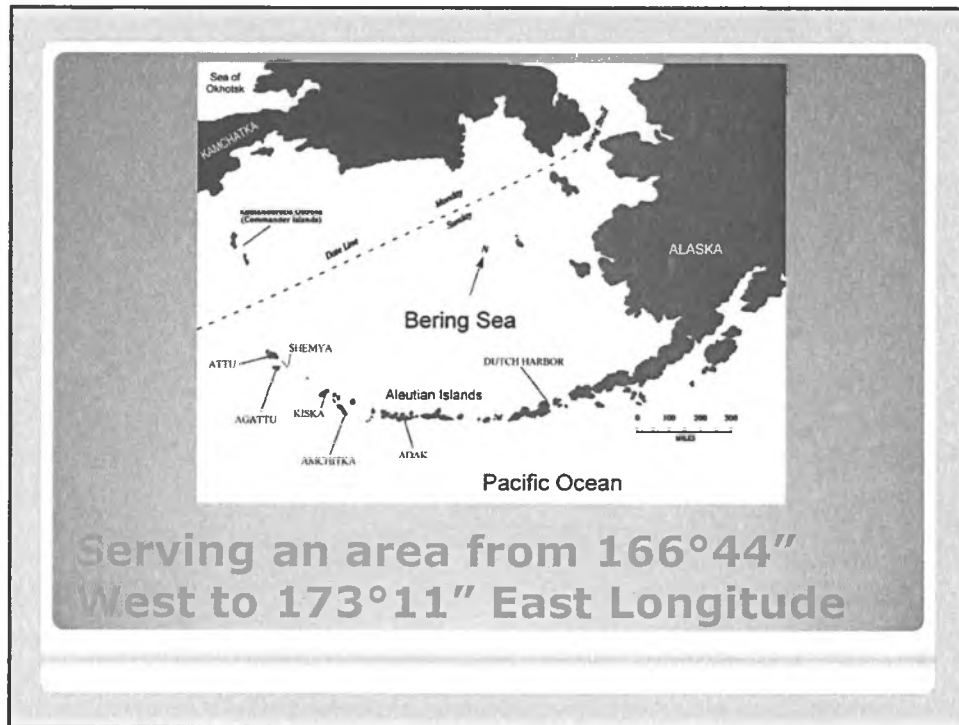
## Questions



# Aleutians East







Aleutian Region serves the western Aleutian Islands from its eastern border with the Aleutians East Borough (approximately 166.44 West Longitude) to its western boundary with the Russian Far East (approximately 173.11 East Longitude at Attu Island).

This makes Aleutian Region School District both the farthest west and farthest east school district in the United States.

*Where We Are Located*

Currently, there are only two communities west of Unalaska/Dutch Harbor with schools; these are Yakov Netsvetov School on Atka Island and Adak School on Adak Island.

Adak airport serves as a crucial alternate airfield for trans-Pacific flights coming to/from Anchorage and flights transiting over the North Pole from Europe to the Far East.

Nikolski School was closed in 2010 after failing to attain the minimum enrollment (10) to count as a funding community for two consecutive years.

- o **Nikolski is a community with a documented history of 8,000+ years**, maybe the oldest continually settled community in the US.
- o Currently, the school is under a long term loan to the local IRA council with plans to use it as a clinic, post office and community store.
- o The school site continues to serve as a critical link for both telecommunications and FAA navigational equipment.

*Who We Serve*

North Pacific Air Routes over the Aleutian Volcanic Arc



— North Pacific Air Routes  
 ▲ Active Volcanoes of the Aleutian Arc  
 ▲ Active Volcanoes Seismically Monitored by Alaska Volcano Observatory

These North Pacific air routes carry more than 20,000 people and millions of dollars in cargo every day.

**Air Routes - Anchorage, Seattle and Europe - to/from the Far East**

For over a decade, the District has conducted an on-going professional development program, focused upon aligning its curriculum and instructional delivery systems with State and National standards.

To date, all curriculum areas have been aligned (and some re-aligned) using a rubric-based assessment system.

To date, all graduates have passed all three sections of the High School Graduation Qualifying Exam.

Test results show that ARSD students perform at or above anticipated levels on standardized achievement tests when aptitude is compared with performance.

Truancy is not an issue in Aleutian Region, and students can best be described as actively engaged and self-motivated learners.

### **How We Are Doing**

The Aleutian region, as well as almost every community down the Alaska Peninsula, has experienced a significant decline in school enrollment which mirrors declines in community populations.

The quality of telecommunications services (quality and affordable broadband internet) has actually deteriorated since the loss of StarBand (DISH Internet) service in 2009. This regularly makes broadband instructional delivery difficult and often times impossible.

The District continues to search for high quality supplemental courses to extend educational opportunities that can be delivered on-site.

Training and retaining teachers who have the requisite skills and knowledge to deliver multi-age and grade services for students and who have the personal qualities to live in such a remote location remains a major effort, concern and expense outlay.

### **Challenges**

Aleutian Region students are well-served by the curriculum and instructional program delivered at its sites. Likewise, the communities are well served by the school and it is encouraging to see graduates return to assume leadership positions.

The District has an on-going program to review, re-align and otherwise improve its curriculum and instructional delivery systems.

A strength of the District is its ability to make quick, systemic changes in response to new circumstances. However, care must be taken to maintain a narrow focus in what it chooses to do. This means attention to the quality of rather than the number of programs offered. This is exemplified by a new K-12 science curriculum now being implemented.

Both Atka and Adak may have turned an economic corner, looking to a brighter future; **APICDA's** investment in **Atka** quadruples the size of the fish plant. Another \$10m expansion was recently announced. The fish plant at **Adak** has been re-opened under **Icicle Seafoods**. Hopefully, these will translate into community growth.

Both Atka and Adak are - by far - net contributors to the Alaska economy and providers of high quality seafood to the world market. This contributes to Aleutian Region students being globally aware and actively engaged learners.

### **Wrap Up**



**Presented by  
Superintendent Jim Thomas  
April 9, 2012**

## **STUDENT PROFILE**

- **K-12 – 316 STUDENTS**
- **CRAIG H.S. GRADUATION RATE – 100%**
- **DROPOUT RATE – 0**
- **HIGH PERCENTAGE OF STUDENT INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES**





## **POSITIVE DEVELOPMENTS**

- ◆ **CONSTRUCTING NEW PRINCE OF WALES' VOC/TEC CENTER**
- ◆ **PARTNERSHIP WITH ALL 4 POW SCHOOL DISTRICTS**
- ◆ **CENTER WILL PROVIDE CTE TRAINING FOR BOTH YOUTH AND ADULTS**
- ◆ **CURRENTLY IN THE DESIGN STAGE**
- ◆ **GREAT COMMUNITY SUPPORT**

## **ENERGY COST REDUCTION**

- ◆ **EFFECTIVE WOOD HEAT BOILER SYSTEM PARTNERSHIP WITH LOCAL TIMBER INDUSTRY**
- ◆ **HEATING SAVINGS OF OVER \$20,000 IN 2011**
- ◆ **HEATS CITY POOL & ELEMENTARY & MIDDLE SCHOOLS**
- ◆ **PLUMBED FOR CRAIG TRIBAL OFFICE**



## **CHALLENGES:**

- **MAINTAINING STAFFING LEVELS IN CURRENT ECONOMIC CLIMATE**
- **ENSURING LONG-TERM SUSTAINABILITY OF THE NEW POW CTE FACILITY**
- **LONG TERM EFFECT OF FEDERAL SECURE RURAL SCHOOL FUNDING (TIMBER RECEIPTS) LOSS**
- **INCREASED COSTS FOR HEALTH INSURANCE, TRANSPORTATION HEATING, SUPPLIES, FOOD, ETC.**

## **CHALLENGES:**

- **PREVENTIVE MAINTENANCE**
  - **ROOFS**
  - **GYM FLOOR**
  - **HANDICAP ACCESS**
- **PACE CORRESPONDENCE - 329 students**
- **PACE CORRESPONDENCE**
  - **GRADUATION RATE**
  - **HOME SCHOOL/PRIVATE SCHOOL**



# Delta/Greely School District

House Education  
Committee Presentation  
February 20, 2012

Duncan R. Ware  
Superintendent

## Board of Education

Tana Wood, President

Eileen Herman, Vice-President

Flower Cole, Secretary

Rich Mauer, Clerk

Rebecca Wilburn

Dana Mock

Jeffrey Lipscomb

Nicholas DeBilzan, Student Representative

LTC Terry Clark, Military Representative

## Delta/Greely's Schools

Delta Elementary School	PK-3
Ft. Greely School	4-8
Delta High School	9-12
New Horizons Alternative H.S.	9-12
Delta Homeschool	K-12
Delta Cyber School	K-12
Gerstle River School	K-6

## Delta/Greely School District Demographics

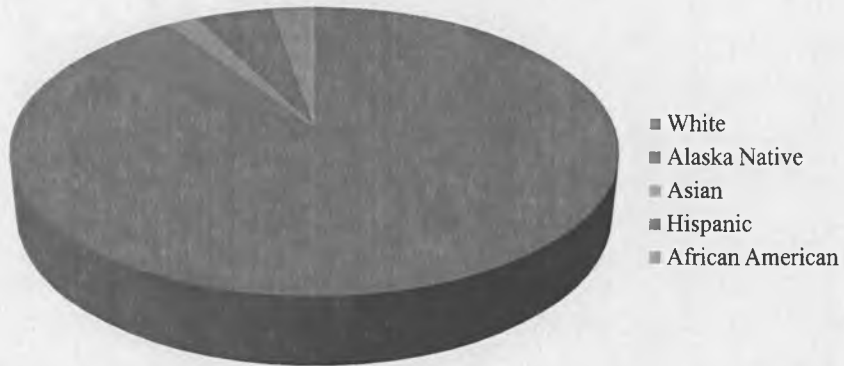
*FY 12*

• PK-12 Total Enrollment	919
– PK	16
– 1-3	248
– 4-8	301
– 9-12	190
– Homeschool	65
– Delta Cyber School	59
– New Horizons Alternative H.S.	18
– Gerstle River K-8	22



## Delta/Greely's Students

Enrollment By Ethnicity



## Early Learning

- Pre-K Program
  - For special needs students
  - Utilization of Typical Peers
- All Day Kindergarten
- Focus on Early Literacy Skills



## Instructional Supports

- *Measuring Academic Progress (MAP) Testing*  
 Conducted 3 times a year  
 Analyzed to affect instruction in real time
  
- *IPass*  
 Math intervention  
 Identifies Skills Needing Developed  
 Works Methodically Through Skills
  
- *Year Long –Writing Process Focus*  
 Six Traits Writing  
 Cross-curricular Writing
  
- *Curriculum Mapping*
  
- *Title I Remedial Reading and Writing*



## Special Areas of Instruction



- Welding
- Construction Trades
- Culinary Arts
- Forensic Science
- Auto – CAD
- Automotive
- Art
- Music/Theater
- Robotics
- Bush Physics
- Radio
- Accounting





### Student Activities Delta/Greely School District

- Unicycle Program
- Athletics
- Music/Theater
- Rocketry Program
- Elementary Basketball
- Battle of the Books


- Math Counts
- Cross X-Country Ski Club
- KDHS 95.5 FM
- Academic Decathlon
- Close Up
- BPA
- Poetry Out Loud

## Community Connections

- Partners for Progress Delta
  - University of Alaska – Fairbanks
  - Community and Technical College
  - Alaska Works
  - Alaska Department of Labor
- Ft. Greely
  - Bowling Facility
  - Swimming Lessons
- Boeing
  - Rocketry Club
  - Engineers in Classrooms
- Delta Chamber of Commerce
- Youth Hockey Association
- Delta Community Library

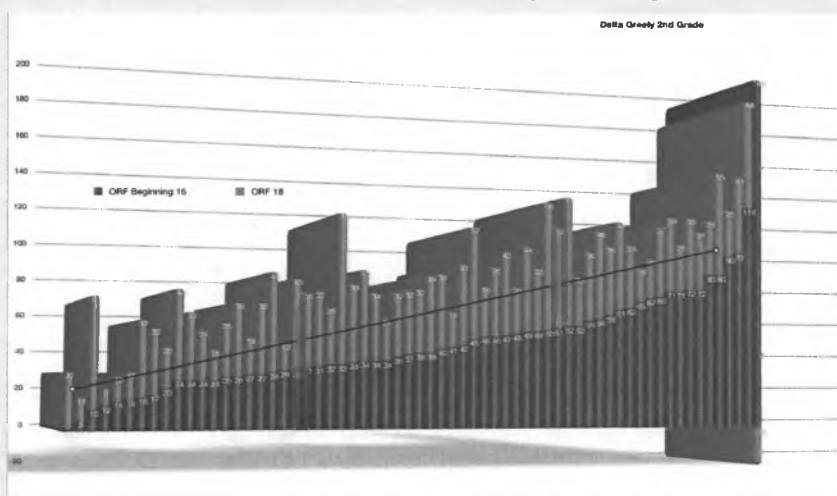



## Special Projects

- Weatherization at Delta High School
  - Retrofit with new windows and doors
  - New Boilers and heating system upgrades
  - Additional insulation
- Biomass Boiler for Delta High School Complex
  - Online October 2011
  - Fuel Savings over heating oil 66%
  - Additional electric consumption
- HD6 – IPads for Literacy
- Additional Projects at Delta High School
  - Intent to bring school into a better position to serve as a community emergency shelter
  - Improve instructional space usage
  - Upgraded kitchen
  - Emergency generator
  - Improved science room complex with shared lab
  - Fine arts classroom



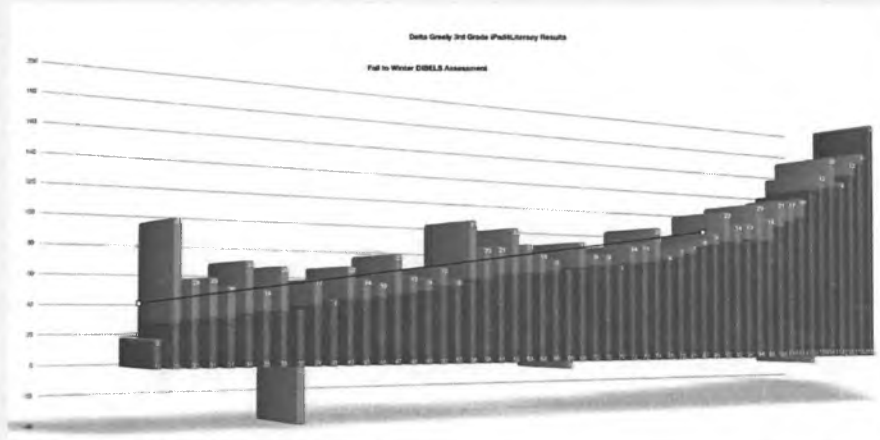
## HD 6 iPad Literacy Project



2<sup>nd</sup> Grade Pre and Post Test Results



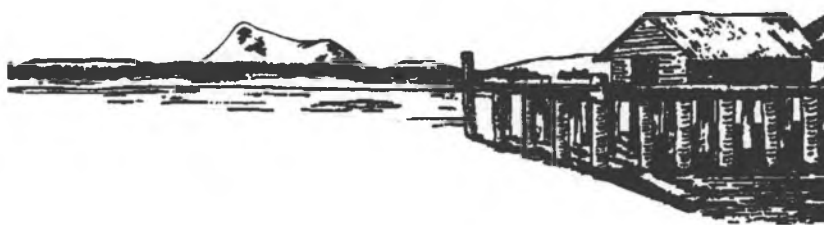
## HD 6 iPad Literacy Project



3<sup>rd</sup> Grade Pre and Post Test Results

School	Year	Language Arts	Mathematics	Graduation Rate
Delta Elementary	2009	90	85	
	2010	80	76	
	2011	89	85	
Ft. Greely School	2009	83	65	
	2010	84	73	
	2011	83	68	
Delta High School	2009	88	75	90
	2010	84	62	74
	2011	84	66	79 (82)
Delta Cyber School	2009	85	63	3
	2010	79	67	23
	2011	85	70	24
New Horizons High School	2009	NA	NA	58
	2010	NA	NA	43
	2011	NA	NA	38

Questions?



## Dillingham City School District

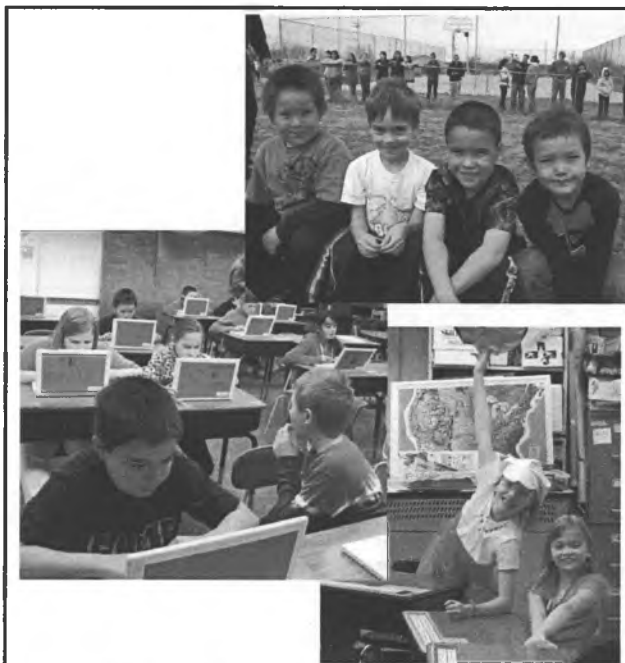
House Education Committee Presentation

### Welcome to Dillingham



### Demographics


- Hub Surrounding Villages
- Off the Road System
- City of 2,500 People
- Commercial Fishing
- Wood-Tikchik Park
- School of 472 Students
- K - 12 School System
- \$9.2 Million Annual Budget



**Elementary school**

- 214 Students K-5
- After School Programs
- After School Intramural
- Student Attendance
- Academic Achievement
- Parental Involvement

► DILLINGHAM CITY SCHOOL DISTRICT



**Middle/High School**

- 211 Students 6-12
- Sports/Activities
- Improving Attendance
- Academic Achievement
- Student Involvement

► DILLINGHAM CITY SCHOOL DISTRICT



### **Alternative & Correspondence School**

- ~ Alternative High School
- ~ 37 Alternative Students
- ~ 10 Correspondence Students
- ~ Individualized PLP
- ~ 6 Week Mini Terms
- ~ World of Work Program

▶ DILLINGHAM CITY SCHOOL DISTRICT

## Educational Goals

- ▶ 1. Ensure proficiency in Reading, Writing, Mathematics and Science.
- ▶ 2. Ensure our curriculum is aligned with the Alaska Standards.
- ▶ 3. Monitor and evaluate the quality of instruction.
- ▶ 4. Ensure educators incorporate research based practices.
- ▶ 5. Use achievement data to strengthen classroom instruction.
- ▶ 6. Seek ways to effectively communicate with parents and community.

▶ DILLINGHAM CITY SCHOOL DISTRICT

## Achievements

- ▶ Positive trends in reading and writing scores.
- ▶ 3<sup>rd</sup> Grade Reading Proficiency increased from 55% in 2005 to 78% in 2011.
- ▶ 3<sup>rd</sup> Grade Writing Proficiency increased from 54% in 2005 to 70% in 2011.
- ▶ Adequate Yearly Progress in "Safe Harbor" met by all three of our schools.
- ▶ We have moved 10% of our non-proficient students to proficiency in one year.



▶ DILLINGHAM CITY SCHOOL DISTRICT

## Renovations

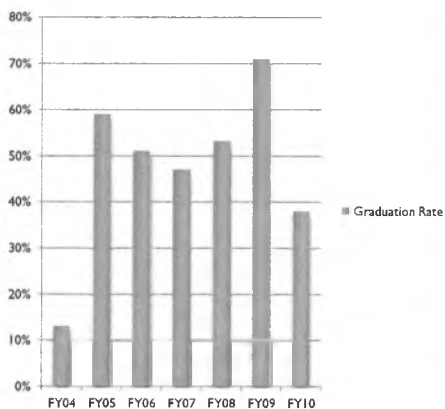
- ▶ \$15 Million Project
  - ▶ Elementary
  - ▶ Middle/High



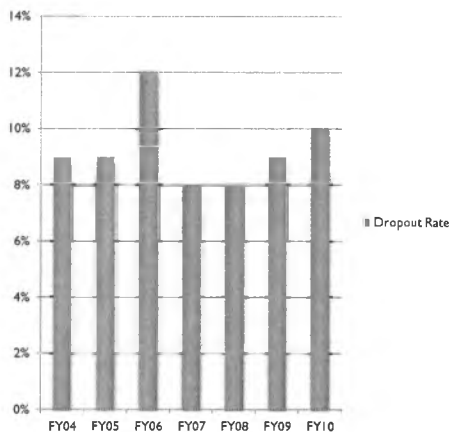
▶ DILLINGHAM CITY SCHOOL DISTRICT

## Challenges

**Graduation Rate**



**Dropout Rate**



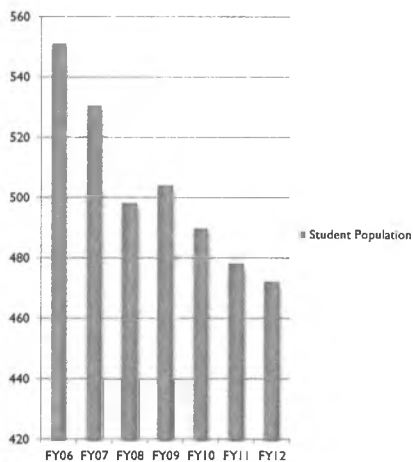
► DILLINGHAM CITY SCHOOL DISTRICT

## Challenges

► **Fiscal**

- Enrollment
- Health Insurance 24% Increase (\$224,000)
- Employee Salary & Benefits
- Rural Cost Factors (Energy)
- BSA Flat Funding

**Student Population**



► DILLINGHAM CITY SCHOOL DISTRICT

## Challenges

### Instruction/Student Achievement

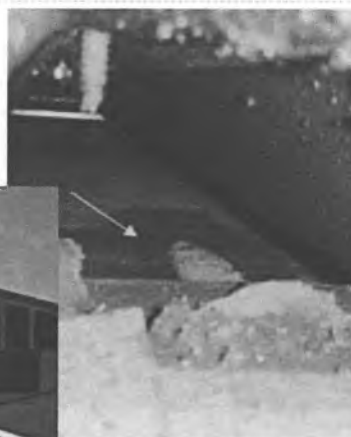
- ▶ Elementary AYP Level 5 Year 2
- ▶ Middle/High School AYP Level 5 Year 3



▶ DILLINGHAM CITY SCHOOL DISTRICT

## Challenges

- ▶ Facilities (Renovation Maintenance and Repair)
  - ▶ Mechanical and HVAC
  - ▶ Roofs
  - ▶ Bleachers
  - ▶ Territorial School



▶ DILLINGHAM CITY SCHOOL DISTRICT



## Challenges

### Staff Recruitment & Retention

- ▶ Off the Road
  - ▶ Fly in and fly out only
  - ▶ Distance to family
- ▶ Cost of Living
  - ▶ Rent
  - ▶ Energy (utilities)
  - ▶ Gas, Food, Clothing



▶ DILLINGHAM CITY SCHOOL DISTRICT

## Restructuring

Seeking to implement research-based strategies that are leading us to becoming a high performing district.

- ▶ Reading Specialist
- ▶ NWEA/MAP Universal Screener
- ▶ Extended Day
- ▶ Response To Intervention
- ▶ Afterschool Tutorial Program
  - ▶ Cando/Safe Grant
  - ▶ Peer to Peer
  - ▶ Success Liaison
  - ▶ Intervention Teacher



▶ DILLINGHAM CITY SCHOOL DISTRICT

## Restructuring

- ▶ Steps Towards Educational Progress and Partnership (STEPP/DEED)
- ▶ Curriculum Alignment With State Standards
- ▶ Positive Behavior Intervention and Support (PBIS)
- ▶ Secondary School/Career Technical Education
- ▶ Dropout Prevention Program
  - ▶ Attendance
  - ▶ Academic Achievement
  - ▶ Classroom Conduct
  - ▶ Credit Recovery
  - ▶ Success Liaison

▶ DILLINGHAM CITY SCHOOL DISTRICT

## Dillingham City School District





Excellence and Equity for All  
Fairbanks North Star Borough School District

## Superintendent, Pete Lewis Presentation to the **House Education Committee**

February 17, 2012

1



Excellence and Equity for All  
Fairbanks North Star Borough School District

## All Schools

Anderson Elementary  
Anne Wien Elementary  
Arctic Light Elementary  
Badger Road Elementary  
Crawford Elementary  
Denali Elementary  
Hunter Elementary  
Joy Elementary  
Ladd Elementary  
Nordale Elementary  
North Pole Elementary  
Pearl Creek Elementary  
Salcha Elementary  
Ticasuk Brown Elementary  
Two Rivers K-8  
University Park Elementary  
Waller Elementary  
Woodriver Elementary

Ben Eibison Jr./Sr. High  
Lathrop High  
North Pole Middle  
North Pole High  
Randy Smith Middle  
Ryan Middle  
Tanana Middle  
West Valley High  
Hutchison High

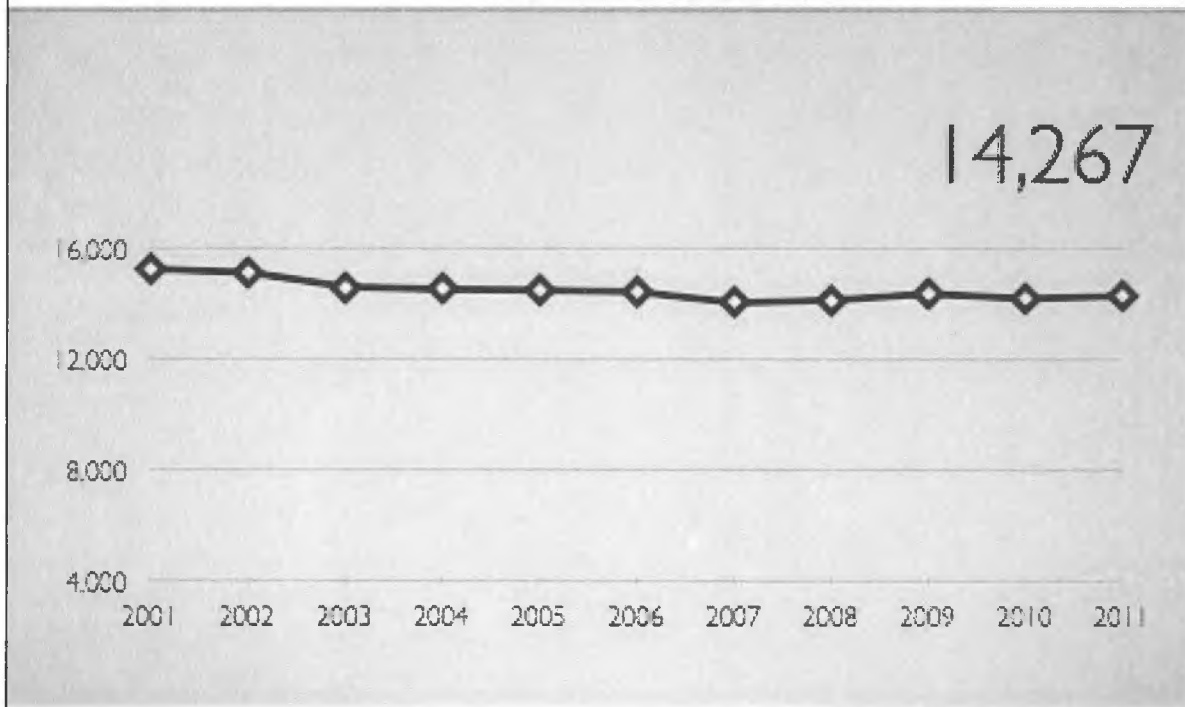
Barnette Magnet  
Career Education Center  
Ellie Kokrine Charter  
Star of the North Secondary  
Watershed Charter  
Chincok Charter  
B.E.S.T  
FYF  
Bridge

**35 Schools**

2



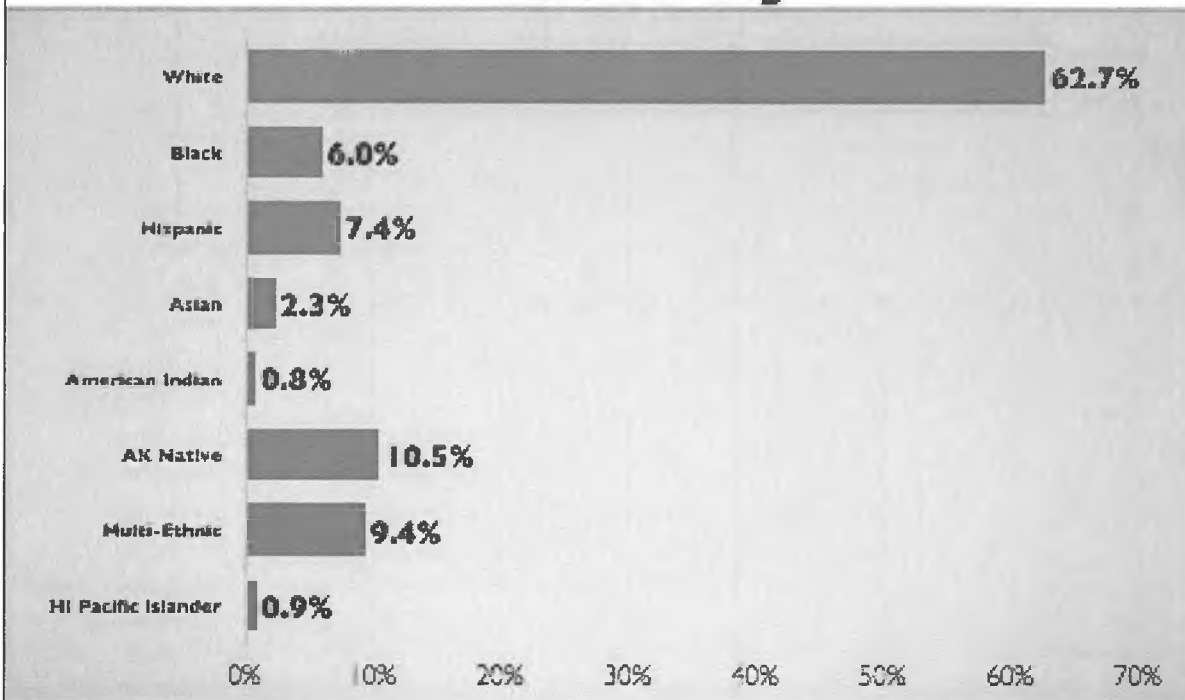
# Enrollment



3



# Ethnicity



4

# School District - Fast Facts

44 Languages

365 Homeless Students

31% Free & reduced lunch

Special Education serving  
14 handicapping conditions

Albanian	Hungarian
Arabic	Inupiaq
Athabaskan	Italian
Bahasa	Japanese
Bulgarian	Korean
Cebuano/Visayan/Bisayan	Kosrae
Chamorro	Kosraean
Chinese-Cantonese	Koyukon
Chinese-Mandarin	Lao/Laotian
Chuukese/Truk	Navajo
Cup'ik	Nepali
Czech	Pampangan/Pampango
Dutch	Polish
Eskimo Languages	Portuguese
Fante	Russian
French	Samoaan
German	Slovak
Gwich'in	Spanish
Hawaiian	Tagalog/Filipino/Philipino
Hmong	Thai

5



Excellence and Equity for All  
Fairbanks North Star Borough School District

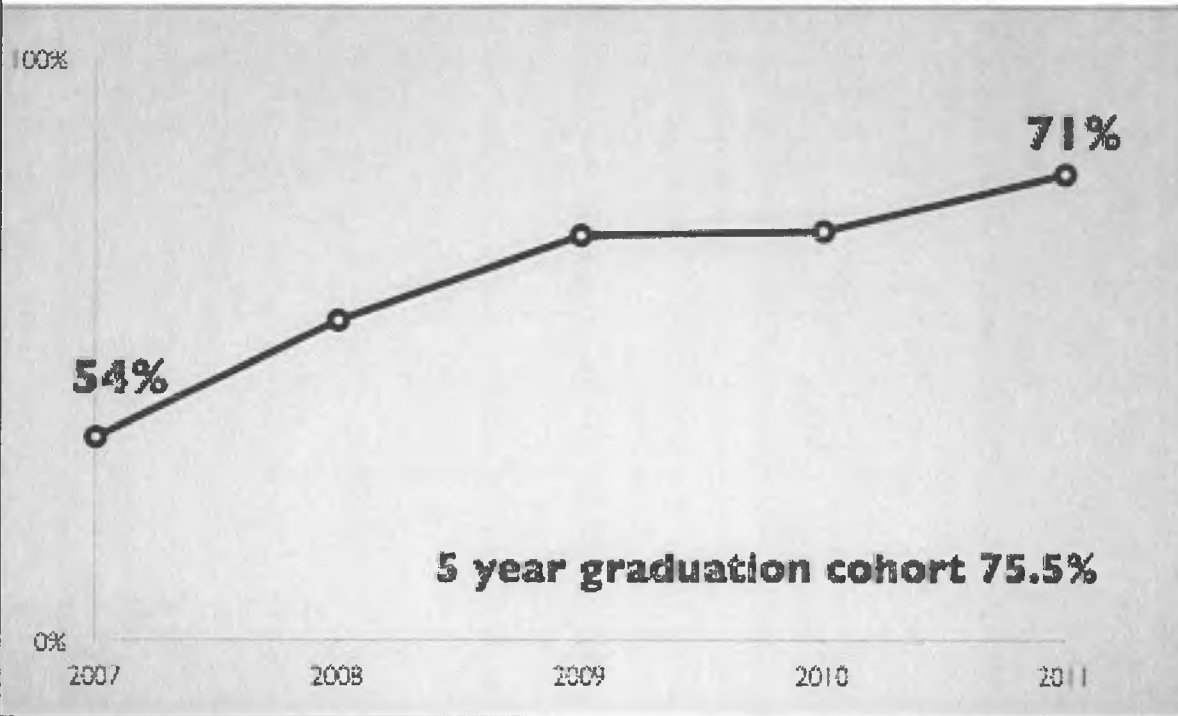
## Transportation

- 145 bus routes
- Over 1,000,000 miles driven each year
- Approximately 7,000 students transported
- Two bus barns – Fairbanks & Moose Creek

6



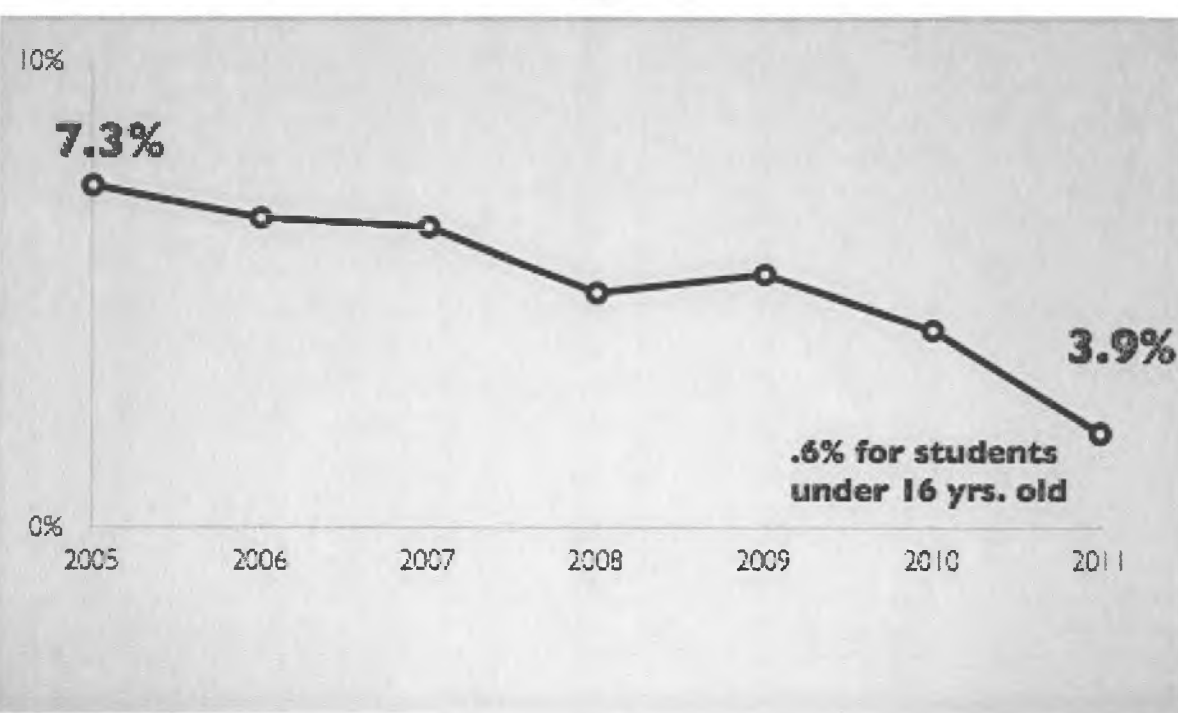
## Graduation Rate



7



## Dropout Rate



8



## Student Stories

### Fairbanks student's project is start of an unmanned journey



**FAIRBANKS** — Last spring, while many high school seniors were worrying about passing tests and posing for senior portraits, Hutchison High School student Corey Upton's ambitions were a little higher. Literally. That's because Upton spent about 14 hours per day during spring break working on his senior project: an unmanned aerial vehicle, or UAV.

This isn't your father's model airplane. Upton built the drone from scratch, complete with an auto-pilot feature, and rigged it up with a GoPro HD video camera so that it could record video high in both altitude and quality. It's fair to say Upton put a lot in to

the UAV.

"It was my spring break and my PFD," Upton said.

Hutchison High School requires all senior projects to have a public service component. For Upton, that meant building a plane drone that could be used by law enforcement, emergency responders or fire fighters to provide critical visual information without risking a human life. Upton said he got the idea to build the drone while he was visiting a friend in San Luis Obispo, Calif. Currently, UAV's are used predominantly by the U.S. military to perform reconnaissance and precision strikes.

*Fairbanks Daily News-Miner*  
Monday, August 22, 2011  
[Read full article](#)



## Student Stories

### BEST graduates represent diverse backgrounds, achievements



**FAIRBANKS** — One of the advantages of a small graduating class is not having to stand in long lines and climbing to an auditorium stage to receive a diploma.

The 27 Fairbanks BEST (Building Educational Success Together) graduates of the Fairbanks North Star Borough School District's Homeschool and Online Learning programs, only had to take a short stroll across the stage since all were seated behind the speakers podium.

Though small in number, the graduates represents a cross-section of the community, but a bit heavy with hockey players, two of which are members of the Fairbanks Ice Dogs Hockey team.

And therein lies the reason or reasons some students with different educational goals or time consuming jobs or extracurricular activities enroll in the BEST learning programs to meet their personal needs.

*Fairbanks Daily News-Miner*  
Wednesday, May 18, 2011  
[Read full article](#)



## Student Stories

### New North Pole graduates will travel to Michigan to meet with Ford



**FAIRBANKS** — Two of this season's many high school graduates aren't quite done with tests.

Kyle Evans and Calvin Gustafson, both 18, have another major exam on the calendar, but this one's reward isn't an A+ if they get everything correct. It could mean an internship or job at Ford Motors Company — even part of \$11.4 million in prize money.

The pair is headed to Dearborn, Mich., for the Ford/AAA Student Auto Skills Competition in June.

Evans and Gustafson were in North Pole High School's advanced auto shop class and were two of about 12 students to take a written test from Ford. They had the highest scores in their class, so they traveled to Anchorage to compete against teams from Ketchikan, Juneau, King Career Center in Anchorage and Hutchison High School.

*Fairbanks Daily News-Miner*  
Monday, May 16, 2011

### Lathrop robotics team celebrates successful competition



**FAIRBANKS** — The machine is deceptive. It looks like a metal cube with little wheels mounted around the outside edges. A pushover, right?

What competitors didn't see, though, helped a Lathrop High School's robotics team go all the way to the world championship Division II finals at the 2011 FIRST Robotics Competition last week in St. Louis, Mo.

The Lathrop team, dubbed ICY (short for "I see why"), included Heather Parsons, Jaguar Kristeller, Rohan Weeden and Aven Gross.

They set their multi-wheeled creation loose on a 12-foot-square mat, where it competed against other robots to put the most batons in goals, climb small hills and balance on teeter-totters. To earn the most points, robots competed in alliances, allowing one robot to score goals while the other pushed other robots around, running interference.

*Fairbanks Daily News-Miner*  
Wednesday, May 4, 2011  
[Read full article](#)



## Student Stories

### West Valley Academic Decathlon team heads to nationals

**FAIRBANKS** — Ten West Valley High School students are heading to Charlotte, N.C., this week to compete in the U.S. Academic Decathlon. The West Valley team recently took the state's overall winner title, beating Lathrop High School.

The students were quizzed on 10 different academic categories. Students on the team were of A-, B- and C-grade averages for balance.

Beginning April 27, the West Valley team will compete with schools from across the nation. Last year, Lathrop took fourth place in Division II. Robin Feinmann and Coby Haas are coaches.

*Fairbanks Daily News-Miner*  
Monday, April 25, 2011  
[Read full article](#)

### Lathrop senior to represent Alaska in national Poetry Out Loud competition



**FAIRBANKS** — When 17-year-old Lakendra Chavis recites lengthy, involved poetry from memory, her voice takes on a different cadence and tone.

Her friends call it "Lakendra's poetry voice."

However it is characterized, Lakendra's poetry voice, combined with her good memory and self-confident presence in front of an audience has morphed into a trip to Washington D.C., April 28-29, as Alaska's representative in the national Poetry Out Loud competition.

The Lathrop High School senior successively won three local competitions before taking first place at the state competition Feb. 23, in Juneau.

*Fairbanks Daily News-Miner*  
Sunday, March 13, 2011  
[Read full article](#)





## Academic Performance

In general: students in Fairbanks outperformed students in the state and students in the nation on standardized assessments.

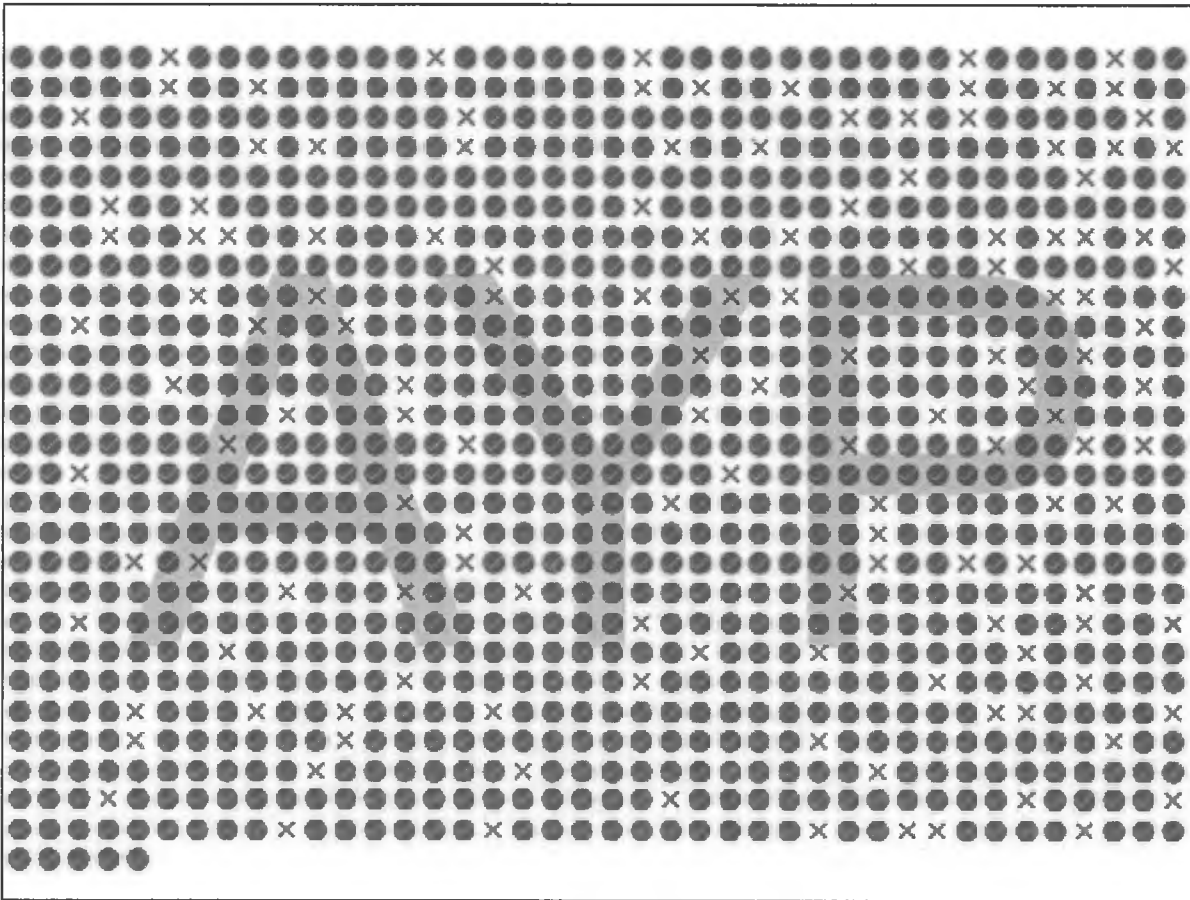
13



## Academic Performance (SBA)

- All schools met the target for participation rate (95% of students were tested)
- 77% of all schools met the target for proficiency rate for the whole school in Language Arts and Math (27 of 35 schools)
- 83% of all schools met the target for proficiency rate for all ethnic subgroups in Language Arts and Math (29 of 35 schools)

14



15

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Fairbanks North Star Borough School District

# Fairbanks Graduates

16



## Fairbanks Graduates

- 80% Graduating seniors gave schools an "A" or "B"
- 868 Graduates
- 46 Dropouts
- 50% enrolled in college immediately following
- 70% enrolled in college any time during first 2 yrs.

17

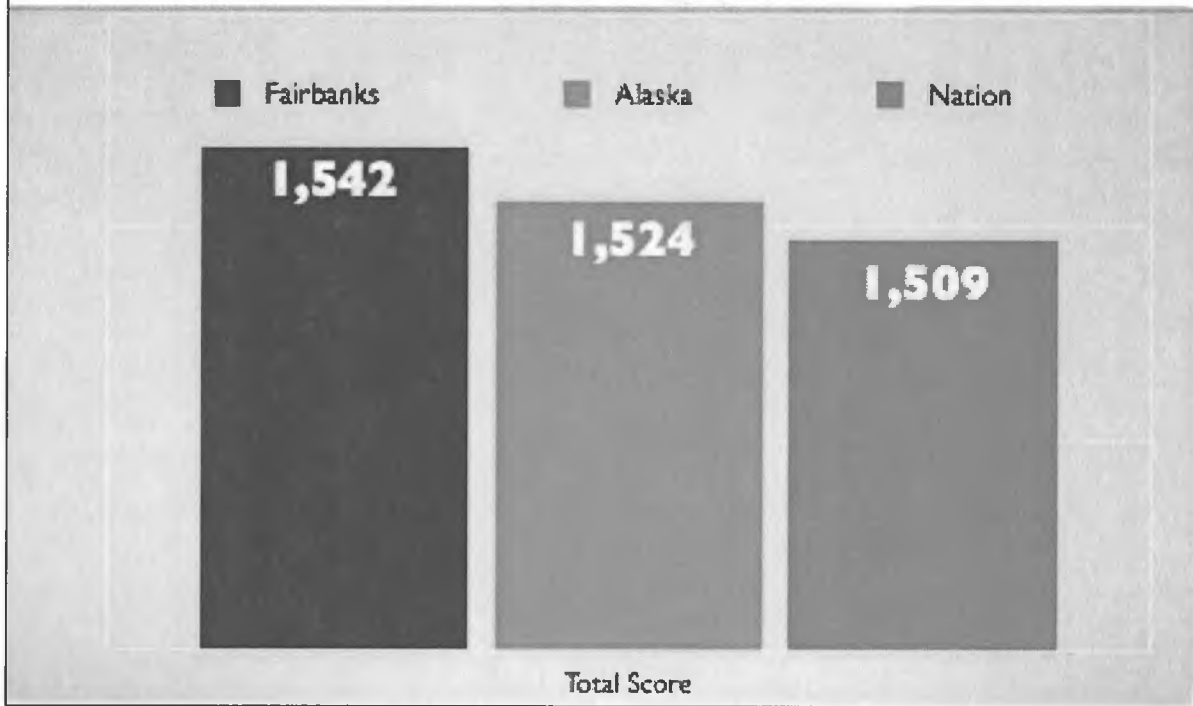


## Measuring Student Achievement

18



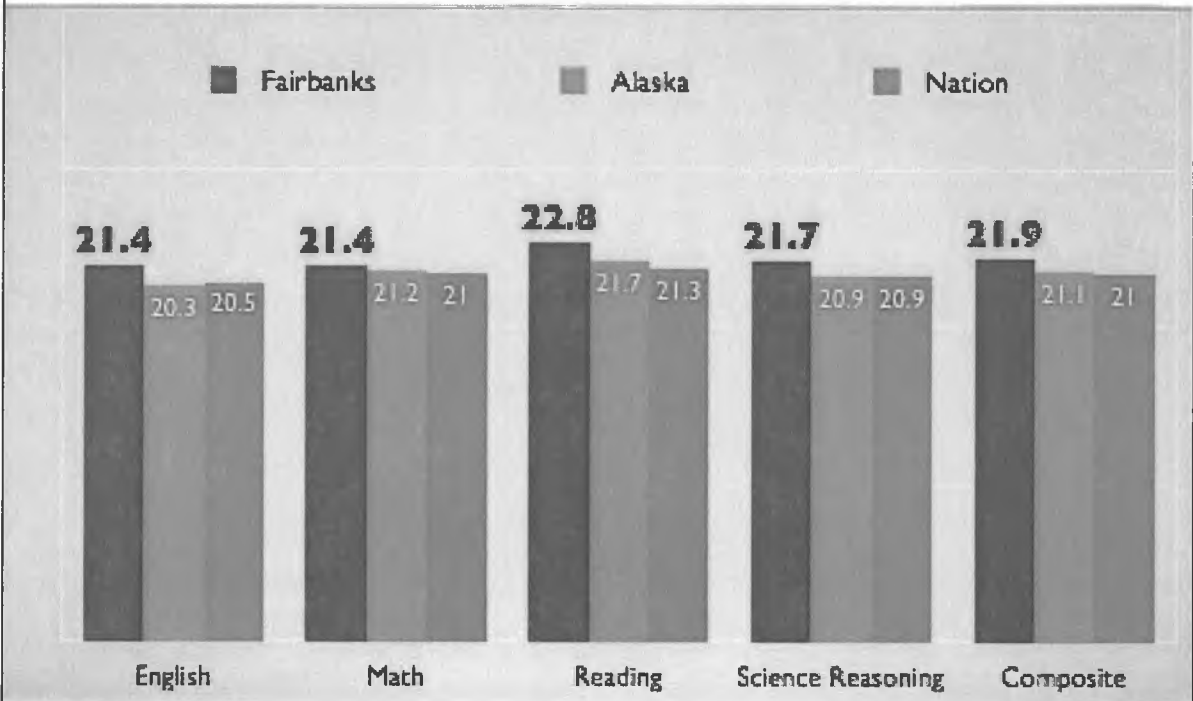
## SAT Scores



19



## ACT Scores



20



## Advanced Placement

■ Fairbanks

■ Nation



RECEIVED 3 OR HIGHER ON TEST



58%

Fairbanks

Nation

21



## Career Technical



Of graduating seniors 53% took a CTE course

85% stated CTE courses influenced their educational goals



22



## Career Technical

### School Apprenticeship Agreements

Alaska Plumbers & Pipefitters JATC

Alaska Joint Electrical Apprenticeship & Training Trust

Electrical Workers

Operating Engineers Local 302/AGC

23






## Alaska Performance Scholarship



### Alaska Performance Scholarship Requirements 2011

### Fairbanks

	 <b>Level 1 Honor</b> (up to \$4,755 per year)  <i>Collegiate scholarship award</i> GPA: 3.5, ACT: 25 or SAT: 1680  <i>Career/Technical scholarship</i> GPA: 3.5, WorkKeys score: 5	 <b>Level 2 Achievement</b> (up to \$3,566 per year)  <i>Collegiate scholarship award</i> GPA: 3.0, ACT: 23 or SAT: 1560  <i>Career/Technical scholarship</i> GPA: 3.0, WorkKeys score 5	 <b>Level 3 Opportunity</b> (up to \$2,378 per year)  <i>Collegiate scholarship award</i> GPA: 2.5, ACT: 21 or SAT: 1450  <i>Career/Technical scholarship</i> GPA: 2.5, WorkKeys score 5
<b>Curriculum Requirements</b>	Members of the 2011 class must graduate from high school having successfully completed a curriculum that includes a minimum of five units of credit, combined, in math and science (with no fewer than two units of credit in each) to be eligible.		

24



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## Alaska Performance Scholarship

**PowerSchool**

Monitor your student's progress toward meeting the Alaska Performance Scholarship:

- Curriculum Requirements
- High School GPA
- ACT, SAT and WorkKeys Scores

Alaska Performance Scholarship Progress - 2015/2016 School Year

Level 1 - Up to \$4,750 per year	Level 2 - Up to \$5,500 per year	Level 3 - Up to \$6,250 per year
<b>Requirements</b> 4 units of math 4 units of science 4 units of language arts 4 units of social studies or substitute 1 unit for either: 1 unit of foreign language 1 unit of fine arts HS Cumulative GPA of at least 3.5 ACT score of 25 or higher SAT score of 1080 or higher	<b>Requirements</b> 7 combined units of math and science (max. 3 of each) 4 units of language arts 4 units of social studies or substitute 1 unit for either: 1 unit of foreign language 1 unit of fine arts HS Cumulative GPA of at least 3.0 ACT score of 23 or higher SAT score of 1060 or higher	<b>Requirements</b> 7 combined units of math and science (max. 3 of each) 4 units of language arts 4 units of social studies or substitute 1 unit for either: 1 unit of foreign language 1 unit of fine arts HS Cumulative GPA of at least 2.5 ACT score of 21 or higher SAT score of 1050 or higher

Requirements Status Legend: Complete, Incomplete, On Track

25



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Fairbanks North Star Borough School District

## Innovation



# iPad

**App Track**

**MDM**  
Mobile Device Management

**Instructional Technology**

26

Questions?



Send to printer Close window

# Cara Heitz Named Alaska Teacher of the Year

## Begich Middle School teacher named alternate Teacher of the Year

JUNEAU - Cara Heitz, a science and health teacher at Cordova Jr./Sr. High School, was named Alaska Teacher of the Year 2012 at a presentation Sunday at the annual conference of the Association of Alaska School Boards in Anchorage. The Alaska award is given by the Alaska Department of Education & Early Development as part of a nationwide program sponsored by the Council of Chief State School Officers.

Scott McKim, a teacher of science, math and applied technology at Begich Middle School in the Anchorage School District, was named Alternate Teacher of the Year 2012.

"It is a pleasure to recognize two excellent science educators," said Alaska Education Commissioner Mike Hanley in a statement. "Ms. Heitz and Mr. McKim represent all of those teachers whose infectious enthusiasm for, and knowledge of, their subjects brings out the best in their students."

Heitz has taught for 10 years, five in her present position. She holds a bachelor's degree in zoology from Miami University of Ohio and completed her coursework toward a medical doctorate at the MCP/Hahnemann School of Medicine in Philadelphia.

When Heitz was a medical student, she worked with high school students and found her calling as an educator. "I want my students to first and foremost feel that they are safe and valued in my class," Heitz said in her application for Teacher of the Year. "They should be empowered to think freely, as well as encouraged and supported in their learning. I want my students to realize that learning can be both enlightening and thrilling, and that science is an important and relevant aspect of their life, past present and future."

McKim, the Teacher of the Year alternate, holds a bachelor of science degree in meteorology from Lyndon State College in Vermont, a master of science degree in watershed science from Colorado State University, and a master of arts in teaching degree from the University of Alaska Anchorage. He has taught for four years.

In McKim's application, he cited as his contributions "getting students excited to learn, involved in authentic and meaningful experiences, and creating an environment where students are comfortable in their own skin and taking responsibility for their education."

The Alaska Teacher of the Year may be called upon to speak at education conferences and participate in various statewide education working groups. The teacher is the Alaska nominee for national teacher of the year. The alternate teacher of the year would serve as Alaska teacher of the year if the latter were named national teacher of the year.

Additionally, the Alaska Teacher of the Year receives technology for his or her school, awards a college scholarship to a student, receives a scholarship to pursue an advanced degree, and attends an international space camp.

The Alaska Teacher of the Year and the alternate were chosen by a committee composed of members of major educational associations and the current Teacher of the Year, who is Lorrie Heagy of Juneau. The committee considered a written application, a video snapshot of the teacher in the classroom, and an interview.

# The Transformation From Static To *Dynamic Education*

Cara Heitz

2012 Alaska Teacher of the Year

## Static...

- Inactive
- Changeless
- Lifeless
- Inert
- Inanimate

## What A Static Classroom Might Entail...

- Memorization
- Regurgitation
- Lectures
- Book work
- Unimaginative

## How A Static Classroom Might Look...



"It is possible to store the mind with a million facts  
and still be entirely uneducated."

Alec Bourne

## Dynamic...

- Active
- Vigorous
- Zestful
- Enterprising
- Vital

## What A Dynamic Classroom Might Entail...

- Engaging
- Innovative
- Empowering
- Hands-on
- Progressive

## How A Dynamic Classroom Might Look...



"The great teacher is not the man who supplies the most facts,  
but the one in whose presence we become different people."

Ralph Waldo Emerson

## Over The Past 11 Years...



"If a child is to keep alive his inborn sense of wonder, he needs the  
companionship of at least one adult who can share it, rediscovering with him  
the joy, the excitement, and the mystery of the world we live in."

Rachel Carlson

## Over The Past 11 Years...



"The aim (of education) must be training of independently acting and thinking individuals who, however, can see in the service to their community their highest life achievement."

Albert Einstein

## My Inspiration For Change...



"When the students of tomorrow sit in the classrooms of yesterday it is our teachers who are failing ."

Bill Ferriter

## The Transformation...

**Cordova Biology**

**Biology Home**

Wild Home  
Projects  
Pages and Files  
Members  
Recent Changes  
Manage Wild

Biology Home  
Class Calendar  
Our Blog  
Assignments  
Class Notes & Unit Web  
Links  
Team Pages  
Individual Pages  
Extra Web Tools

### Biology Home

**Welcome to Biology**


Biology is all about how life works! You will be learning about all living things, from cells to plants, from the simplest organism to the complex human body. The course is prepared to teach you about how the field of science relates to your life and to make science interesting and exciting. Biology is taught via different learning techniques, using essential questions to guide you while employing a bit of class discussion and hands-on lab. The following is a list of questions that we will use to guide our learning in Biology: What is life? What is the structure of life? How does energy flow through life? What makes each living thing unique? How does life create life? What creates diversity of life over time? How does life maintain itself? How do living things interact with each other & their environment? and What impact do humans have on life?

The web will be our learning hub for Biology. Think of it as an interactive website in which you can:

- Check on assignments & due dates
- Create & personalize your own page to manifest your learning
- Collaborate with other students on projects
- Communicate with the world about your exciting biology discoveries

In addition to this web, we will also be using our class [Blog](#) to discuss and reflect on biology topics.

To learn more about what our class will be like this year, please watch the [Digital Substitutes for Biology](#) video below:



**Table of Contents**

[Welcome to Biology](#)  
[Calendar](#)  
[How and Why We Learn](#)  
[Student Labroom Safety Contract](#)  
[Bio Project Awards](#)


“In common with other leaders, teacher leaders seek challenge, change and growth.”

Meena Wilson

## The Transformation For Students...

LA LA LA LA    Page    Discussion    History    Notify Me

Sharlynnne, Magic, Jacqui



19. What specific cavity would you find the lung?  
20. Name the type of plane that cuts through the bromium.

Conclusions: (Delete the hypothesis section & answer the remaining sections in complete sentences)

# The Transformation For Students...

Cordova 7th Grade Life Science

- Wiki Home
- Projects
- Pages and Files
- Members
- Recent Changes
- Manage Wiki
- Search Wiki

---

- 7th Grade Home
- Class Calendar
- Assignments
- Trauma and The Human Body Project
- Class Notes & Unit Web Unks
- Team Pages
- Individual Pages
- Extra Web Tools

**Patrick M.**

**About Me**  
 Hi, my name is Patrick, I'm 12 years old and I live in Cordova, AK. I'm really smart, and I'm good at most sports like basketball, baseball, and football. I like to play video games when it's yucky outside. My favorite games are Halo and Call of Duty. I have a little brother. My dad is in the Coast Guard so we move around a lot. My favorite color is PURPLE.

**Cool Blue & CO2 Lab**

**Focus Question:** - type in what our class focus question is (2pts) How many seconds it would take to change Bromthymol Blue to change color.  
**Hypothesis:** - type what your original hypothesis was (4pts) My original hypothesis was that it would take less time for the Bromthymol Blue to change color.

Condition	Patrick (s)	Gavin (s)
At Rest	35.13	35.28
Exercise	17.84	17.52

Table of Contents

- About Me
- Cool Blue & CO2 Lab
- Build Your Wiki Self
- My Kingdom of Life College
- Smiley Genetics

# The Transformation For Students...

**Biology**

**10,957,500 Days is a Long Time!**

Posted on February 28, 2012 by carppau.  
 Categories: Science News.

If you are 35 years old you have only lived a seven hundred and thirty thousand five hundredths of that time! Think about how long that is. In spite of all this, Russian scientists have recently grown plants from fruit that old! How do you get fruit that old? The story goes that a long time ago (30,000 years to be exact) Arctic ground squirrels in Siberia stashed the fruit of *Silene stenophylla* in their burrow. Their burrow then froze into the permafrost and has never thawed since.

The fruit scientist obtained from the burrow contained seeds. To the scientist's dismay, however, they could not get them to grow. But they didn't give up so easily. They know that the fruit contained lots of sucrose (a natural preservative) and they had passed something similar to Mrs. Heitz's biology class. Eventually they were able to get a plant to grow by taking placental tissue from the fruit and putting it in a Petri dish. Amazingly a plant started growing via vegetative propagation!

What interested me about this article (besides the fact that it beat the previous record of a plant record by 28 thousand years) was how it connected to our biology class in so many ways. Weren't we just studying vegetative propagation? The other interesting connection is to our current topic, evolution. After the plant had grown, the scientists naturally conducted a very thorough examination of it and the modern plant. They found very subtle differences in the shape of the leaves and the 'sex of flowers' (-> that seems undefined to me). This is very interesting from an evolutionary stand point. We apparently owe all of this (a wealth of evolutionary and biological data) to an unusual hero: the Arctic ground squirrel.

Scientists are optimistic about using this new technique to bring back extinct plants from the same time period. At that age, what factors determine whether or not they can bring a particular plant back to life?

What exactly are the differences between the old plant and modern plants and what selective pressures might have caused this?

1 comment

Search

★ Veterans us

★ March 20

Welcome Biolo

What is a blog you

by Ants ★ Artificial

★ October 2011

★ Page Information

You are reading Welcome

★ Never Feel Pain Again?

Ghormous amphipod?!



# The Transformation For Students...

Mail Calendar Documents Sites Groups More » cheitz@cordovasd.org

**OceanAcidification** ☆ Share

File Edit View Insert Format Data Tools Help Last edit was made 53 days ago by cheitz

fx Show all formulas

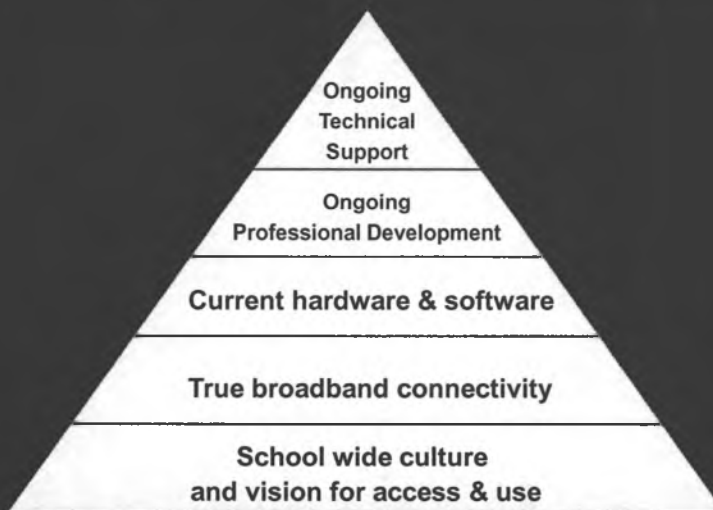
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		October				November				December				
2		Valdez, AK	Cordova, AK	Sanford, ME	Sanford, ME	Sanford, ME	Valdez, AK	Cordova, AK	Sanford, ME	Valdez, AK	Cordova, AK	Sanford, ME	Valdez, AK	
3	Date		10/26/2011	10/6/2011	10/12/2011	10/28/2011		11/21/2011	11/9/2011		12/12/2011	12/2/2011		
4	Time		14:55:00	17:00:00	18:00:00	17:20:00		15:00:00	17:30:00		15:00:00	17:00:00		
5	Air Temp (C and F)		5.8C, 42 F	12C	15C	12C		-1.7C, 29F	13C		1.1C, 34F		9	
6	Weather Conditions		Mostly Cloudy, No precipitation, Winds <10kts	Clear sky, 7mph winds, NW, 50% humidity	partly cloudy, no ppt, no wind, 80% humidity	partly cloudy, 8mph wind, W, 60% humidity		Overcast, no precipitation, Winds 11-18kts	Fog/Hazy, no ppt, 3mph wind, S, 100% humidity,		Overcast, light snow, calm winds	partly cloudy, no ppt, no wind, 60% humidity		
7	Water Temperature (C and F)		8.2C, 46.7 F	18C	18C	11C		4.5C, 38.9F	9C		3.3C, 38.3F		9	
8	pH			8.35	7.6	7.8	7.6		8.15	7.6		7.35	7.6	
9	alkalinity				180	120	120			120			120	
10	salinity											21 ppt (we have had a lot of precipitation)	28ppt	
11														
12														



## From Static To Dynamic: What Our Students Need...

- A variety of up-to-date learning resources
- Creativity in knowledge acquisition & demonstration
- Higher level thinking skills
- A global perspective
- Access to technology!

## Successful & Sustainable Implementation...



The Times Are Changing . . .



Are We Changing With Them?

“It is today that we create the  
world of the future.”

Eleanor Roosevelt



**Brian Rogers**, Chancellor  
(907) 474-7112  
(907) 474-6725 fax  
uaf.chancellor@alaska.edu

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(907) 474-7489  
(907) 474-7475 fax  
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**Office of the Chancellor**

320 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500  
www.uaf.edu

February 27, 2012

Representative Alan Dick  
Alaska State Legislature  
Alaska State Capitol  
Juneau, Alaska 99801

Dear Representative Dick,

Dr. Alex Hwu is the director for the Center for Distance Education (CDE) at UAF. He assumed this role in August of 2008, and we are fortunate to have him on staff to utilize his expertise and knowledge to address delivery of quality distance education courses.

Dr. Hwu takes his role very seriously. His background includes a decade of work in this field of distance delivery throughout the course of his education and work history. Along with managing CDE, he is responsible for development and implementation of our online courses and faculty training and coordination. He oversees 29 staff and 110 online instructors. He manages an annual budget of over \$5 million and his center is 'self-supporting,' meaning he receives no general fund dollars for running the center.

Dr. Hwu established the UAF Online Learning strategic plan and has implemented it to increase student access, success, increase online enrollment and degree program offerings. He works with UAF deans and faculty to establish online programs, certifications and endorsements, including quality improvement and marketing. He chairs the College of Rural and Community Development's Task Force for Online learning, and co-chairs the Chancellor's eLearning Committee.

He is working to establish high school online advanced placement courses to meet the Governor's new Performance Scholarship criteria. He will not put a course on line until it meets his 'quality' standards and is fully vetted with faculty and course developers. I understand Dr. Hwu is working with the Alaska Department of Education & Early Development to consider how UAF can work collaboratively to provide these types of courses to high school students, who otherwise would have no opportunity to take them, to be eligible for the Governor's Performance Scholarship. This is challenging indeed, as most of the online courses in this area are from outside sources and are not necessarily applicable to Alaska teaching and learning requirements.

**Alaska's First University – America's Arctic University**

UAF is an AA/EEO employer and educational Institution


Dr. Hwu is an expert in his field of educational computing, design, and online learning. I know he is very candid in his assessment of course development and delivery before implementing any plan or course offering, and we value his expertise and knowledge in this field very much.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Rogers", with a long horizontal flourish extending to the right.


Brian Rogers  
Chancellor

Attachment - Alex Hwu resume



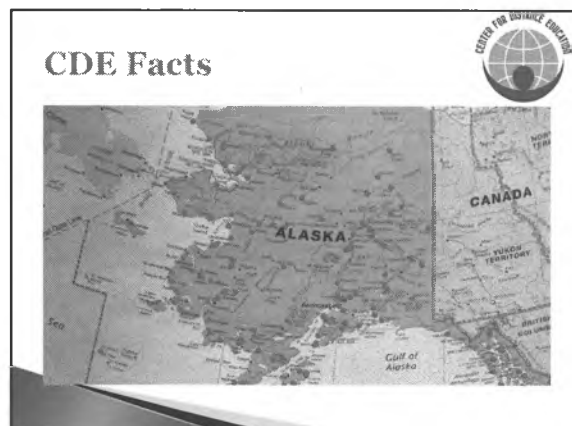
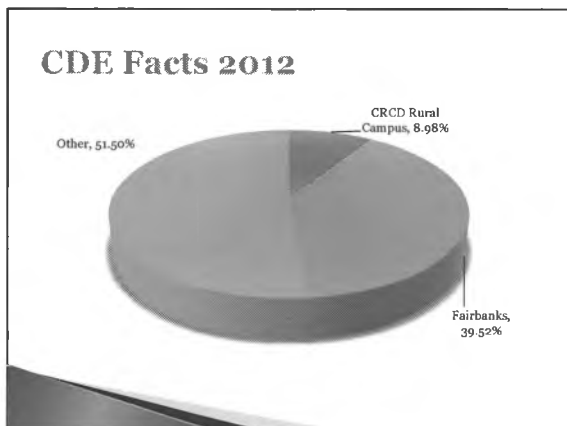
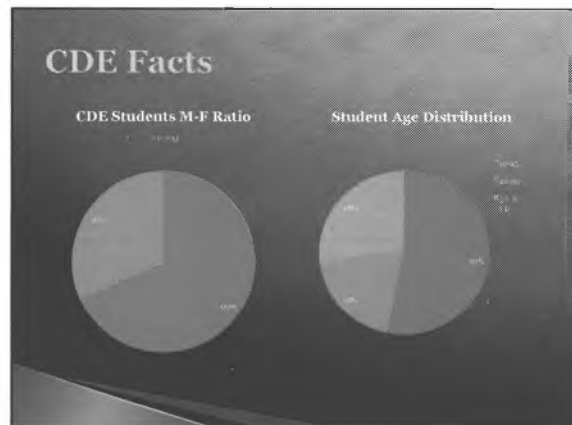
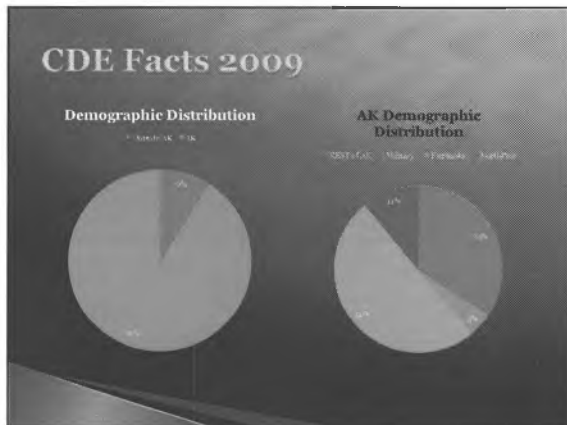
## eLearning at UAF: Now and Beyond

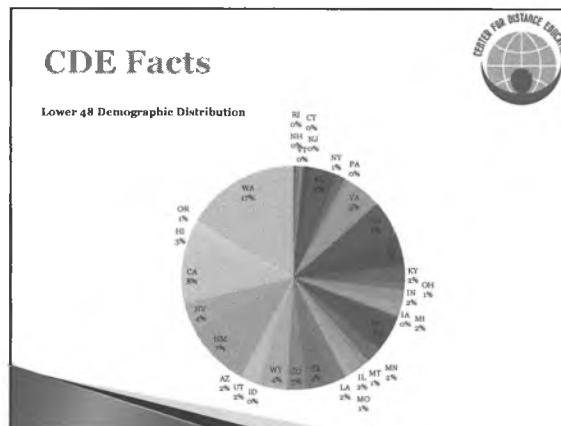
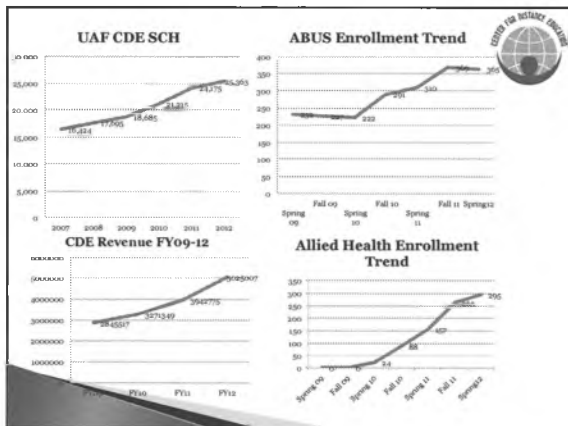
By Alex Hwu, Director of CDE



### CDE Facts

- › Total 27 staff at CDE
- › Enrollment in courses delivered through CDE is approximately 7300 annually, generating more than 24,000 student credit hours (SCH).
- › CDE's enrollment has increased by an average of 15% each of the last 3 years.
- › CDE serves over 4300 individual students annually, 65% of them UAF main campus students or students residing in the Fairbanks area, 26% outside Fairbanks, and 9% outside Alaska.
- › CDE's student age distribution: 53% are 19-25, 19% are 26-30, and 28% are 30+ years old.





### CDE Facts

- › CDE offers around 184 courses, which includes some print based courses.
- › CDE student services staff processed nearly 65,000 individual student lessons last year
- › CDE facilitated courses (from this point on referred to as simply “CDE Courses”) are offered cooperatively through 41 UAF academic departments.
- › Currently there are approximately 115 instructors teaching for CDE, approximately 90% of whom teach—or have taught—at UAF or other higher education institutions.

### COURSE MANAGEMENT

- › Department approval before CDE begins development of a course
- › Department approval of the developer (faculty who will be developing or revising the course)
- › CDE course design review and approval by instructional designers utilizing the CDE Rubric and design checklist
- › Department review and approval of the course content, verifying that it meets department academic standards and outcomes for the course designator, as defined by department curriculum group(s)
- › Department approval of the *instructor(s)* for a course (usually the same faculty who developed it, but not always)

### THE COURSE DESIGN FRAMEWORK

- › “Reverse Engineering” from outcomes to activities by way of evidence-based assessment of understanding, turning the process away from disconnected activities that are not coherently tied to learning objectives
- › Development emphasis on:
  - Learning community within the classroom
  - Facilitating the three vectors of interaction between student, instructor and curriculum
  - Integrating place-based knowledge, information and activities
  - Creating activities that bring the “real world” and media into the classroom
  - Providing access to—and practices for working within—socially networked environments, inside the classroom and out

### THE COURSE DESIGN FRAMEWORK

- › A foundation for online courses that promotes “Information Fluency”—the combination of:
  - discipline/course specific information and resources
  - application of critical thinking skills and techniques
  - presentation and participation tools and skills
- › Consideration of how activities and materials promote development of the students’ Personal Learning Environments (PLE) and Project Based Learning (PBL)

## CDE STUDENT SERVICES: WHO DO WE SERVE

- ▶ Traditional students are comprised of:
  - Semester-based/UAF degree seeking students who register using UAOnline or their local registrar and purchase materials from the CRCDD Book Store
  - Semester-based/(UAA and UAS) degree seeking students who register using UAOnline or their local registrar and the CRCDD Book Store mails books and materials
  - Semester-based/Non-degree seeking students from all three UA campuses as well as other institutions who transfer credits to their home institution later or take advantage of existing articulation agreements



## CDE STUDENT SERVICES: WHO DO WE SERVE

- ▶ CDE also services non-traditional students with “yearlong” courses which do not require formal admission to UAF and for which all students are charged in-state tuition. Non-traditional students include:
  - Students wanting core courses out of the way before they become degree seeking
  - Students who cannot attend a campus course; i.e. single parent, full-time working people, continuing education
  - Students wanting to take refresher courses
  - Teachers seeking re-certification and step increases
  - High school students—both home schooled and students from Fairbanks or surrounding areas—taking courses they can’t otherwise acquire (higher levels of math, for instance)
  - Senior citizens
  - Military Personnel



## CDE Initiatives

- ▶ Faculty Development for Specific School and College.
  - Two days workshop on how technology can facilitate teaching.
- ▶ CDE tuition revenue sharing with School and College
  - Partnership with departments to meet students’ need and demand
  - Increase online instruction capacity within each department
  - Assist department on potential TA and RA funding



## COLLABORATING ACROSS THE UNIVERSITY

- ▶ **iTeach (Week Long in Summer)**
- ▶ **iTeach-Mini (Two Weekend per semester)**
  - iTeach is the flagship of faculty development at the University of Alaska providing intensive, personalized, practical faculty development in teaching and learning technology and pedagogy. More than 250 faculty members from every region of the state have participated in iTeach seminars.



## COLLABORATING ACROSS THE UNIVERSITY

- ▶ **IDESIGN**
  - The annual iDesign conference hosted by CDE pulls together instructional designers from within the University of Alaska as well as other educational and vocational institutions around the state who provide similar types of faculty support for distance education courses. Through face to face workshops, Elluminate Live! web conferencing and audio conference meetings, and provision of internet resources, this group has the opportunity to learn from one another and to explore topics that affect the philosophy, process, and production of curriculum for higher education.



## COLLABORATING ACROSS THE UNIVERSITY

- ▶ **DISTANCE EDUCATION GATEWAY**
  - The statewide Distance Education Gateway continues to be developed, maintained and operated by CDE staff in conjunction with UA Statewide. The Gateway provides the only centralized point for students and prospective students to learn about distance learning options across the entire University system and will play a major role in the future.





## LOOKING TO THE FUTURE

- CDE continues to seek improvement in their offerings and take advantage of emerging pedagogies and technologies to meet student and institutional needs.
- The administration, staff and instructors at CDE look forward to new opportunities including investigating new models of course delivery and instructor compensation,
- Working on creating open resources for students and faculty, extending the functionality and services of the Distance Gateway.
- And cooperative service agreements with departments with an eye toward helping departments reach their goals while offering more options for distance education students including complete degree programs.

## CDE New Initiatives

- Increase both online student retention and success rate.
  - Increase interaction between students and instructor through social networking.
  - Create more synchronized learning activities.
  - Create online orientation for students and faculty.
  - Establish CDE ticket system to track students' issues and resolution.
- CDE new quality improve program (QIP).
  - Provide additional professional development for all online instructors.
  - Create faculty online communities.
  - Hiring additional instructional designer, LMS Coordinator and student academic advisor.
- Increase collaboration with school/college based on new 60/40 tuition funding model.
  - Increase academic oversight on both online courses and programs.
  - Grow online teaching capacity within each school and college.
  - Develop new online programs and certificates.

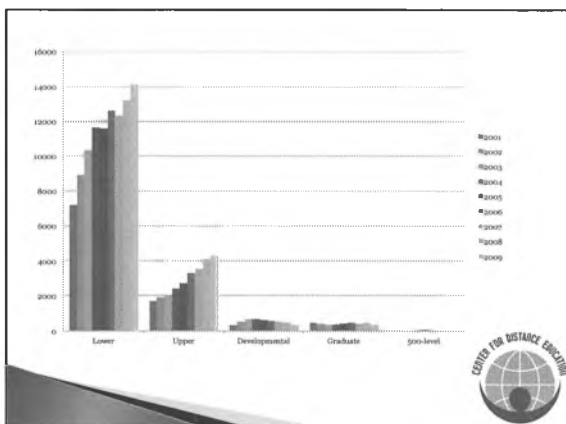


## Tuition revenue sharing between CDE and College/School.

Scenarios	Pays instructor	Tuition split	Student/Faculty Support and Instructional Design
CDE course	CDE	90% CDE 10% College/School	CDE
CDE course	College/School	40% CDE 60% College/School	CDE

## CDE Past 5 year Enrollment

Performance Metrics and Supporting Data	Historical Performance				
	FY05	FY06	FY07	FY08	FY09
Reporting Period: FY09 (July 1, 2008 to June 30, 2009)					
Student Credit Hours Generated	16,156	17,766	17,267	18,705	19,724
Lower Division SCH	12,450	13,436	13,049	13,869	14,729
Upper Division SCH	2,909	3,559	3,556	4,126	4,428
Graduate Division SCH	715	771	660	710	567
Professional Level SCH	84	0	0	0	0
Undergraduate Enrollment, fall terms only (ex UY)	1,262	1,313	1,288	1,310	1,465
Graduate Enrollment, fall terms only (ex UY%)	65	68	64	49	49
UA Scholar Enrollment, fall terms only (ex UY%)	86	125	99	145	160





KETCHIKAN  
GATEWAY BOROUGH SCHOOL DISTRICT

Presented by Superintendent  
Robert Boyle and Staff

House  
Education  
Committee  
Presentation

March 14<sup>th</sup>, 2012

THE MISSION OF KGBSD IS TO PROVIDE HIGH QUALITY INSTRUCTION TO EVERY STUDENT WITHIN A POSITIVE ENVIRONMENT REFLECTIVE OF OUR COMMUNITY NEEDS.



Ketchikan Gateway Borough School District

## Strategic Plan

**Vision** "every student acquires the skills and knowledge to succeed."

**Mission** "to provide high quality instruction to every student within a positive environment reflective of our community needs."

### Instruction

- Responsive- data driven
- Rigorous- meets Adequate Yearly Progress
- Relevant- meets challenges of 21<sup>st</sup> Century

### Environment

- Emotionally secure
- Physically safe
- Fosters success

### Community

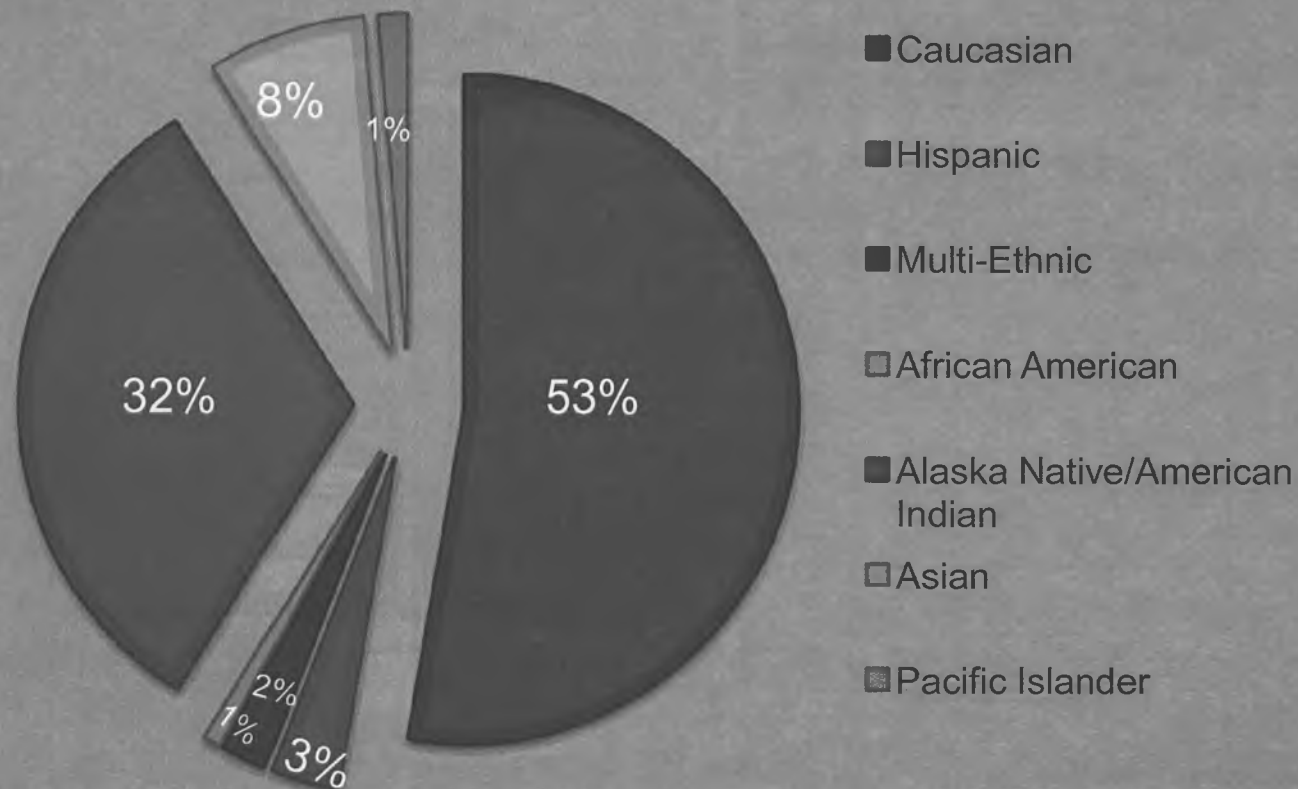
- Fiscal responsibility
- Facilities
- Vocational and academic partnerships

### Success measures

- Attendance rate increases
- Graduation rate increases
- Student Achievement increases

**THE KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT SERVES OVER 2,000 STUDENTS IN FIVE ELEMENTARY SCHOOLS, TWO HIGH SCHOOLS, AND THROUGH DISTANCE LEARNING.**

## **Preschool-12 Grade Enrollment by Ethnicity**



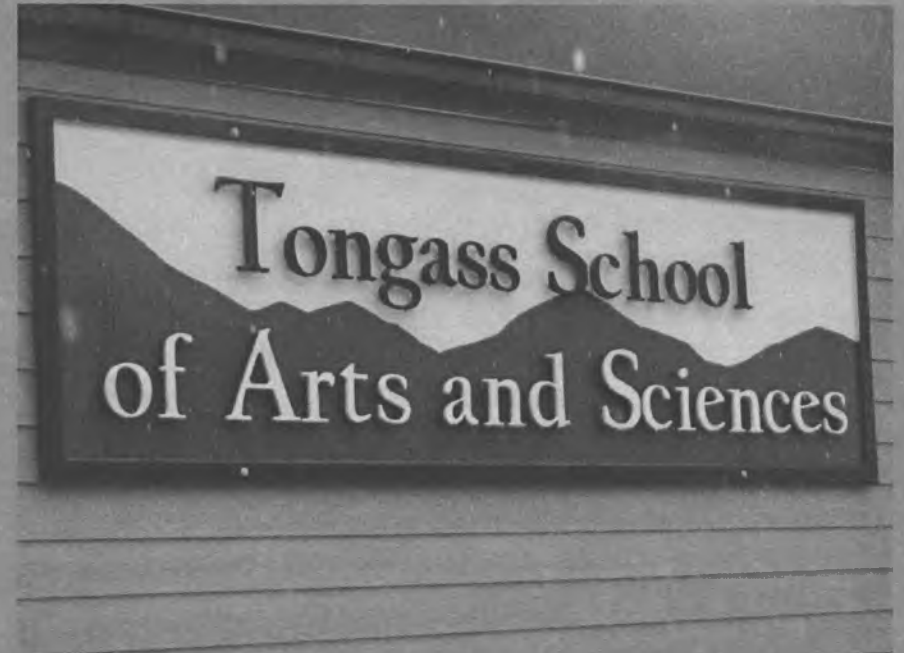
# PRESCHOOL



# 5 ELEMENTARY SCHOOLS



2 Blue Ribbon Nominations



OUR VISION:  
EVERY STUDENT ACQUIRES THE SKILLS  
AND KNOWLEDGE TO SUCCEED.

All Elementary Schools Achieved AYP







SCHOENBAR  
MIDDLE  
SCHOOL

Our middle school has the opportunity to offer every student a laptop.

Schoenbar was awarded the prestigious ING Award

# KETCHIKAN HIGH SCHOOL



OUR INSTRUCTIONAL PROGRAMS MUST MEET THE VARYING NEEDS OF ALL STUDENTS AND PREPARE THEM FOR SUCCESSFUL FUTURES AS PRODUCTIVE CITIZENS IN THE 21ST. CENTURY.

AP Classes



Vocational Classes

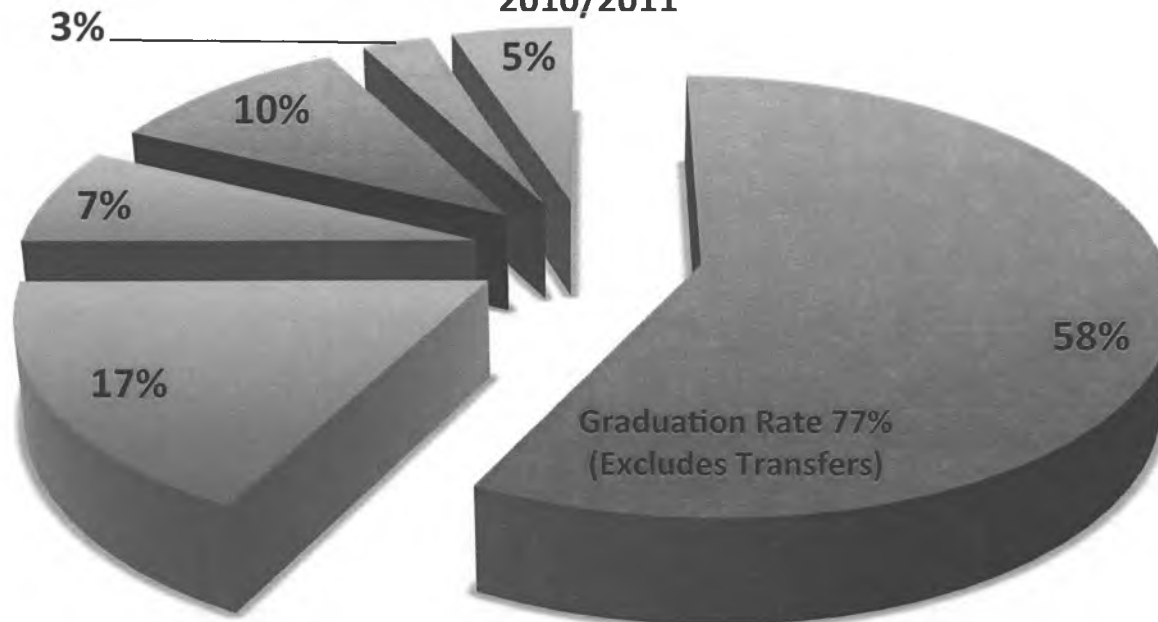


# REVILLA ALTERNATIVE HIGH SCHOOL



# REVILLA'S FOCUS ON DROPOUT PREVENTION

Percent of Students from Freshman Cohort 2007/2008 to 2010/2011



- Graduated
- Drop Outs
- Transferred AK
- Transferred Lower 48
- Transferred Juv Corrections
- 5th Year Students

# FAST TRACK VIRTUAL SCHOOL



## Fast Track Virtual School

Welcome to a new generation of K-12 teaching and learning

A part of the Ketchikan Gateway Borough School District • Ketchikan, Alaska

Search this site ▾

[Home](#) [K21 Gmail](#) [Register](#) [Curriculum](#) [Funding](#) [Technology](#) [Contact Us](#) [E2020 Summer School](#)

### Home

**Fast Track Enrollment for the 2011-2012 school year is open.**

[Sign Up Now >](#)

*This link will take you to our secure online form*

This is an exciting time in education. In the Ketchikan Gateway Borough School District, the Board and Administration's support of Fast Track is evidence of the district's efforts to meet the needs of all stakeholders.

Parents can tailor the educational programs of their children, accommodate different learning styles, provide curriculum diversity and choose a method of instruction that best meets the needs of their student(s). As our young program continues to grow, we will welcome input on the curriculum and services we offer to families and students. A partnership between, students, parents and

### HomeSchool Upcoming Events

**Homeschool Group Kayak Paddle • Wednesday June 22<sup>nd</sup> from 5pm – 7:30pm** Southeast Sea Kayaks will give homeschool students and their parents a special rate of \$20 per adult and \$15 per child so ...

Posted May 28, 2011 11:29 PM by Bill Whicker

**Homeschool Curriculum Swap Hosted by Fasttrack Correspondence and Virtual School • Wednesday, June 15<sup>th</sup> 6pm at the Kayhi Commons** Come meet other homeschool families and share ideas for the upcoming school yearBring any ...

Posted May 28, 2011 11:28 PM by Bill Whicker

Showing posts **1 - 2** of **2**. [View more >](#)

# BLENDED EDUCATION

Face To Face



Computer Mediated  
Activities



# END RESULTS

## Attendance & Graduation Rates

Student Subgroups	Attendance Rate <i>State Target 85%</i>	Graduation Rate <i>State Target 55.58%</i>
<b>ALL STUDENTS</b>	<b>86.8%</b>	<b>73%</b>
Female	86.5%	76%
Male	87.0%	71%
African Americans	95.1%	100%
Alaska Native/American Indian	85.7%	57%
Asian/Pacific Islander	91.9%	78%
Caucasian	86.1%	78%
Hispanic	89.3%	100%
Multi-Ethnic	89.9%	N/A
Economically Disadvantaged	87.0%	78%
Students with Disabilities	85.8%	50%
Limited English Proficiency Students	95.5%	75%







# STUDENT ACHIEVEMENT

- Gates Failing is an alternate for the US Senate Youth Leadership award.
- Brittany Thompson will be awarded a Coca Cola Scholarship.
- Brendan Stanton is the American Legion Oratorical Representative for Southeast Alaska.
- Brendan Stanton will is the only Alaskan selected to attend the OPASTCO Leadership Through Learning Conference in DC this year.
- Alec Pankow is 1 of 35 semifinalist out of 7,000 applicants to be invited to apply for a full ride at Puget Sound University. He has also been selected as a candidate for the Presidential Scholar's Program.
- Case Kuikhoven has been offered a full ride for the US merchant Marine Academy
- Janelle Stacy has been offered a full ride at the University of Idaho.

# STAFF AWARDS

- Rebecca Bowling – Great Books Great Teachers Award
- Chad Fry – Alaska Social Studies Teacher of the Year
- Susan Stone – VFW Teacher of the Year
- Shawmarie Carpenter – Alaska Health Teacher of the Year.
- Mark Woodward – ASTE Technology Contest Winner.
- Marian Gonzales – ASTE Technology Contest Winner.
- Robert McClory – Finalist for the School Counselor of the Year award, given by the American School Counselor Association.
- Katy Hook – NEA-AK ESP of the Year



# WORKING TOGETHER



Ketchikan Gateway Borough School District





## *Our Mission Statement*

- ⌘ Our Mission Statement guides everything we do. We believe in a "Well rounded education" focusing on educating the whole child.
- ⌘ The mission of the Klawock City School District is to provide an exemplary, well-rounded, educational program that forms a strong foundation in basic academic areas, as well as to provide opportunities for creative expression, career and technical learning experiences, and to inspire students to become life-long learners. We emphasize the development of responsible, ethical and social behavior, a strong work ethic, leadership, and a sense of respect for themselves and others. We expect every student to become a concerned and active member of his or her community.

## *Accomplishments*

- ⌘ **Academic Performance:** 2010-11 marked eight out of the last nine years that we met "Adequate Yearly Progress", a measurement used by the federal and state government to measure academic achievement.
- ⌘ **Drop Out Rate:** We have consistently had an extremely low drop out rate. In 2010-11 we had a 0% drop-out rate. No Drop Outs.
- ⌘ **Attendance Rate:** Our attendance rate is always 90%+. Our attendance for the 2010-11 school year was 92.9%, which ranks us above the state average according to the latest data.
- ⌘ **Graduation Rate:** Graduation rate is a somewhat complex statistic which tracks students from 9<sup>th</sup> grade up to graduation. Our graduation rate is always high, last year it was 91.7% which puts us near the top in the State (State average was 68% in 2010-11 last data on file).



## *Other Accomplishments*

- ∞ In 2010-11 100% of our staff were "highly qualified" as defined by NCLB. "Highly Qualified" is a term used in the No child left Behind Act.
- ∞ Named among "America's Best High School's" in 2009 by U.S. News and World Reports.
- ∞ Teacher turnover consistently under 10%.
- ∞ Regional and State Champion athletic teams
- ∞ Student Council Award of Excellence over the past several years.

## *Youth Employability Skills*

- ∞ We believe in preparing our students for real world experiences.
- ∞ The real world requires more than knowledge but also a set of skills and attitude that are prerequisites to success. Therefore we teach employability skills and require at least 10% of all high school grades are based on YES which includes attendance, punctuality, being prepared, time on task, respect, cooperation, teamwork, and productivity.



## *Activities*

Klawock offers an extensive variety of extra-curricular activities including:

- ⌘ Academic Decathlon,  
Band, Baseball/Softball,  
Basketball, Battle of the  
Books, Cross Country,  
Band/Choir, Native Arts,  
Spelling Bee, Student  
Council, Volleyball, and  
Wrestling.



## *Communication And Recognition*

- ⌘ Every Monday morning all 7-12 students attend a gathering to inform them about activities and events for the coming week and recognize excellence from the week past. We celebrate success in the classroom, art program, music program, sports, etc.
- ⌘ Every Friday morning students from K-6 have this weekly gathering.
- ⌘ The Principal leads the meeting but all teachers attend.



## *Technology*

- ⌘ Every student 1<sup>st</sup> grade thru 12<sup>th</sup> grade has their own laptop computer.
- ⌘ Students in Kindergarten have easy access to iPads in the classroom.



## *Native Arts*

- ⌘ We believe our Native Arts program is one of the best in the State and we have the awards to prove it. Our teacher Jon Rowan is recognized as one of the finest wood carvers in the Northwest.





## *Vocational Education*

☞ Klawock has a long history of providing a quality vocational educational program. The program focuses not only on the development of the technical skills but also on work ethic, cooperation, and pride in your work.



## *Teacher Saturday Committee Meetings*

☞ We believe strongly in empowering our staff by providing them with time to collaborate, learn from each other, and be inspired with decision making. Realizing that this is time consuming and not wanting to impact the instructional day, for the past 11 years we have held meetings on Saturdays. We generally meet about once a month to discuss topics such as technology, school improvement, staff development, and career and technical education.



## *The School As The Community Center*

☞ Like many schools in small communities our school is the center of community activities. Our school and gym are used for such events as: community meetings, basketball, family celebrations, funerals, and even some weddings.



## *Challenges*

- ☞ The loss of Federal funding from the Secure Reserve School Act (Forest Receipts) and flat funding from the State will mean serious staff deductions. At the current time we are preparing for 20 – 25% cut in teaching staff.
- ☞ The lack of jobs is causing families to move resulting in declining enrollment.
- ☞ Keeping up with State and Federal regulations
- ☞ We are proud of our accomplishments but we are aware that we can and must continue to improve. The future depends on it!





## **Kuspuk School District**

**Presentation to the Alaska State  
House Education Committee**

**March 21, 2012**



### **District Demographics**

- District covers over 12,000 sq. miles.
- Total District student population = 336 students
- 95% of student population is Alaska Native (Yup'ik Eskimos and Athabaskans)



### Demographics continued...

Nine schools in six villages along the mid-Kuskokwim River.

- Joseph & Olinga Gregory School - Kalskag (grades K-3, 46 students)
- Zachar Levi Elementary School - Lower Kalskag (grades 4-6, 33 students)
- George Morgan Sr. High School - Kalskag (grades 7-12, 56 students)
- Auntie Mary Nicoli Elementary School - Aniak (grades K-6, 65 students)
- Aniak Jr/Sr High School - Aniak (grades 7-12, 64 students)
- Crow Village Sam School - Chuathbaluk (grades K-12, 28 students)
- Johnnie John Sr. School - Crooked Creed (grades K-12, 23 students)
- Jack Egnaty Sr. School - Sleetmute (grades K-12, 13 students)
- Gusty Micheal School - Stony River (grades K-12, 9 students)



**Mission Statement:** Kuspuk School District: Where all children learn - whatever it takes!

**District Motto:** Motivating, Engaging, and Supporting ALL Students in Learning.

**Shared Vision:** Kuspuk School District will work with community members to graduate all students who will be successful in both the traditional and global society.

## Kupsuk Highlights



- We are a standards based, project based district where students progress based on learning as demonstrated by mastery of the standards in the ten content areas through projects and assessments.
- Students progress at an individualized pace so their achievement is not based on "seat time".
- All students have ILP's to assist with learning.



## Trends



The district is focusing on several trends to take our students and district to the next levels of learning:

- Continuous improvement
- Low staff turnover
- Professional development
- Increasing standards and educational opportunities for students
- Providing quality educational and vocational programs
- Implementation of technology based learning
- Part of the AASB CDL "one-to-one" laptop program
- Recipient of HD 6 iPad program
- SmartBoard technology in every classroom in the district
- Various computer/internet based programs to assist with learning



## Partnerships



### Chugach School District

- Voyage to Excellence
- Excel Camp
- Outdoor Leadership Camp
- Pre-School Program

### UAF

- Camp Kick Ash
- Math/Science Expedition
- Career Academy

### Nome

- NACTEC



## Challenges



- The rising cost of energy (fuel and electrical costs) and the ripple effects that these have in the district.
- Declining enrollment.
- Continuing to provide a quality educational program for our students in our remote, isolated locations.
- Providing early interventions for students to ensure that they are on level when they enter school as well as making sure they are at grade level as they progress through our educational model.
- Quality Pre-K programs to assist with this last challenge.

### Summary...

- We are resolved in our duty to educate the students of Kuspuk School District and will continue to do everything that we can to help accomplish this task. Our students are accomplishing more each year through the efforts of our staff and the increased rigor of the programs that we offer.
- Thank you for the opportunity to present to you this morning.  
Brad Allen - Superintendent, Kuspuk School District







Lower  
Kuskokwim  
School  
District

Presentation for the House Education  
Committee  
March 28, 2012

Gary Baldwin,  
Superintendent

## About LKSD

LKSD is the Largest Rural School District with 3,970 students in 27 schools located in 23 communities.

Our students are:

- 95% Native Alaskan
- 82% Economically Disadvantaged
- 67% Limited English Proficient

### LKSD 6 year performance summary

Fiscal Year	# of Grads	Grad Rate	% proficient	
			Lang	Math
2006	86	39%	42	38
2007	132	53%	45	42
2008	134	53%	44	41
2009	141	64%	40	36
2010	142	52%	41	37
2011	150	41%	34	32

### Challenges

We have many challenges. Two of the greatest are:

1. Student Motivation
2. Significant Facilities Needs

**We are problem solvers and not victims of circumstances beyond our control.**

## **Assets**

We also have many assets:

- Stable and Supportive School Board
- Great Students and Staff (Reduced Teacher Turnover)
- Robust and Targeted Professional Development
- New Construction
- School Social Workers

## **Solutions**

### **Comprehensive School Reform Framework**

1. SIOP (Sheltered Instruction Observation Protocol)
2. CPM/RTI – Dual Language
3. Improved School Climate and Positive Behavior

## Innovative Academic Programs

- 2 Way Video Courses
- Robotics Courses and Competitions
- Integrating Arts into the Curriculum
- RANSEP

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**“RANSEP” 101**

...Or, What are we doing here?

## Goal

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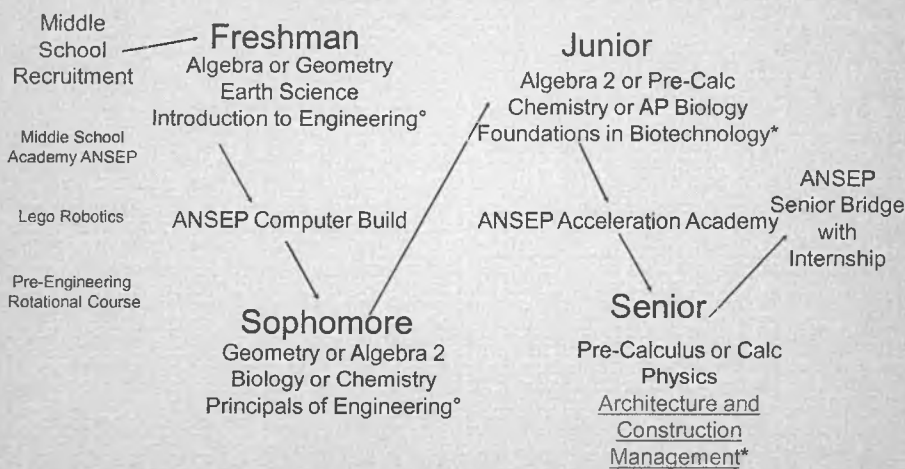
**GOAL:** Meet academic needs of students from surrounding village schools while allowing students and families to be closely connected to the rich cultural experience of the village.

**Culturally Grounded +  
Academically Strong  
= Post Secondary  
Success**



## Description Flow Chart

---



\* Principals of Engineering 2011 with potential rotate with Introduction to Engineering  
\* Tentative planned courses- team will continue to investigate most appropriate STEM 101 courses

## Partners

- ❖ Rasmuson Foundation
- ❖ ANSEP-Alaska Native Science and Engineering
- ❖ Lower Kuskokwim School District/ BRHS
- ❖ Yuut Elitnaurviat- People's Learning Center-- Non profit that includes 9 partners-- will provide housing and coordination of students from villages



## Components by Partner Lead

### BRHS

- ❖ Engineering Courses
- ❖ Math and Science Courses
- ❖ Junior High recruitment through robotics and engineering rotational



### ANSEP

- ❖ Middle School Academy
- ❖ Computer Build
- ❖ Acceleration Academy
- ❖ Summer Bridge- includes internship
- ❖ Post secondary support - includes internship

### LKSD

- ❖ Early Recruitment through Robotics and District Recruitment
- ❖ distance delivery prep courses
- ❖ financial support for travel for ANSEP and Semester in Bethel

### Yuut Elitnaurviat

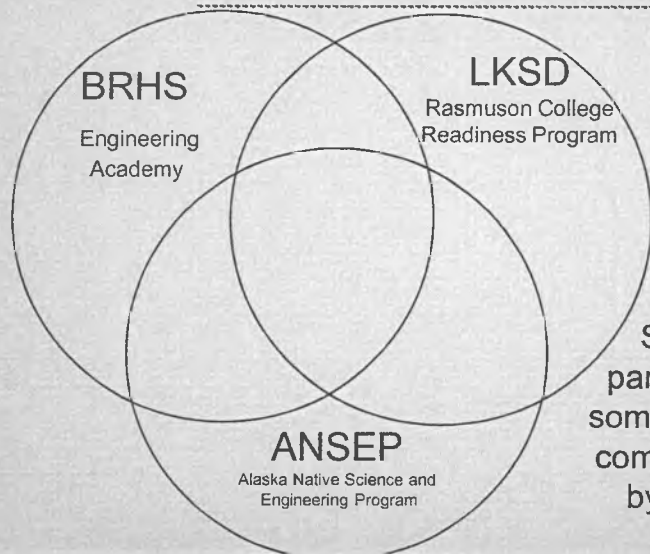
- ❖ Housing and afterschool coordination for Village students

## LKSD Village students


### Typical Path- each village site has its own schedule.

- Freshman
  - ◊ Literature 1, Composition 1, Pre-Algebra or Algebra I, Earth Science, PE/Health, World History
  - Summer School Bethel- complete Algebra 1 if needed
- Sophomore
  - ◊ Literature 2, Composition 2, Geometry, Biology, US History, Engineering, + elective
  - Summer School Bethel-Principles of Engineering, Complete Geometry if needed
- Junior
  - ◊ Semester 1 in Bethel: Blocked Chemistry, Blocked Algebra 2, Blocked Engineering Course + study group or elective
  - ◊ Semester 2 at site: Advanced Composition (S1 or 2), Literature, PE or Health, AK Studies or Govt
  - ◊ ANSEP Acceleration Academy
- Senior\*
  - ◊ Semester 1 in Bethel: Blocked Physics, Blocked Pre-Calculus or Calculus, Blocked Engineering Course + study group or elective
  - ◊ Semester 2 at site: Advanced Composition (S1 or 2), PE or Health, AK studies or Govt

## Partner Programs work in Sync



Students may participate in all or some of the program components offered by each partner



RANSEP  
Inspiring Goals and  
ensuring students  
have the  
confidence, skills,  
and opportunities to  
meet those goals



## **MSBSD Education**

*Preparing Students for Success  
Career, College, Military –  
Ready Graduates*

**Superintendent, Deena Paramo, Ed.D.**  
April 3, 2012



### **Mat-Su Borough School District**

- Located 35 miles north of Anchorage alongside Matanuska and Susitna rivers
- Spans 25,000 miles
- Largest employer in Borough
- Passed its largest bond in October 2011
- Educates 17,500 students
- Annual enrollment growth of 425 students over last 10 years

- Operates in 44 schools
- Allows for parent and student choice

## Return-on-Investment

- Of the 984 students in the 2011 graduating cohort, 964 passed all three sections of the High School Graduation Qualifying Exam (HSGQE) for a pass rate of **97.96%**.

Graduation Rate	FY06	FY07	FY08	FY09	FY10	FY11
	56.0%	63.0%	69.0%	69.0%	70.5%	70%

Dropout Rate	FY06	FY07	FY08	FY09	FY10	FY11
	5.2%	4.3%	4.2%	5.1%	5.2%	3.3%

## Return-on-Investment

**Reading SBA Results (% of students meeting state target)**

Grade	FY2009	FY2010	FY2011	Grade	FY2009	FY2010	FY2011
3 State	78.3	79.8	81.5	7 State	79.7	83.9	78.0
3 MSBSD	85.7	86.5	88.1	7 MSBSD	86.9	92.8	86.6
4 State	78.0	80.4	74.3	8 State	81.9	85.3	83.3
4 MSBSD	87.2	87.8	83.5	8 MSBSD	90.1	91.2	91.6
5 State	79.1	83.1	78.5	9 State	79.2	83.6	80.8
5 MSBSD	87.2	90.8	88.0	9 MSBSD	84.8	89.9	86.8
6 State	77.4	79.6	75.1	10 State	83.0	79.3	75.3
6 MSBSD	86.3	87.1	85.5	10 MSBSD	88.6	85.4	82.7

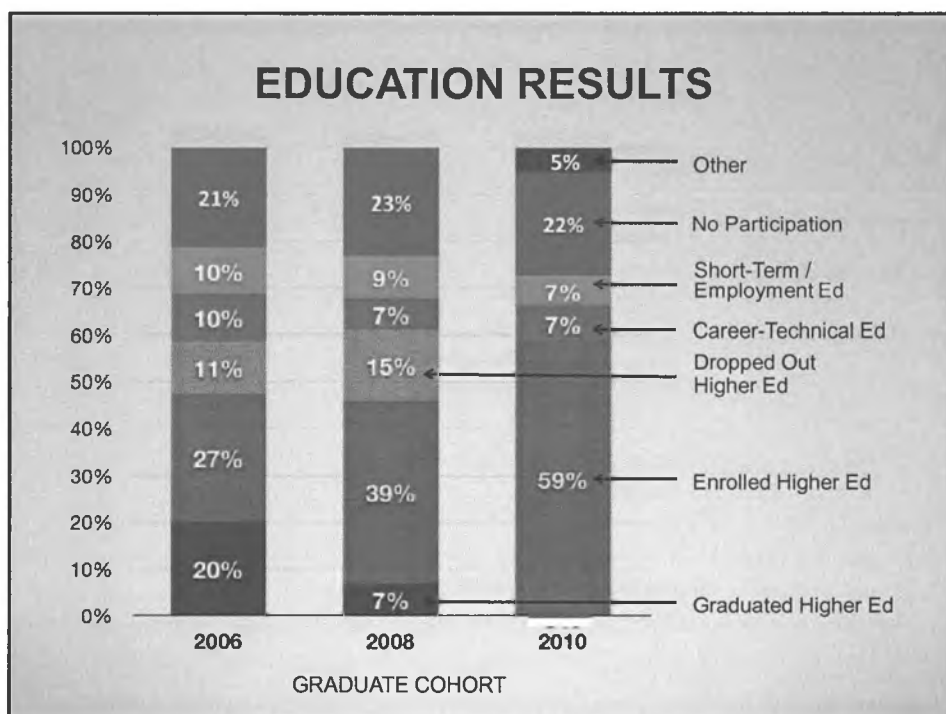
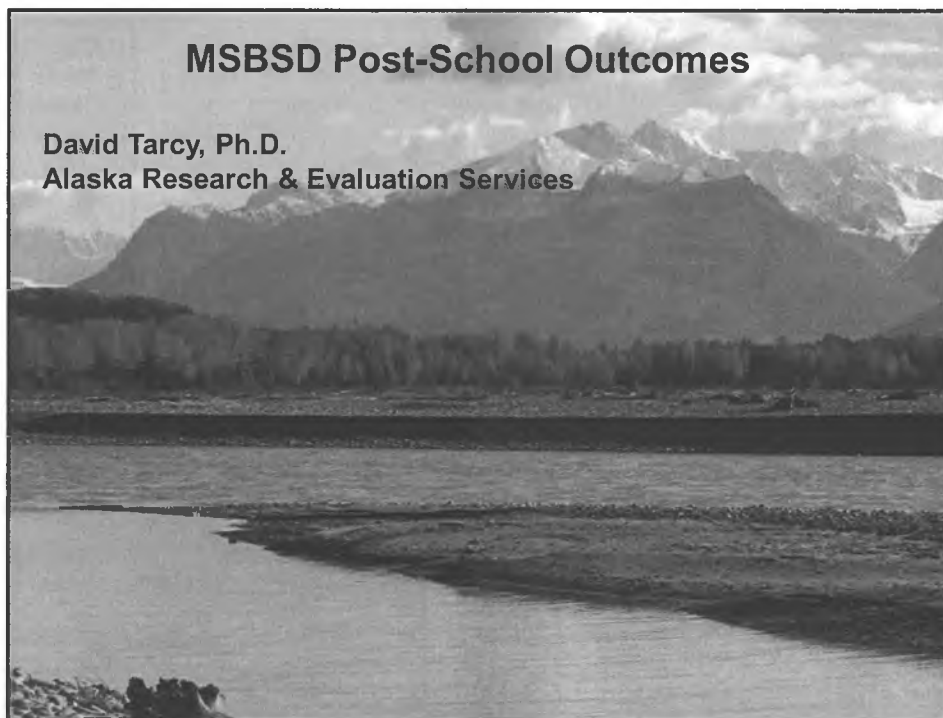


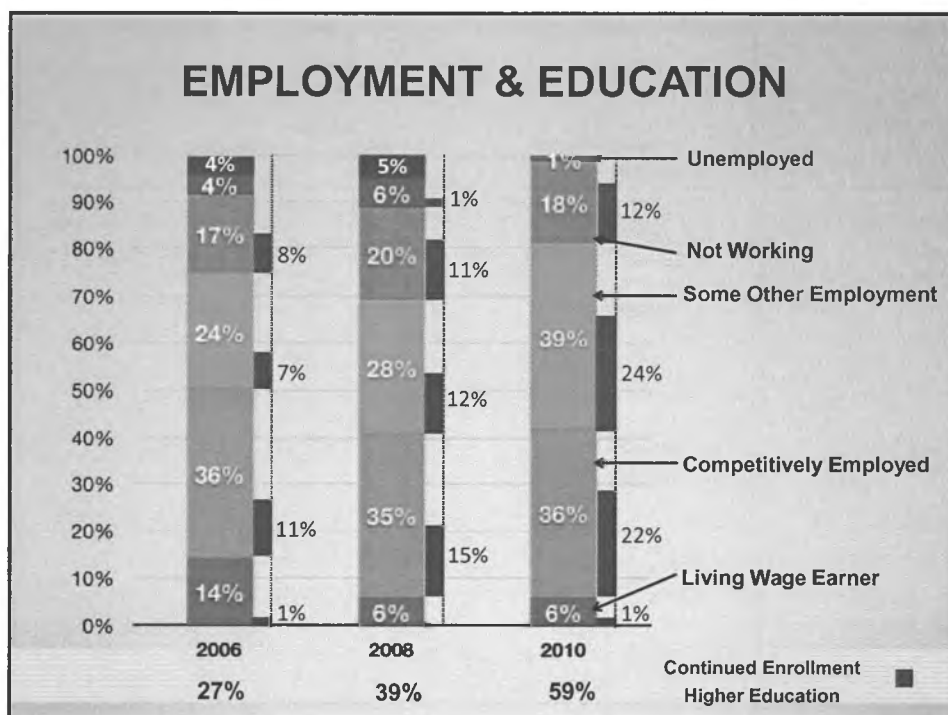
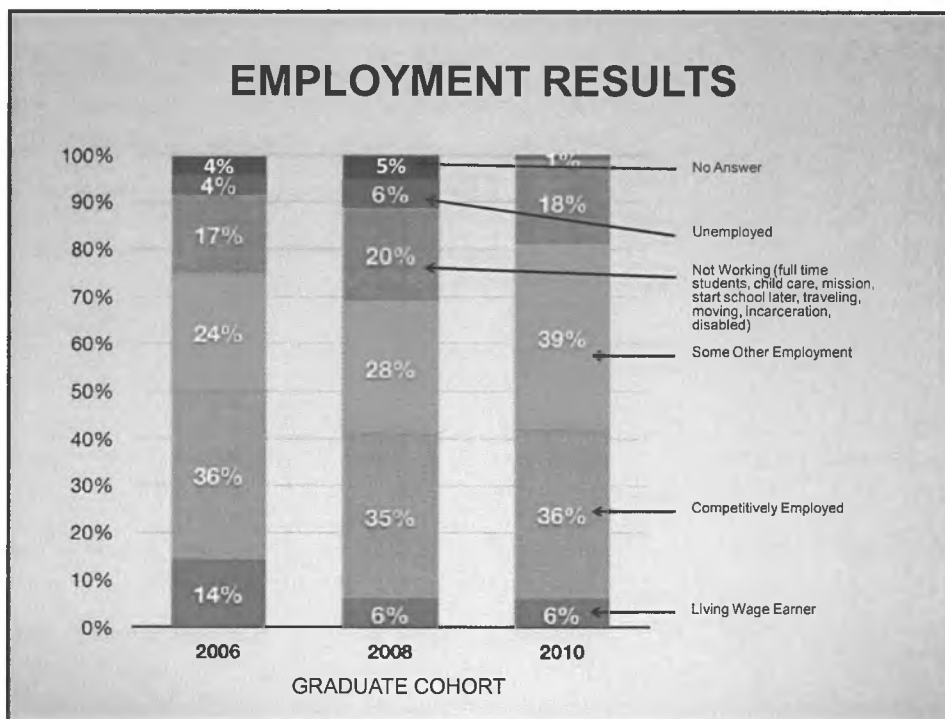
## Return-on-Investment

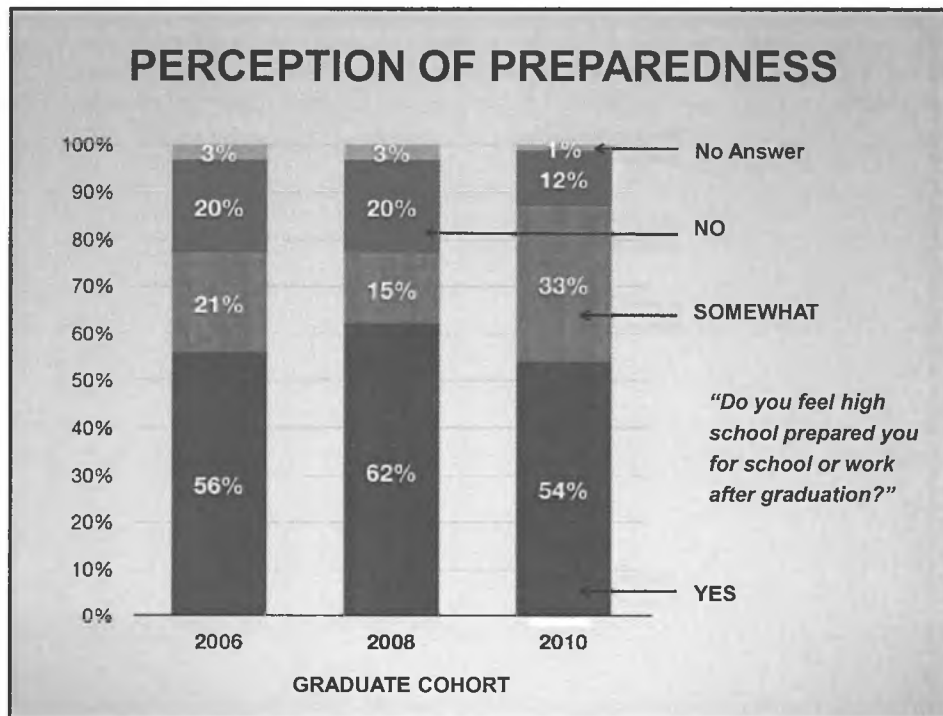
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Reading End of Year Results *							
(% of students scoring on grade level and above)							
Grade	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
First	49	51	52	55	58	72	76
Second	50	50	51	51	54	73	74
Third			50	49	50	75	76

\* As measured by curriculum based measures







## Take Away Results

- 77% of our graduates go on to postsecondary education; including 2 or 4 year college, career and technical training, short term employment training
- 2006 cohort: 59% went to higher ed, 20% graduated, 28% still enrolled, 11% dropped out
- 50% of our graduates are competitively employed 5 years after high school; 14% are earning a living wage (\$60,000/year)
- 77% of our students feel high school prepared them or somewhat prepared them for school or work after graduation (2006 and 2008 cohorts)
- 87% felt prepared from the 2010 cohort

## Next Steps

- **Current Programs addressing student post-school success**
  - **Technical Writing**
  - **Civics**
  - **Financial Literacy**
- **Mat-Su eLearning**
- **Alaska Middle College School**

**Innovation**

**Customer  
Service**

**Choice**


**MSBSD Education -  
preparing students for success**

# NENANA CITY SCHOOL DISTRICT



“A community of opportunity –  
Preparing Students for Life”

Presentation to:  
HOUSE EDUCATION COMMITTEE  
Date: March 5, 2012

## NENANA CITY SCHOOL DISTRICT



- NCSD serves the community of Nenana, the surrounding area, and the State of Alaska through:
  - The Nenana City Public School (K – 12)
  - The Nenana Student Living Center
  - CyberLynx K – 12 state-wide Correspondence Program




Providing Professional Educational Support for  
Home School Parents



## NENANA CITY PUBLIC SCHOOL


"A COMMUNITY OF OPPORTUNITY -- PREPARING STUDENTS FOR LIFE"



- ❑ Core Class Offerings
- ❑ K - 12 Music Education
- ❑ Voc. Ed.
  - ❑ Including welding, Auto, Small Engines, construction trades, culinary
  - ❑ ETT/EMT Certifications
- ❑ Full-service Library
- ❑ Elementary School: I-Pads for Literacy project
- ❑ Dual Credit Offerings in College Algebra and College English in cooperation with Western Oregon University

## NENANA CITY PUBLIC SCHOOL

"PROVIDING ALL STUDENTS WITH THE TOOLS AND LEARNING ENVIRONMENT NECESSARY TO COMMIT TO ACHIEVING SUCCESS"



- ❑ Resources
  - ❑ Excellent teachers with low turnover
  - ❑ Stable administration with high quality support staff
  - ❑ Connectivity
    - ❑ Fiber optic line connected directly to the school (GCI)
  - ❑ Old, but well-kept facilities to meet program needs

# NENANA CITY PUBLIC SCHOOL

## THE NENANA S.T.E.M. INITIATIVE

- ❑ Started in Aug 2011: Awarded an Alaska Native Education Grant
- ❑ Goals
  - ❑ 1) enhance educational services
  - ❑ 2) improve academic performance
  - ❑ 3) increase readiness to pursue STEM careers.
- ❑ Methodology
  - ❑ Professional Development
  - ❑ Development and implementation of STEM Curriculum K - 12
  - ❑ Student demonstrations of learning
  - ❑ Development of Partnerships

Nenana Stem Initiative web-site:  
<https://sites.google.com/a/nenanalynx.org/nenana-stem-initiative/home>



# NENANA STUDENT LIVING CENTER

A specially designed residence hall where students come to live and attend the Nenana City Public School



- ❑ NSLC Capacity
  - ❑ 88 students
  - ❑ Enrollment @ Count = 78
  - ❑ Current Enrollment = 62
    - ❑ End of Year 2011 = 53
    - ❑ End of Year 2010 = 48
- ❑ Activities/Programs
  - ❑ Tutoring services, monthly UAF Geo-Physical Program, Suicide Prevention Training, Counseling, Tobacco Cessation program, Chores, Activities, Recreation, Jobs

## NENANA STUDENT LIVING CENTER

Leadership Skills & Character Development

### NSLC Student Leadership Team

- Areas of Responsibility
  - Home Improvements
  - Social Responsibility
  - Activities/Fund Raising
  - Justice Circle
  - Family Care
- Qualifications
  - Academic Success
  - Exemplary Behavior
  - Sound Character
- 2012-13: Six students applying for membership with two returning members

### The Unstoppables

- Where the Student Leadership Team calendars and plans events, the Unstoppables make them happen
- Preparations
- Set up/Clean up
- Cooking
- Bulletin boards
- Student Tutors



## NENANA STUDENT LIVING CENTER

A Community of Opportunity – Preparing Students for Life

### Tracking 10 Years of NSLC Graduates

#### 110 Graduates

- Post-Secondary Grads = 11
- Post-Secondary Attendance = 43
- Military = 9
- Working = 49
- Unknown/Other = 21



## CYBERLYNX

Providing professional educational support for home school parents

- ❑ 12 Month/Year round Services
- ❑ Certified Special Education teachers at all offices providing services and all aspects of IEP development
- ❑ Regular tutoring, close monitoring of student progress, frequent consultation with parents
- ❑ Regular study groups
- ❑ Varied curricular choices from remedial to advanced
- ❑ Dual credit offerings from accredited colleges
- ❑ Field Trips & Office Activity Days



## CYBERLYNX

Graduation Completion Program – Another opportunity for those who need it most



- ❑ CYBERLYNX has a successful high school completion program with the following number of diplomas awarded:

- ❑ 2008-09 = 28 Graduates
- ❑ 2009-10 = 39 Graduates
- ❑ 2010-11 = 50 Graduates

## NENANA CITY SCHOOL DISTRICT

"PROVIDING ALL STUDENTS WITH THE TOOLS AND LEARNING ENVIRONMENT  
NECESSARY TO COMMIT TO ACHIEVING SUCCESS"

### ❑ Challenges/Needs

- ❑ A resolution to the debt/loan on the NSLC facility
- ❑ Technology tools for direct student/classroom use
  - ❑ I-pads, lap tops, whiteboards, software
  - ❑ Professional Development, technical expertise
- ❑ Resources to update/improve all curricular areas
- ❑ Major maintenance resources for NCPS to restore, repair, upgrade, bring into compliance, and facilitate sound educational practice
- ❑ Resources to meet the increasing costs of operation
  - ❑ Fixed costs, health insurance, salaries



Educating Students in a Positive  
Learning Environment to be  
Competent and Productive Citizens

## Demographics

Enrollment = 667

- Alaska Native = 71%
- White = 14%
- Two or more races = 11%
- Asian = 1.6%
- Hispanic = 1.4%
- American Indian/Pacific Islander = .6%
- African American = .4%

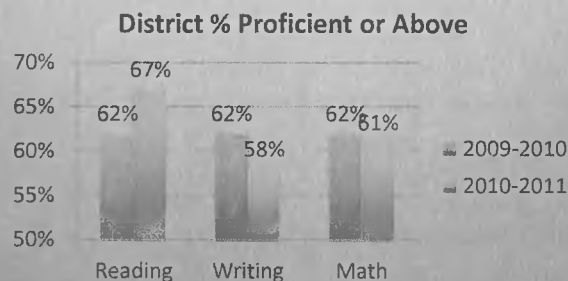
## District Statistics

### AYP

3 of 5 Schools Made AYP in 2011

\*Nome Elementary Made AYP in Language Arts

District Average Attendance = 91%



## School Configuration

- Nome Schools Pilot Pre-K Program
- Nome Elementary School (K – 6<sup>th</sup>)
- Anvil City Science Academy, Charter Sch(5<sup>th</sup>-8<sup>th</sup>)
- Nome Youth Facility (7<sup>th</sup> – 12<sup>th</sup>)
- Nome-Beltz High School (7<sup>th</sup> – 12<sup>th</sup>)
- Extensions Home School Program (K – 12<sup>th</sup>)
- NACTEC Career and Tech – Partnership with Bering Strait School District

## Programs at Elementary

385 Students

- Reading Remediation Program K - 3
- PE
- Library (.5 Position)
- Music (.5 Position)
- Cultural Arts Program
- Computer Lab available
- Homework Club (Community Partnership)

## Kindergarten Preparation

Pre-K Pilot Program

Assessment of Learning Third Edition (DIAL-3)

Quartile	Fall 2010	Spring 2011
Top Quartile	23%	80%
Second Quartile	7%	3%
Third Quartile	33%	7%
Bottom Quartile	37%	10%

*2011 School District Collaboration Award Winner*

Alaska Head Start Association

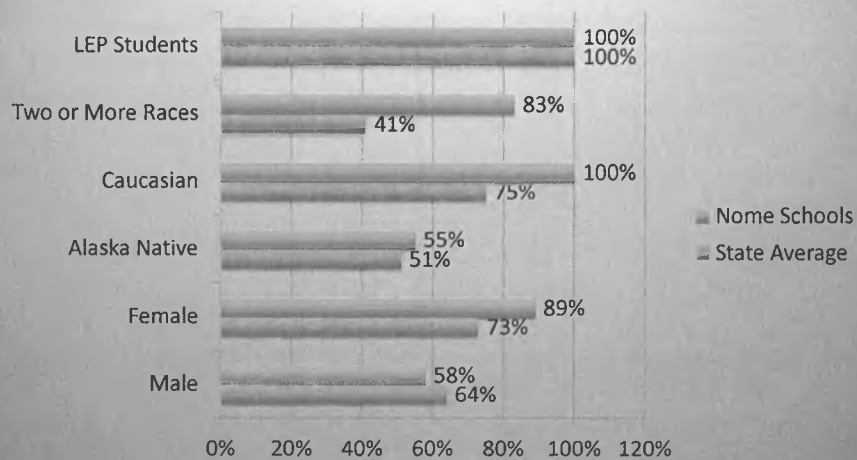


## Programs at High School

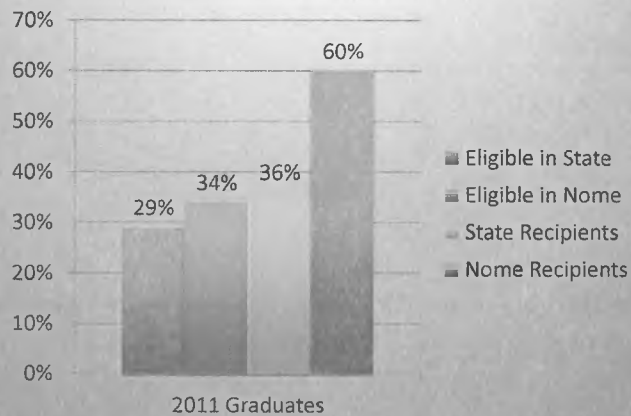
220 Students

- Credit Recovery
- Construction
- Welding/Metals
- Small Engines
- Cultural Arts Program
- Music (.5)
- Computer Applications (3 periods)
- Art (2 periods)
- Junior ROTC (Community Partnership)
- Homework Club (Community Partnership)

## Graduation Rates



## Alaska Performance Scholarship

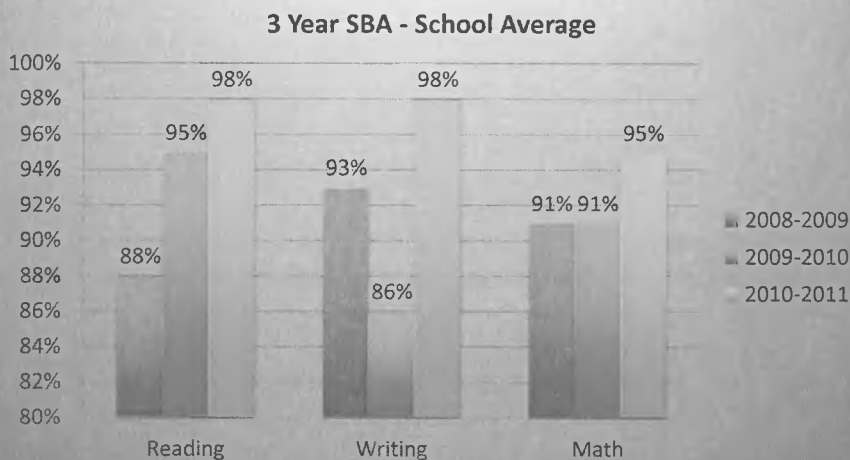


## Anvil City Science Academy

44 Students

- Science Theme
- Project Based Instructional Program
- Music
- Art
- Spanish through Computer Based Instruction
- Active Community Teens Involved in Outreach for Nome (ACTION Community Service Prog)

## Anvil City Science Academy



## Challenges

- Winter Storm
  - November 8, Nome Schools suffered over \$70,000 in property damage from Winter Storm.
- Ice Breaker Fuel Delivery
  - Emergency fuel delivery received in Nome. Increased fuel costs anticipated.
- Coldest Month on Record
  - January was the coldest month on record.

## Wrap-Up

- Thank you for prior support
  - SB 84 for CTE
  - Extension of Tax Credit
- Please support SB 171
  - Directly impacts classrooms
  - Most importantly, impacts staffing



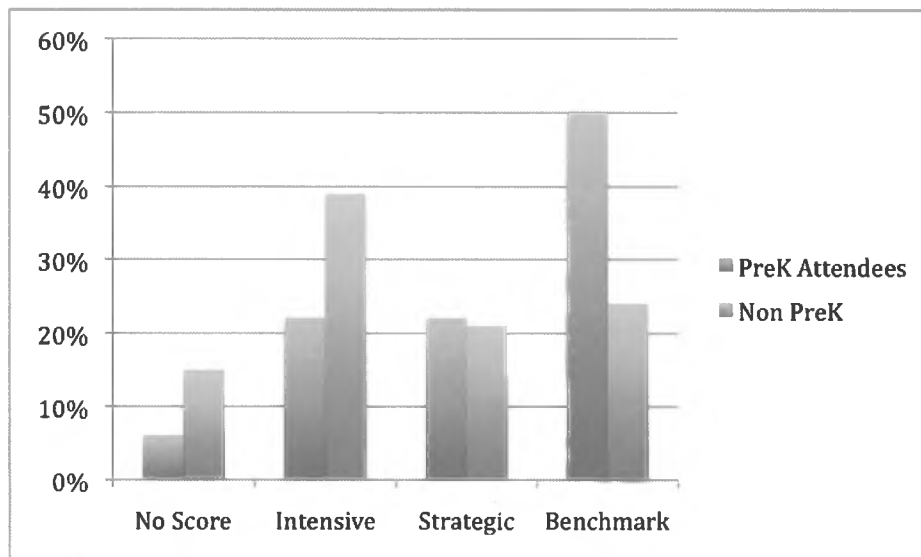
# Nome Public Schools

Mike Brawner  
PO Box 131  
Nome, AK 99762

Superintendent  
(907) 443-2231  
mbrawner@nomeschools.com

## Comparison of Kindergarten Students Who Pre K Attendees To Non Pre K Attendees

The 2010-2011 school year was the second year of the Nome Public Schools Pre K Pilot Grant. Nearly 50% of students entering Kindergarten had participated in the Pilot Pre-K Program. The remaining students entering Kindergarten had attended either a pre-school program, a home preschool program or no preschool. At the beginning of the 2011-2012 school year, students entering Kindergarten received a DIBELS assessment measuring academic readiness. Provided below are the scores of PreK Attendees compared to Non PreK Attendees.



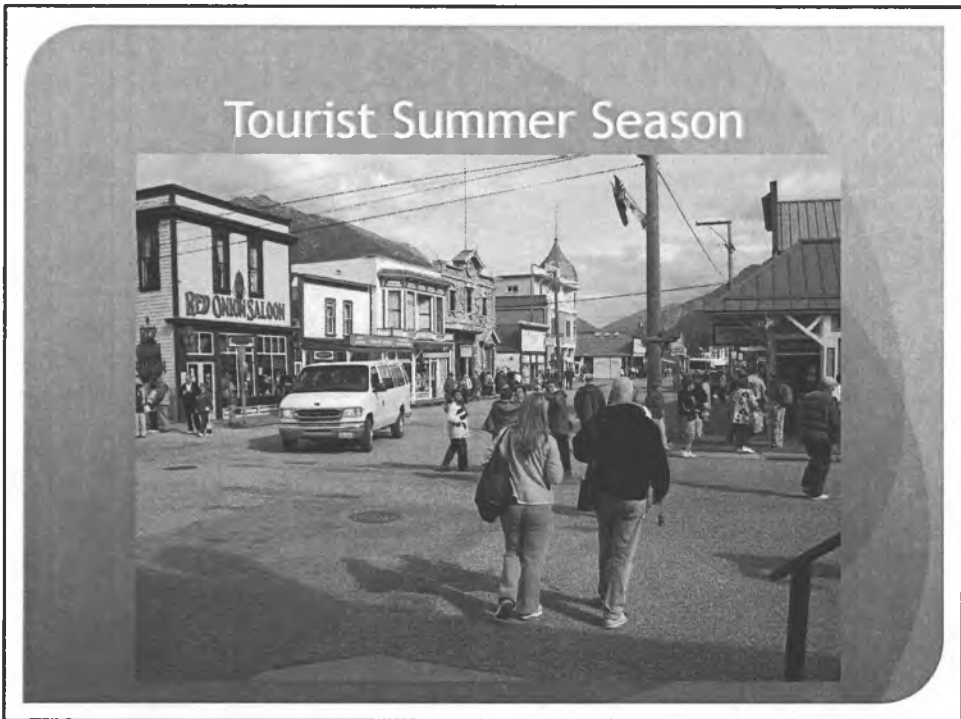
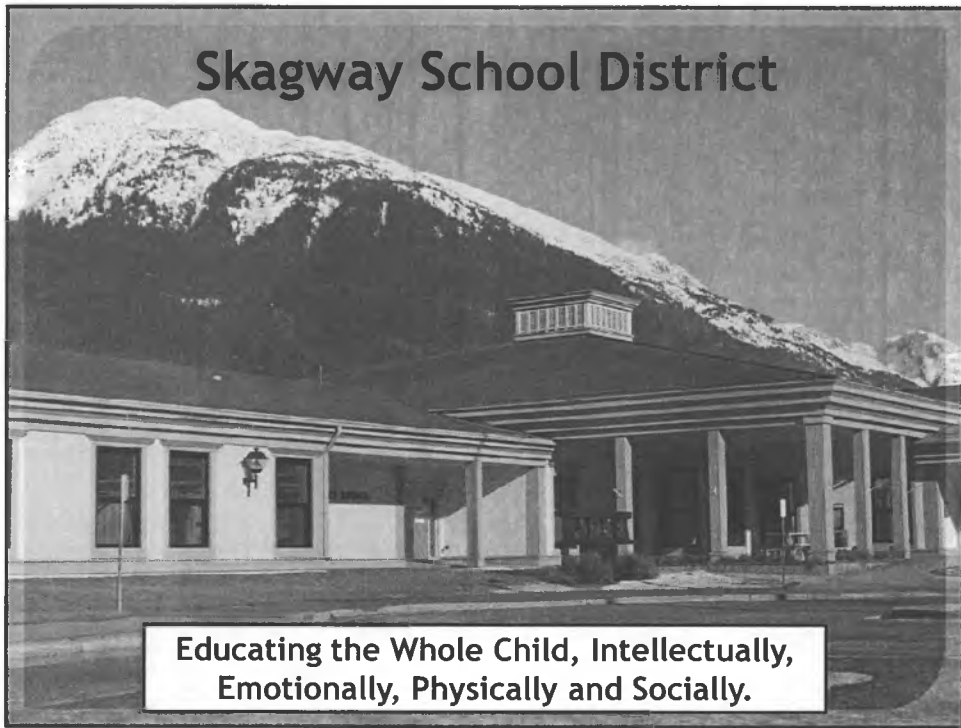
### Score Descriptions:

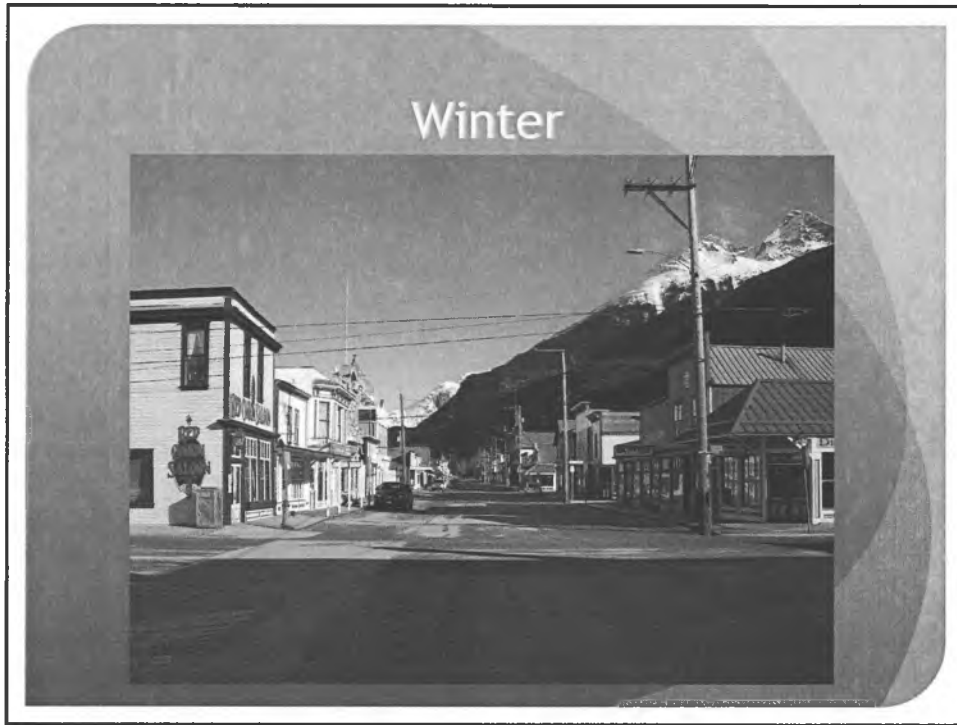
No Score = students scored too low to be measurable

Intensive = the lowest score measurable indicating intense need of supports

Strategic = the mid-level score indicating extra supports needed

Benchmark = the on grade level score





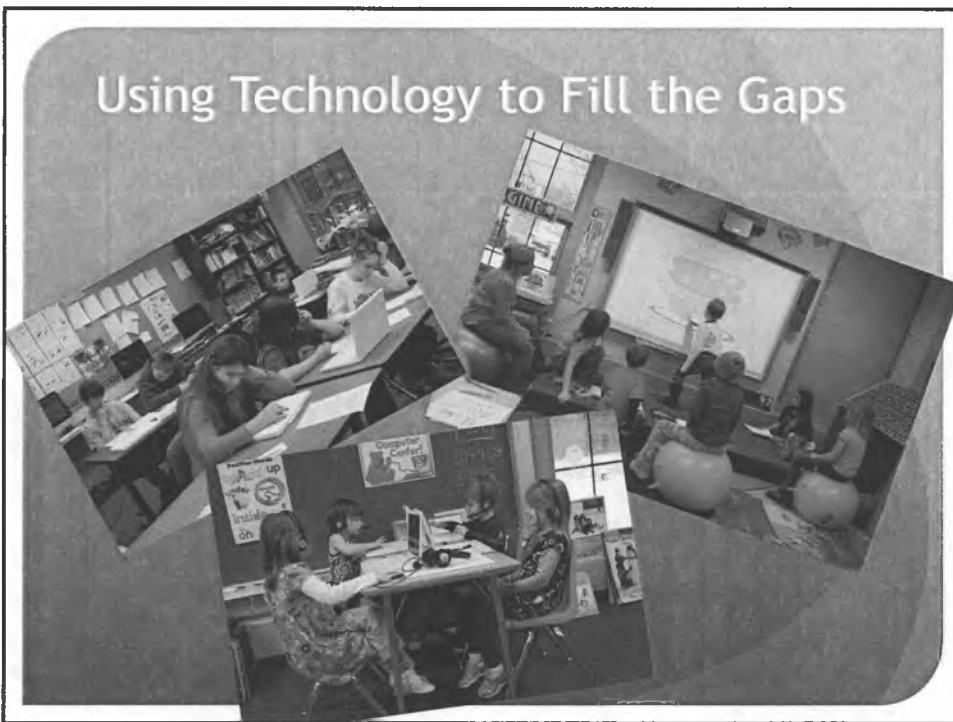
DISTRICT STUDENT POPULATION

FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12
120.2	109.7	105.8	108.7	109.2	99.5	105.9	94.5	89.9	78.4	58.7

## 2012-13 District Teaching and Administrative Staff

- .5 Pre-School (Not State Supported)
- 3 Elementary
- 1 Special Education
- 1 Middle School (6-8)
- 3 High School
- 1 Principal/Superintendent/.3 Teacher

## Using Technology to Fill the Gaps





Average Rates		
Average Daily Membership	Attendance	Graduation Rate
98.24	91.6	92.2

Standards Based Assessments	
2011 Results	% Proficient and Above
Grades 3-10	97.3

### FY12 Percent of Basic Need Provided by State

Basic Need State Determined	Required Local Effort	Federal Impact Aid	Total State Entitlement	% of State Support
\$966K	\$571K	\$0.00	\$398K	41%

- lower  
in 1st  
set, no  
for all 56

increase  
ISBR?  
(10% ago?  
go dig?)

Which district's  
need pupil from?  
re rely on it?  
Which district's  
rely on all 2 -  
available funding  
categories?



## Greenhouses

- Improves school meals by providing fresh produce; encourages healthy eating habits
- Encourages healthier eating habits in the community
- Students learn business management, agricultural science, and life skills
- Student-operated business with community support



## Renewable Energy



- Wood fired boilers reduce operating costs
- Smaller wood fired boilers are efficient with low maintenance costs at smaller schools
- Installation and maintenance of the boiler completed by SISD are 25% of costs compared to Alaska Energy Authority program

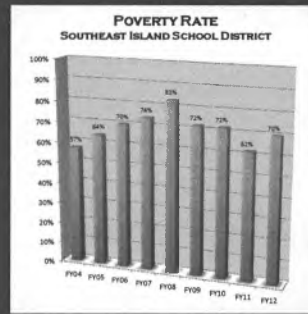
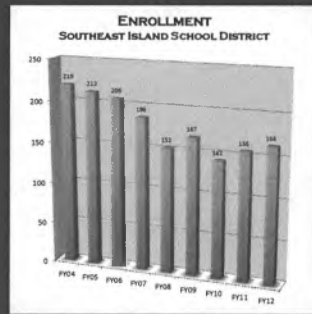
## Teacher Housing



- Built by students, who learn construction, engineering and time management skills
- Project costs are cut in half by using SISD employees and local contractors

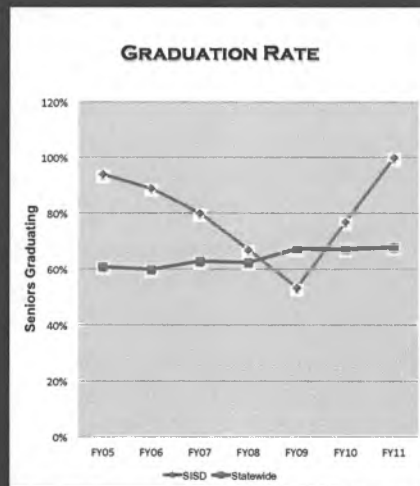
## District Demographics

# Enrollment and Poverty Rates

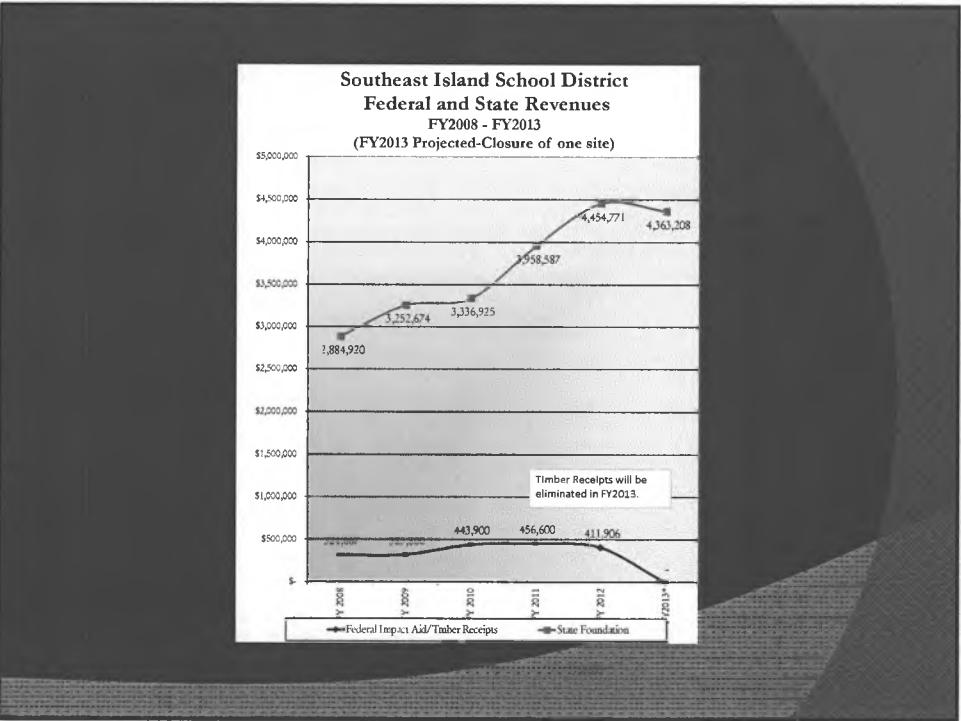


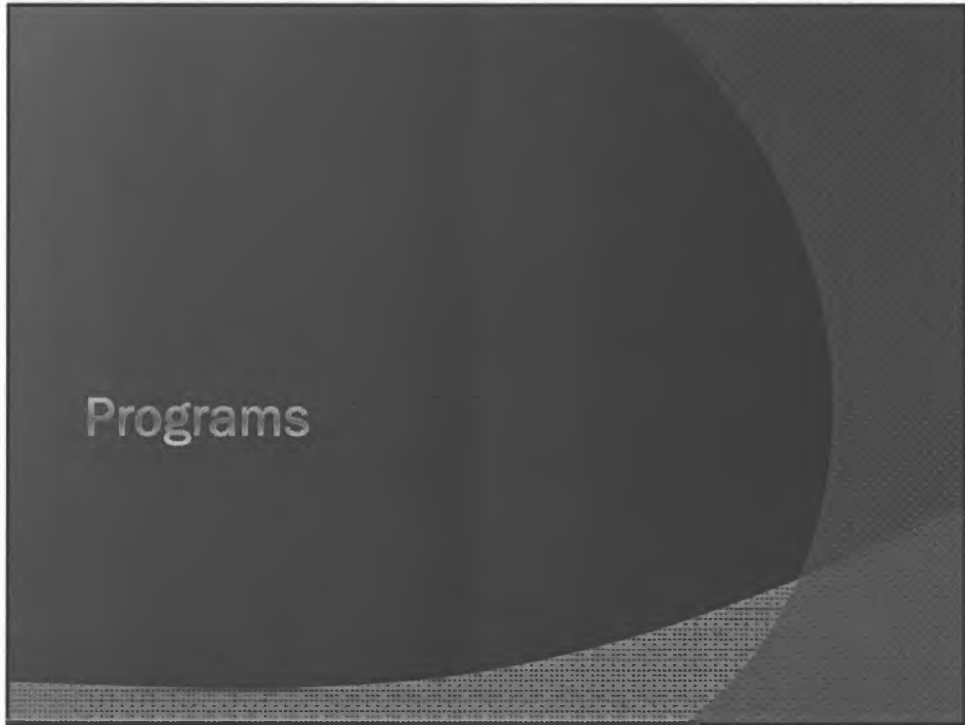
Fiscal Years 2004 to 2012

# Graduation Rate Comparison



# Funding Trends





**Kayaking**

Southeast Island School District students are exposed to unique opportunities. Kayaking has been incorporated into the district's PE curriculum.





Archery

SISD Archers are competitive at both the State and National levels!

The image block features a dark grey background. On the left, a circular inset shows two young people, a boy and a girl, smiling as they hold a large, multi-colored target. On the right, another circular inset shows a group of archers in a competition setting, with some holding bows and others standing near a target. Below the images, the word "Archery" is written in a light grey font, followed by the text "SISD Archers are competitive at both the State and National levels!" in a smaller, lighter font.



# SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road Thorne Bay, Alaska 99919  
(907) 828-8254 Fax: (907) 828-8257 E-mail: [sisd@sisd.org](mailto:sisd@sisd.org)

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March 30, 2012

Southeast Island School District is a REAA with 9 schools. Our largest site has 75 students; the remaining 8 schools have about 10 students each. Total count this year is 164. Our numbers have stabilized and have been increasing. We expect to lose one school this year and have cut 20% of our teaching staff. (Primarily due to the anticipated loss of Forestry Receipts)

## Issue 1: We are too successful

By any standard, our students are doing great. Test scores are good and our graduation rates far exceed the state average. We meet AYP and several years ago when financial rewards were given to schools for excellence, eight of our nine schools were recognized. About half were in the top ten over the two years of funding. Parents and students are happy with their experience. With the current State and Federal funding priorities, we struggle to compete for grant funding. While our poverty rate is high, our academic success drops us out of the running for most grants. Federal grants have shifted toward large districts and failing schools. With the settlement of the Moore case, State money is about to target the 40 poorest performing schools.

Our schools have been successful because we invest everything into our kids.

- We overstaff instructional aides to increase one on one education.
- We seek activities to engage students when typical opportunities are not available or too costly. These activities include:
  - Archery. We dominate the State (top elementary, middle school and high school teams last three years) and are Nationally competitive (33<sup>rd</sup> in 2011)
  - Alaska Society of Technology in Education (ASTE) iDidaContest. Port Alexander School, with just 11 students, won 11 of the 36 first place awards this year.
  - Marksmanship.
  - Wii competitions between school sites.
  - Battle of the Books.
  - Non-traditional PE activities such as kayaking, snowshoeing, and mountain biking.
- We are constantly looking for inexpensive ways to engage kids. Many competitions now take place over the Internet or by distance.
- We maintain vehicles at our road-accessible sites so students can commute to play sports (four high school students commuted four hours a day to play on a team this year).
- We fund breakfast and lunch programs at an average loss of \$10,000.00 per site.
- We treat parents and students as consumers and respond to their needs.

- We hire teachers who are the best possible fit for the community and students.
- We expect staff to bring additional opportunities to their students, to perform far beyond minimum requirements and to extend those opportunities district wide.
- We empower our parent organizations (Advisory School Councils at each school site) to influence staffing and policy.
- We find ways for students to work to raise money for things we cannot afford. Examples include:
  - Splitting firewood for wood-fired boilers
  - Performing appropriate school maintenance and custodial duties
  - Growing greenhouse produce
  - Running a school business (Coffman Cove Bakery, Thorne Bay Entrepreneur Class)
  - Assisting with Construction Projects (3-sided shelters for Sea Trails and the Forest Service, second floor construction in district's bus barn)
- We invested in laptops for students even before it was fashionable and have been doing our own distance delivery for the same period of time. This allows us to provide a quality education to single teacher sites.

We are constantly looking for ways to reduce costs and improve service

- We are working to encourage other small districts to share services, which will reduce costs and improve services.
- We contract services for Business Manager, Technology Director, and some administrative services to reduce these costs by about 50%.
- When possible, staff and students perform maintenance or construction, which reduces these costs by 50%.
- We purchase used vehicles through a broker in Washington rather than buying new. Savings allow us to have a vehicle at most sites to encourage student participation in activities outside their school walls.
- We installed wood-fired boilers in two sites and plan to install them in our other sites as funding allows. The boilers reduce heating fuel costs, and provide local jobs and opportunities for students to raise money. (We cannot fund sports travel. Student athletes must raise \$40,000 each year despite 70% poverty)
- Once wood-fired boilers are in place, we plan to install greenhouses, allowing students to improve student lunches and raise money (our lunch program loses \$100,000 each year. We can't possibly improve the quality of lunches unless we grow our own produce)
- We are looking for alternative electrical energy sources. We are currently pursuing a hydroelectric project in Thorne Bay and would like to implement wind projects at Kasaan and Coffman Cove.
- Our classified union contract remained status quo when the contract expired this year. They retain a modest step increase of 3.5% if not at the top of the scale.
- We hire contract workers as much as possible, and limited individual hours to reduce fringe benefit costs for certified and classified.
- Teachers are in the third year of their union contract and receive a 3.5% yearly salary increase and \$1,081 for a step increase, if they are eligible.
- If there is a more cost-effective way to do something, we are on it like a shark.

We strive for about a 3% carry over. This is not because we can't spend the money, but just to keep enough money to stay ahead of bankruptcy when a boiler fails or a water system breaks. Our unmet needs are legendary, but we do our best. There is no fat and there has not been any. We don't get out much and no money is stashed away.

Despite our success, unattainable expectations for academic results are about to crash us. We will never reach 100% proficiency for our most challenging students and students who do not speak English. Thus far, our biggest challenge in meeting AYP has been families leaving town during testing. We will not make AYP in Port Protection this year and did not make AYP in Edna Bay last year for this reason. Since neither of us can force parents to have their children at school during testing, the one thing that would help would be for **Alaska Airlines to move their blackout dates for cheap tickets to testing week.**

## **Issue 2: Tenure**

I can't help noticing that there is a suggestion, whether stated or implied, that our financial woes result from giving in to our unions when we should be balancing our budgets on their backs. We have to compete for good teachers with the rest of the state and the nation. Our schools are successful if we can attract good teachers who have energy and the drive to excel. If we hire average or low performing teachers, we fail and are in jeopardy of closing our schools. If you want to compare our successful schools to those that are not, compare teacher turnover. Yes, we could try to beat down the union, but an arbitrator will settle any unresolvable disagreements. We would not save much in the end, but would instead risk alienating staff, losing our most capable teachers, and reducing our ability to attract good candidates.

**What is killing us is tenure.** What in the world do I do with a teacher who isn't performing, is toxic to co-workers or students, or drives parents to pull their students out of school? I have few or no options if the teacher is just a minimalist, irritates parents, fails to engage kids and knocks people over to get to the door at 3:30. I hope most of you have seen the documentary *Waiting for Superman*. The documentary refers to "dancing with lemons" when districts keep moving their poorest performers from site to site to avoid parent rebellion. Every district has them and they can, and have, closed schools in my district already. Placement of this type of teacher at a school can close the school before the end of the count period. I had a parent actually fall backwards out of her chair when I just hinted at a staffing possibility. We cannot do more with less unless you help us deal with the 5-10% of teachers who need to do something different than teaching. I have found myself moving teachers from site to site to keep them from bringing down any one site's test scores for two years in a row. We simply do not have the resources to create nothing positions just to keep ineffective teachers from doing harm. In fairness, I wish to point out we have a great local union and most of our staff are magnificent. We have no burning desire to fire teachers and ruin careers. There will always be a handful needing a fire lit under them to move them to a higher level of effort. Reducing their ability to hide behind their union. Unions get forced into protecting the very worst teachers for the very worst reasons. It has to be distasteful even for the unions.

## **How you can help**

**Address tenure at the legislative level.** Until tenure is addressed, any cushion in funding must first be used to protect our students. It is a frightful waste. If you do not understand how hard it is to contain unions at our level, just say the word “tenure” out loud in your world or try to tame your own unions and see what happens. Don’t think we did not notice what it cost Metlakatla to release half a dozen teachers (around \$400,000 plus legal fees, and I don’t think they were even tenured teachers).

### **Issue 3: Staff Utilization**

In addition to the costs of the tenure system, we also have pressure from another direction. One full-time person is needed just to ensure that we are meeting Federal and State program requirements. Perhaps large districts have programs that can make reports in 15 seconds. We can’t afford \$200,000 to have high-end, “Cadillac” systems. When State or Federal program managers ask for something, our staff gets out a pencil and goes to work. We are buried in “accountability”.

Money is available for many of the things that could benefit our district, but that person does not even have time to chase it. Funding is available for housing, greenhouses and alternative energy. We don’t have the capital for grants that require large dollar matches, especially when the requirements of the grants add to the costs. We simply cannot allocate the time to chase money when we need to use all of our resources to provide a quality education to our students. We only keep our doors open by individualizing education and being responsive to parent needs. To skimp on student service, with so many alternatives available and neighboring districts willing to transport or provide perks, will close our schools when every parent has the tenth student.

Many small grants of \$1,000 to \$5,000 are available for a multitude of projects, and they have reasonable success ratios. We already expect about 1.5 effort from every 1.0 employee. It takes more than someone taking the afternoon to write it. Someone also has to coordinate the project between nine schools, get buy-in at each, and connect that funding to chasing the next step. Using “low performers” for these tasks has not worked any better than it did in the classroom.

## **What you can do**

**Keep working on universal systems that will produce the needed data without huge human labor or force us to buy expensive programs.**

**Encourage state funding sources to make it easier for small districts to get smaller chunks of funding for worthwhile projects.**

### **Issue 4: Funding**

Even at the Department of Education, I have found a fundamental lack of understanding of how small schools are funded. Alaska Statute, Section 14.17.410. Public School Funding (E) ...if a school district’s ADM adjusted for school size under (A) of this

paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the **school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease....**

This does not take into account the closure of a school due to not having ten students. If one of our schools does not make the ten-student minimum at the end of the count period, those students will generate zero dollars for that very year despite our sizable investment in the school and a teacher contract that I cannot break.

Alaska Statute, Section 14.17.450. School size factor. (b) If the ADM in a school is less than 10, those students shall be included in the ADM of the school in that district with the lowest ADM...

What that means is that those 9 students are counted in with a school that just made the 10-student standard and no, it does not mean if we had 2 schools of 9 that we get to count them as 1 school total. What it means is that we count it as 19 students somewhere and there is zero additional funding until you have 20 students. With count being determined for the year already in session, in November we can easily see the loss of \$365,000 about nine months after we hired the teacher, who we cannot now fire, and purchased fuel and supplies. In fact, if we lose the tenth student on the last day of count, we have 9.95 students and no funding. No rational business would carry the risk of any school approaching 10 students and we should close them all. There is simply no way to predict right now what the count will be next October. There are many ways to crash these numbers. Let me identify **a few that have closed our schools before.**

- The PFD coming in October. This impact is magnified if the PFD is large.
- Any family crisis, death, legal issues, custody battles, job problems.
- Correspondence Programs. They can provide Internet and phone service to an isolated float house, causing a student to transfer as late as the last day of count.
- Alaskan Boarding Schools raid the count and close schools.
- Neighboring districts can and do run a bus into our district to raid students.
- Neighboring districts have paid mileage to parents taking our students to their district.
- Not knowing if we have funding and having to hire late. Many of our late hires have not even finished the year.

If the goal is to close as many small schools as possible, don't mess with a thing as we are doing a pretty good job of that across the state. If our goal is to provide a quality education to the students of Alaska or to retain our communities, then we need to find solutions to this issue. I know this is a daunting task for you. Many legislators view small schools as black holes sucking funding from their own more worthy constituents. I do not know what to suggest to you for failing schools, just don't let them throw successful programs under the bus.

As a district, we feel an obligation to keep communities whole. Once a school closes, the community crumbles and becomes summer home for mostly out-of-state visitors that bring little to the economy. Business ventures quickly fail, resulting in a skeleton town with no one to pay for maintenance or repairs. In our own district, this has

happened to Hyder, Myers Chuck and is about to happen in Port Protection. Year-round resident numbers plummet and families move when schools close. Seven other communities in our district hang by a thread. We are in a part of the state with some economic potential. We keep building roads and infrastructure, but I am not sure I see the point if we do not try to support viable communities.

We advocate for an addition to the safety net provided for district-wide drops in student count. The existing plan does not address the financial consequences of dropping below ten students at a specific site if district numbers did not fall as well. **Our recommendation is 90%-80%-70% funding, based on the number of students at that small site.** In this scenario, a school with between 9 students would receive 90% funding, a school with between 8 students would receive 80% funding and a school with between 7 students would receive 70% funding. We can't predict what the numbers will be during the count period, let alone any other time of year. One day it may be 12, a week later it could be 8, then it might climb to 14 before the month is out. No one can tell. We can't know that just because the student count drops to nine one year that a school will not recover. I can promise that just my suggestion that we are thinking of closing a school stops new students from coming and starts an exodus of those who can afford to attend elsewhere. I can also promise that if I have an exceptional teacher and I commit to a school, families begin to appear as if by magic. If I hesitate, that exceptional teacher is gone like a shot and everything crashes. Our teacher in whale Pass just told me that projections for next fall are for between 6 and 14 students. How can you plan for that?

### How you could help

- **Rein in these correspondence programs and the perks they offer parents**
- **Not allow money to follow the student for commuters to another district or Boarding School**
- **Adjust the existing safety net in Section 14.17.410. Public School Funding to protect small schools with the 90-80-70 plan**
- **Let us know our funding first thing in the session**
- **Stop thinking we can keep doing more with less. We crossed that threshold a while ago**

### Issue 5: Housing

We are all aware of problems with teacher housing in remote sites. We need a means to address this issue ourselves. We have staff and students capable of building housing units. We can't seem to acquire funding through AHFC and we simply cannot afford to build housing units their way. We don't have the funds to pay the required wages and to jump through the hoops, as we could never charge the rents needed to recover the costs to the district. We need access to funding that would support constructing these units ourselves. Programs like Habitat for Humanity only come with ideas and encouragement. Someone has to have the money. Teachers are living in trailers now we could not even give away. We hardly need \$200,000.00 dollar units. They would be happy to be done with black mold, firetraps and water that does not freeze.

It is not just about teacher housing. The real handicap for community growth in southeast Alaska is affordable housing. Families want to move here, but reasonable housing is not available. Both housing issues need to be addressed.

### **How you can help**

**Look for ways to encourage the construction of housing for teachers and for new families outside of the AHFC model.**

### **Issue 6: Push to form a Borough**

Prince of Wales Island is a poster child for a borough. We cannot make that happen. Much like the tenure issue, there is nothing we can do about it without stronger legislative intervention. If left to nature, Ketchikan and Wrangell will eventually nibble at the island to get at mining revenues and avoid the communities and associated costs (Ketchikan grabbed up half of our district including the National Forest Receipts, but refused to annex the one community, Hyder, with a school that needed funding). I do not believe there will be any statistical evidence to suggest forming a borough would reduce the costs of schools, as union power increases and some type of administration is still required at each site. (It would be hard not to notice which districts you asked this week to explain their budgets and union contracts) Do you think it a coincidence that they have trouble holding down their unions? The bigger they get, the more they will drive the train. I have not noticed any better success with state unions.

It does save money for the state, as the borough must now cover some of the district's costs. People did not move to these more remote areas to vote new taxes upon themselves. Unless someone at your level is going to step up and force the issue, it will not happen except by predatory neighbors.

If we were looking to combine districts, we have nothing in common with larger schools like Craig, Klawock, Wrangell or Ketchikan. We would do better to combine with districts that are not even on our island. With technology, distance is not the issue that it once was. We have much more in common with Hydaburg, Chatham, Hoonah and Pelican School Districts, but the rules keep us from considering consolidating districts. There are enormous costs connected to combining districts. Unions will demand the highest salary scale; curriculum will need attention, and the energy to make it happen will require much time and energy. We could not afford to pursue combining districts even if it were possible.

### **How you can help**

**Find a way to make it possible for small districts to combine and encourage sharing of services.**

**Provide funds so it does not simply become an additional financial hardship to jump through all of the hoops.**



**Either force the borough or stop suggesting it is the district's fault that we don't have one.**

#### **Issue 7: Governor's Performance Scholarship Program**

We have spent years trying to build electives back into our schools. In one quick moment the Governor's Scholarship swept those out the door. While this was an unintended consequence, it is obvious that the old system worked fine for district's that have few graduates from each site. While not every student feels the need for the extra science or math, the flood to other classes left elective classes too small to justify financially. This risks the loss of students that are the hardest to serve and puts our graduation rates at greater risk. While our graduation rates are outstanding, would you care to guess which students we lose? It is not the students racing to these additional required core classes. My favorite part is that now I have hired additional staff for these required classes, while I cannot figure out what to do with tenured teachers that "were" teaching the classes students wanted to be in and which kept them in school.

For small schools, the system was not broken to start with. It would seem to be targeted at districts that already were able to offer more classes so that more than 10% of their seniors could secure funding. It will not improve graduation rates in small schools and will have the opposite effect. We are fine with the program. You cannot expect students to rise to low expectations, but there are always unintended consequences if you try to address specific problems whether they are problems for SISD or different problems for Anchorage.

**You have a difficult task and I applaud your efforts to sort it all out in a world where no good deed goes unpunished. Thank you for your tireless efforts.**

Sincerely,

Lauren Burch  
Superintendent  
Southeast island School District



# Southwest Region School District

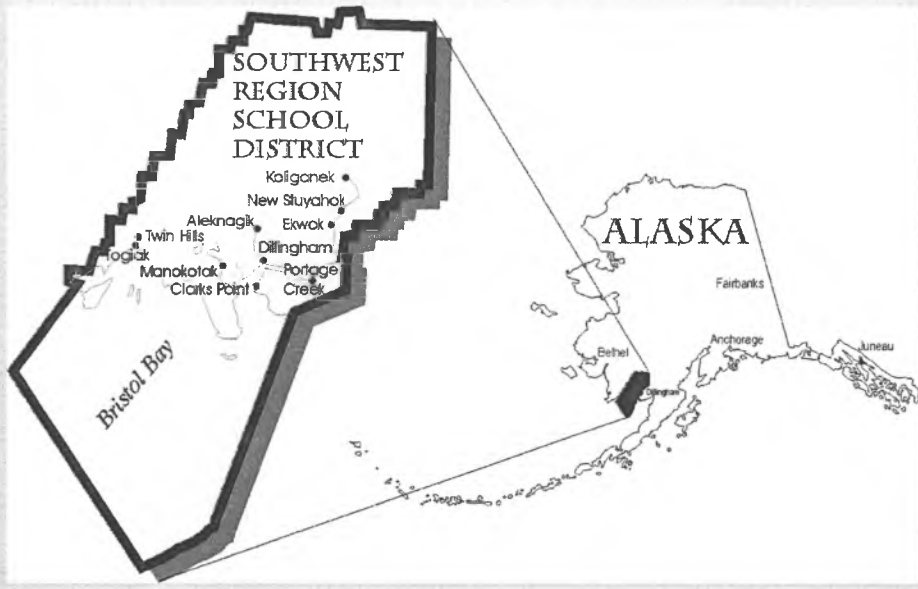
Presentation to the House Education  
Committee

March 12, 2012 - 8:00AM

David J. Piazza

1

## Southwest Region School District



# REAA

- \* Approximately 632 Students
- \* Four K-8 Schools
  - \* Koliganek - 62
  - \* Manokotak - 121
  - \* New Stuyahok - 151
  - \* Togiak - 229
- \* Four K-12 Schools
  - \* Aleknagik - 31
  - \* Clarks Point - 11
  - \* Ekwok - 11
  - \* Twin Hills - 16
- \* Portage Creek Closed 2006
- \* Seven Member School Board
- \* Local advisory Community School Committees



3

# Board Goals

- \* Establish Long Term Vision  
(School Improvement-STEPP)
- \* Board Professional Development (Budget)
- \* Focus on better communication with parents  
and communities
- \* Provide consistency between schools
- \* Academic growth for ALL students



4

# Bristol Bay Visioning Alaska STEPP



What is the most important way education should prepare the youth in this community for their lives?

- 37% Graduating with skills needed for success in college or vocational schools
- 30% Developing adaptable skills for living and working anywhere
- 20% Knowing how to think things through and solve problems

Families are our children's first teachers. My top choice for creating successful students is to:

- 44% Teach, show, and live what we expect for them
- 21% Get our children to school on time, fed and well-rested
- 18% Read to our children at home every day, especially from birth to age 5

The best way to create excellent schools is:

- 41% We communicate with our schools to reflect local values and priorities
- 30% Schools/districts offer higher-level courses to prepare students for college
- 17% Families and community members welcome school staff to the community

EDUCATION



5

# AASB School Climate and Connectedness Survey

## 2. High Expectations

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
High Expectations: Collated Results	42% (273)	35% (221)	19% (120)	3% (19)	1% (7)	4.15

## 3. School Safety

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
School Safety: Collated Results	39% (275)	32% (220)	19% (134)	6% (40)	4% (28)	3.95

## 5. Respectful Climate

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
Respectful Climate: Collated Results	18% (111)	39% (243)	31% (194)	8% (47)	5% (32)	3.50

6

## Regional Coordination Efforts

- \* Bristol Bay SD
- \* Dillingham City SD
- \* Lake & Peninsula SD
- \* Southwest Alaska Vocational & Education Center
- \* Southwest Region SD
- \* Bristol Bay Area Health Corporation
- \* University of Alaska - Bristol Bay Campus



7

## New Schools



"Chief" Ivan Blunka School - New Stuyahok (2009)

Togiak School (2004)



Manokotak 'Nunaniq' School (2001)

8

## Koliganek Construction



9

## High Quality Staff



Kyle Casper  
Teacher  
of the Year



Denise Coopchiak  
Instructional Aide  
of the Year



Martha Foster  
Classified Staff Member  
of the Year

Three of six  
30-Year Employees



Anuska Ayojiak  
Grace Gamechuk  
Tatianna Andrew

10

## Recent Graduates

- \* 32 HS Diploma's
- \* 10 Certificates
- \* 3 December 2011 mid-year diplomas awarded



11

## Curriculum Development



12

## Instructional Aide Inservice



13

## 1-To-1 Technology



- \* 9-12 Take Home Laptops
- \* 6-8 Classroom Use Laptops
- \* K-5 Desktop Units (Almost 1-to-1)

14



# Yup'ik Instruction Language & Culture



High School  
Yup'ik Instruction



Elementary  
End of Year Ceremony

15

# Youth Leadership



School Council  
Lunch Time Meeting



Youth Leadership Summit  
Debate Workshop

16

# School Lunch



Food Service  
Compliance Training



Fresh Fruit &  
Vegetable Program



Serving  
Lunch

17

# Fish for Kids Program



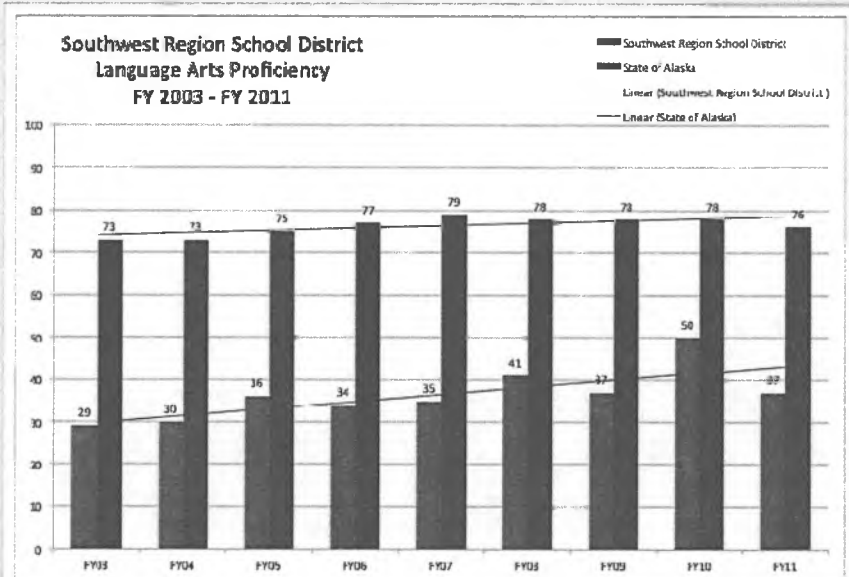
Staff and students from Head Start,  
Dillingham City Schools, Southwest Region  
Schools and Peter Pan Seafoods



Sophie Walcott, New  
Stuyahok  
Got Fish?

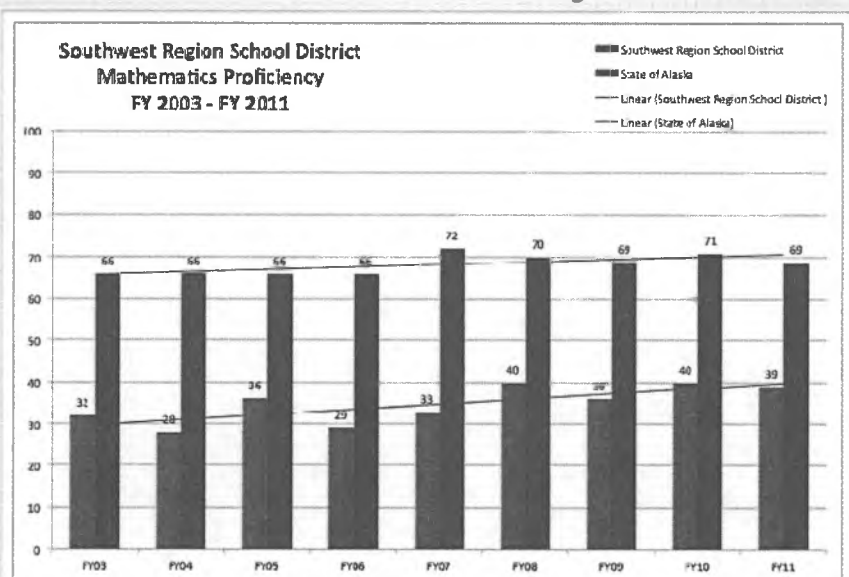
18

# LA Proficiency Rates



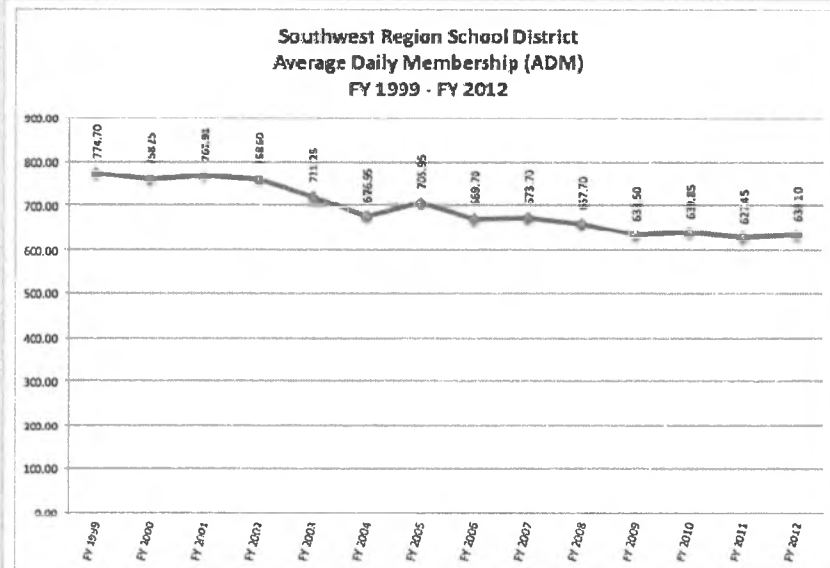
19

# Math Proficiency Rates



20

# Student Enrollment Trends



21

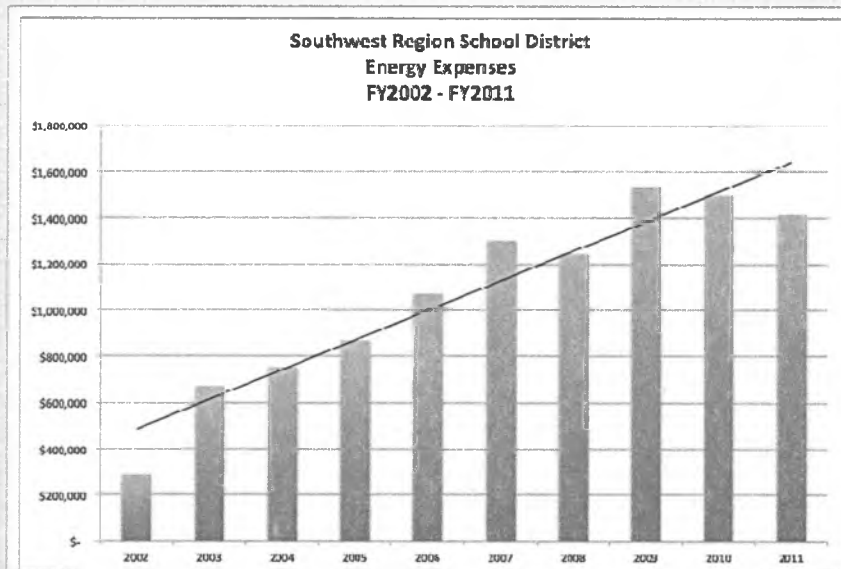
# Closing Schools



Clarks Point School

22

# Energy Expenses



23

# Increased Transportation Costs

- \* Less Student Participation
- \* Less On-Site Travel by District Office Personnel.
- \* Less Goods to cover increased shipping costs.



24

## Staff Reductions



Well Stocked Libraries

25

## Instructional Program Challenges

- \* No Coordinated Arts Programs
- \* No MS/HS Music Programs
- \* Vocational Education Classes are limited to Wood and Metal Shop
- \* No Business Education, Home Economics, Health Occupation, or Fisheries

26

## Adequate Educational Funding



2011 Promotion Ceremony at  
William "Sonny" Nelson (Ekwok) K-8 School

27

### School Board

Kay Andrews  
President

Marie Paul  
Vice President

Ferdinand Sharp  
Secretary/Treasurer

Steven Gosuk, Jr.  
Member

Helen Gregorio  
Member

Wassillie Gust  
Member

Wassillie Wonhola  
Member



### Contact

Southwest Region  
School District  
P.O. Box 90  
Dillingham, AK 99576

(888) 478-7977  
(907) 842-5287

[superintendent@swrsd.org](mailto:superintendent@swrsd.org)

### Mission

The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents active participation.

28



*Leading the Way*

# Northwest Arctic Borough School District

“Educating Our Children to Lead Successful Lives”

P.O. Box 264 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

March 14, 2012

House Education Committee

Testimony: Star of the Northwest Magnet School

Dear Honorable Education Committee Members:

I was honored to be able to have this opportunity to be able to tell you about the excellent working relationship that the Northwest Arctic Borough School District has with the Alaska Technical Center (ATC) and Chukchi College (extension of the University of Alaska, Fairbanks). This is an exemplary K-12 and post-secondary cooperative association that enriches opportunities for high school students.

Enclosed, please see the 9 minute video entitled, “Star of the Northwest” that I would like you to watch this morning. Also, there are 10 copies of our “Star of the Northwest Magnet School” booklet so each committee member can have one.

I am sorry not to be there in person with you this morning, but I will be in town this coming Friday and hope to see you.

We are remodeling the Alaska Technical Center with money the legislature appropriated, over the last 2 years, so it can serve high school as well as adult students in its programs, and be the *Star of the Northwest*. Chukchi College has been a great partner in offering classes taught by university staff, school district teachers, or ATC instructors with students receiving dual high school/college credit and vocational certificate hours.

The three “magnets” of the Star of the Northwest are Process Technology, Health Care, and Public School Teaching. After the video I will be pleased to answer any questions you might have.

Sincerely Yours,

Norman Eck, Ph.D.  
Superintendent

*Mission:*

*To graduate students  
with the skills and  
confidence to be good  
citizens.*

*Vision:*

*“To be a leader in  
Pre-K – 14 education  
based on student  
achievement and  
graduation rates.”*





STAR OF THE NORTHWEST  
MAGNET SCHOOL



## A Unique School

The Northwest Arctic Borough School District is taking a creative approach to addressing the need for specialized education in rural Alaska by establishing a unique new school in Kotzebue. Star of the Northwest Magnet School will provide students in grades 11-14 with curricula tailored to preparing them for careers in rural Alaska's high-demand fields, such as health care, resource development and education.

Rural Alaska is characterized by small, isolated communities that each rely on one school to provide a general curriculum for all students K-12. Although career opportunities exist in and near these communities, small, rural high schools are unable to provide students with the specialized education necessary to qualify for those opportunities.

Star of the Northwest Magnet School is open to students from anywhere in Alaska, but its primary purpose is to give rural students access to high-quality academic and vocational programs that are often absent or insufficient in their local schools. With that in mind, the school will eventually build a dormitory to house students from remote villages.

This new school maximizes existing educational resources and capitalizes on a successful, long-standing partnership within the Northwest Arctic Borough School District that includes Kotzebue High School, Alaska Technical Center and Chukchi College, which is a community campus of the University of Alaska Fairbanks College of Rural and Community Development.

Star of the Northwest Magnet School will be Alaska's first dedicated statewide residential high school and post-secondary institution.



## A Creative Solution

The district envisions Star of the Northwest Magnet School as a catalyst that will prepare rural students for careers in Alaska's classrooms, health clinics, hospitals and resource development industry. This new school will produce generations of teachers and professionals who were born and raised in rural communities and, therefore, are more likely to stay in their villages to form a stable foundation of long-term educators, health care providers and technical experts.

By combining career-oriented curricula with campus housing, Star of the Northwest will be a uniquely valuable facility that strengthens Alaska's workforce by developing the talents of rural students.

## What is a Magnet School?

A magnet school is a public school that has a specialized curriculum or courses focused on specific areas. The term "magnet" refers to the fact that such a school attracts students from outside the school district in which it is located.

A magnet school gives each student the freedom and opportunity to concentrate on a single discipline, rather than a generalized course of study. This gives students the same opportunities urban students have to access advanced and specialized programs that provide a head start on their chosen careers.

According to the U.S. Department of Education, in many communities, magnet schools are the highest-performing schools in their systems. In general, they are known for higher student achievement, increased parent and community involvement, and staff and curricular coherence.

Alaska continues to import over 70% of its education workforce. On average, teacher turnover in rural communities exceeds 20%, double the rate in urban communities.



## The Star of the Northwest Magnet School Advantage

Most public schools offer a standardized curriculum to provide all students with a general, broad-based education. Star of the Northwest Magnet School allows students to concentrate on one discipline, much like a college major.

This tailored approach allows the school to attract highly qualified educators who have expert knowledge in specific areas. In addition, the school has access to uniquely valuable resources because it has multifaceted support from federal and state agencies, borough departments, and private and Native corporation organizations.

Star of the Northwest Magnet School utilizes the following resources:

- Strategic plan
- Dedicated career and technical education staff
- Community infrastructure
- World-class mine nearby
- Regional hub community
- Support of regional corporation (NANA)
- Pre-K-14 governance of all operational services
- Federal investment
- State investment



## High School and College in One

Star of the Northwest Magnet School has a unique structure in that the coursework covers the last two years of high school and continues for two years of post-secondary education, leading to an associate's degree (i.e. grade 14). Classroom study is combined with hands-on or field study through cooperation with several regional partners.

### Education

- Instructional aide
- Early childhood aide
- K-12 teacher

The Northwest Arctic Borough School District is a member of the Future Educators of Alaska program. In addition to academic coursework, Star of the Northwest Magnet School students gain experience in classrooms.

Health care is the state's largest growth industry, expected to add more than 7,000 jobs by 2018.

### Health care

- Prep for nursing school (to become a registered nurse)
- Aide
- Orderly
- Attendant
- Personal care assistant
- Home care assistant
- Medical coding technician
- Certified nurse's assistant

Star of the Northwest Magnet School partners with Maniilaq Association to provide students with hands-on experience in hospitals, doctors' offices and village medical clinics.

### Process Technology

- Millwright
- Mill operator
- Welder
- Commercial driver
- Construction (various trades)

As a part of the Northwest Arctic Borough School District, Star of the Northwest Magnet School partners with Red Dog Mine, which allows students to get hands-on technical education and serve apprenticeships at the mine.



## Progress to Date

Star of the Northwest Magnet School has opened its doors and is educating students on a limited basis. However, until funding is in place and a dormitory is built, the school cannot fulfill its primary function of housing and educating students from rural communities.

The school and district have made outstanding progress towards their goal of establishing Alaska's most innovative and effective magnet school. The curricula have been developed and are currently being implemented. The federal government has provided funding through a \$1.5 million Expanding Horizons grant and construction is underway on shop and classroom space with \$14 million in funding from the state of Alaska.

The next step is to move forward with plans to construct a 100-student dormitory.

## Admission

Admission to Star of the Northwest Magnet School is granted upon approval of a student's application and differs from other public schools in that enrollment is limited to students entering 11th grade. The application and enrollment process will be consistent with Alaska's residential high schools.



## Student Activities

Star of the Northwest Magnet School 11th and 12th grade students are enrolled as full-time students at Kotzebue High School and have equal opportunity to participate in all KHS programs and activities.

Jobs in the mining industry are among the highest-paying in the state and are often located in rural areas, where employment need is the greatest.

## Long-Term Benefits

The long-term benefits of an innovative magnet school that prepares rural students for lasting careers will be critical to improving the economies and quality of living in both rural communities and the state overall.

At its full level of enrollment, Star of the Northwest Magnet School will graduate 50 students from high school and 50 or more students from Alaska Technical Center and Chukchi College programs every year. These graduates will provide a steady stream of qualified employees for Alaska's health care, resource development and education workforce.

Star of the Northwest Magnet School is positioned to both improve the lives of individual students and help the state grow its economy by inspiring Alaska's best and brightest to live and work right here at home.

# Support for Star of the Northwest Magnet School

Northwest Arctic Borough School District

State of Alaska

Alaska Workforce Investment Board

NANA Regional Corporation

University of Alaska

University of Alaska Fairbanks School of Education

Alaska Mineral and Energy Resource Education Fund

Northwest Arctic Borough

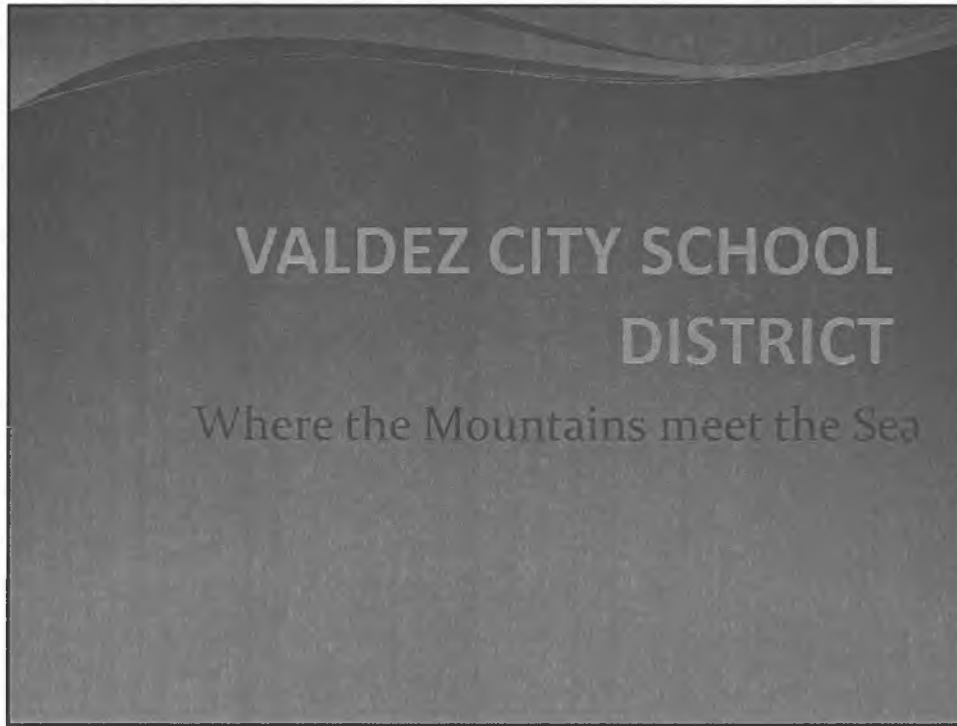
City of Kotzebue

Avant Garde Learning Foundation

Maniilaq Association

Teck Cominco Alaska Inc.



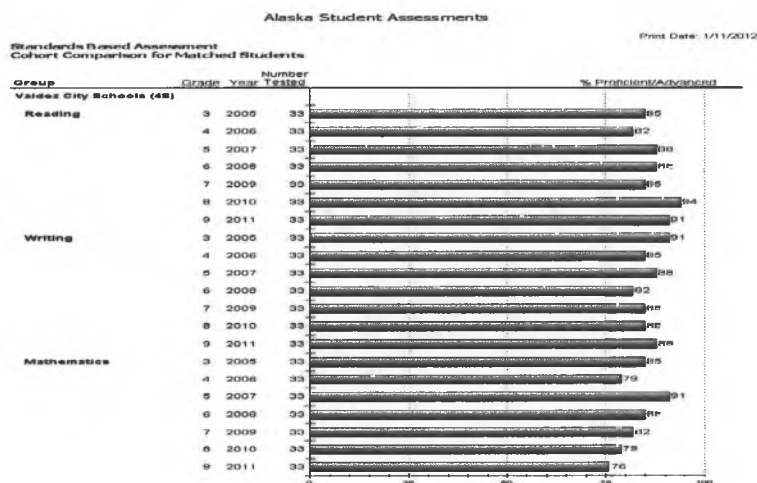


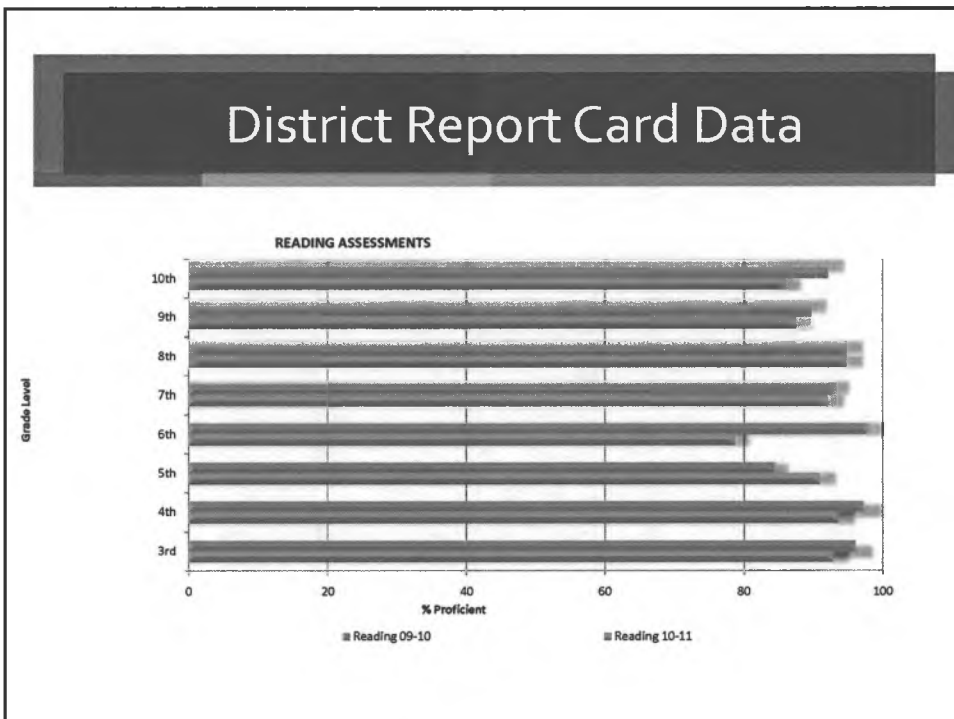
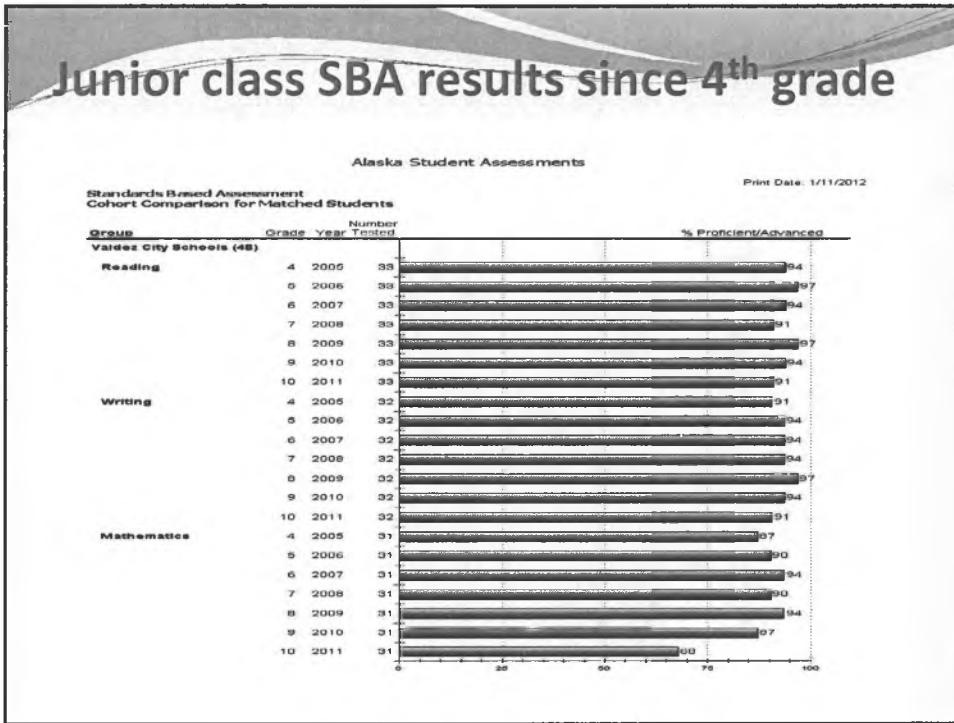
# Demographics

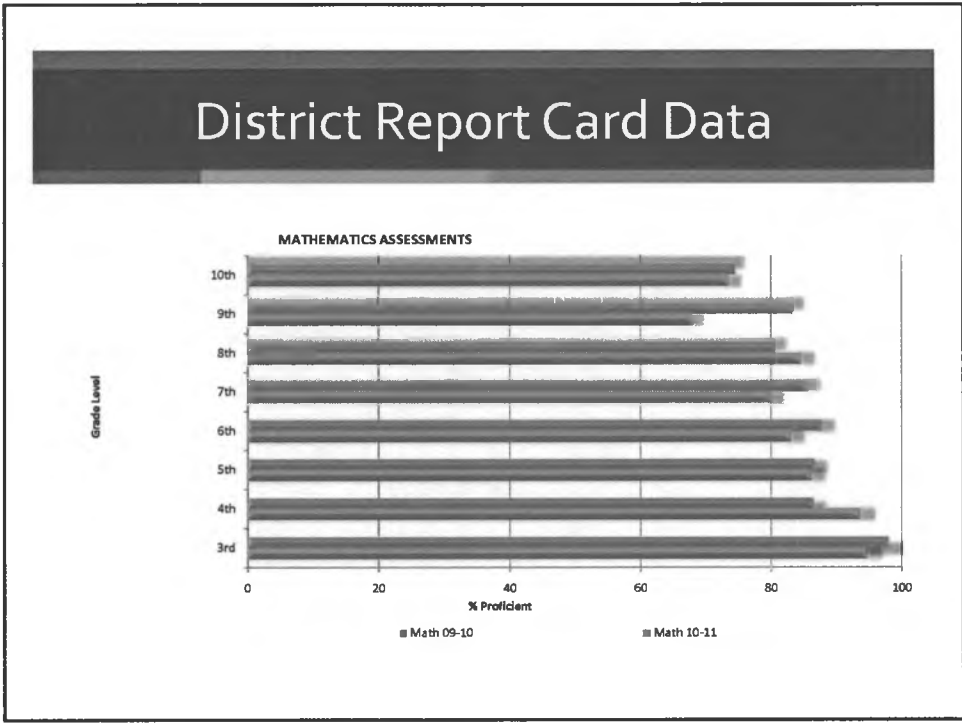
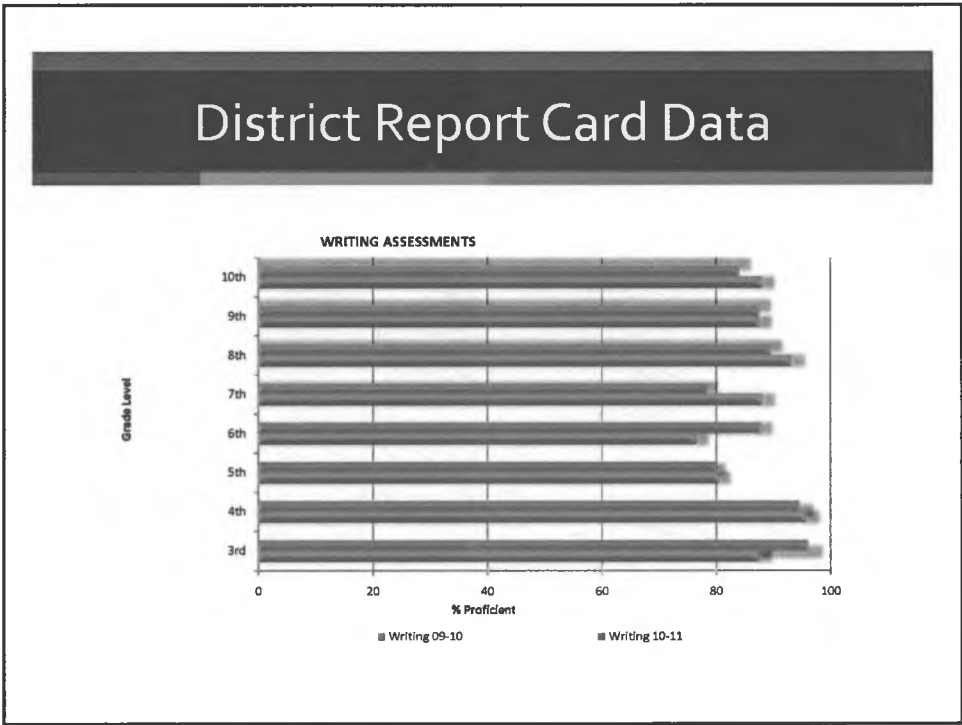
Ethnicity	White	Black	Hispanic	Asian-Pac Isle	Native American	Alaska Native	Multi-racial
Percent	71%	1%	4%	2%	3%	17%	2%

- 17 % of the student population are Identified Special Needs
- 28 % of the student population are Economically Disadvantaged

# Sophomore class SBA results since 3<sup>rd</sup> grade







## VHS 2010-2011 Graduation Rate

Attendance & Graduation Rates		
Student Subgroups	Attendance Rate <i>State Target 83%</i>	Graduation Rate <i>State Target 55.38%</i>
ALL STUDENTS	93.1%	88.3%
Female	92.76%	96%
Male	93.07%	86%
African Americans	90.77%	N/A
Alaska Native/American Indian	91.75%	85%
Asian/Pacific Islander	94.04%	N/A
Caucasian	93.24%	94%
Hispanic	94.68%	50%
Multi-Ethnic	89.23%	0%
Economically Disadvantaged	91.18%	82%
NOT Economically Disadvantaged	93.58%	91%
Students with Disabilities	91.65%	100%
Students WITHOUT Disabilities	93.18%	86%
LEP Students	94.77%	N/A
NOT LEP Students	92.92%	88.2%
Migrant students	91.76%	92%
NOT Migrant students	93.60%	87%

## Four Years of Financial Information

	FY 10	FY 11	FY 12	FY 13
City	7,400,333	7,918,329	7,918,329	7,918,329
State	4,116,492	4,327,702	4,521,562	4,264,215
Total	11,516,825	12,246,031	12,439,891	12,182,544
Students	671	676	676	665
Utilities	795,880	926,217	1,144,057	1,3772,868

## Quality Teachers providing quality instruction

- Over half of our teaching staff has been in Valdez over 16 years.
- The vast majority of teachers have their Master's Degrees in education.
- Our teachers are always looking for possible changes to enhance the education of the student of Valdez.
- Our school district is currently investigating the possibility of a four day school week.

## Valdez High School

- Current enrollment is 225 and has been relatively steady the last 4 years
- Students receive 5 hours 36 minutes of daily instruction
- A Career Center was established in 1999 to counsel students on career and post secondary choices
- Career and Technical Education classes have been expanded in response to student interest and industry needs
- VHS began offering dual credit classes in partnership with Prince William Sound Community College in 1995
- Surveys are given to alumni after 5 years out of VHS to track their success and gather information on their opinions on how VHS had prepared them for their future endeavors.

## Gilson Junior High

- School Motto is "Success is the only Option"
- Current enrollment is 99, and has declined slightly the last 4 years
- Grades 7 and 8 are housed in our oldest building which was constructed after the 1964 Earthquake when the town was moved
- Students receive 5 hours and 50 minutes of instruction each day due to shortened lunch and an added MARS (Mentoring, Advisory, Reading, Study Skills) time
- Student get the choice of having core curriculum taught in single sex or mixed classes
- There is one period of electives, each run a semester
- Each student has a personal education plan where they establish their goals and develop a plan to achieve those goals
- After the Bell Program tutors students afterschool
- 2010-2011, the class of 2015 (55 students) raised their SBA scores an average of 139.4 points/student in two years. 64% of students met the national and presidential fitness challenge.

## Hermon Hutchens Elementary

- Current enrollment is 350 and has been relatively steady the last 4 years
- Grade levels are pre-K through 6<sup>th</sup>
- Pre-K is our early intervention strategy for developmentally delayed children ages 3 - 5 allowing some typical peers to attend
- Kindergarten is a full day model
- There are either 2 or 3 classes per grade level
- Students receive 5 hours and 35 minutes of daily instruction
- The smallest class size is 17 and largest is 25
- Extra enrichment classes include Technology, PE, Positive Action, Library, and Music
- Identified students are given intervention in reading, math, writing and small group counseling
- Enrichment is provided by the Extended Learning Opportunities Teacher (G/T)

## Curriculum and Professional Development

### Curriculum Development Model

- Review curriculum for top three schools in the nation. - Blue Ribbon Schools of Excellence
- Use State/National Standards as guide
- Use the developed 6 year curriculum cycle to ensure current research and best practices are employed
- Provide ongoing training for teachers to correctly implement new strategies and material
- Hire top notch teachers and keep them trained continually
- Excellent materials, effective delivery, alignment with state, national standards, and effective articulation through the grade levels is a MUST
- Keep targeting student learning needs through a variety of assessment strategies and keep finding new ways to do this

## VCSD Instructional Time

GRADE LEVELS	HOURS /DAY	HOURS /WEEK	STATE REQD HOURS /WEEK	HOURS OVER STATE REQD	HOURS/ YEAR ABOVE STATE REQD	# DAYS PUT IN ABOVE STATE REQD
K	5H 40MN	25H 40MN	20	5H 40MN	204	51
1-3	5H 35MN	26H 55MN	20	6H 55MN	249	62.25
4-6	5H 35MN	26H 55MN	25	1H 55MN	69	13.8
7-8	5H 50MN	28H 10MN	25	3H 10MN	114	22.8
9-12	5H 36MN	27H	25	2 H	72	14.4



Thank you for allowing us the  
opportunity to showcase our  
Schools

Questions...?

## Wrangell Public Schools

Wrangell Public Schools would like to thank the  
Alaska Legislature for your continued support of  
our students!

## Excel to your potential!

Wrangell Public Schools – What are we doing right?

Presented by:

Rinda Howell, School Board Member

Joel Cole, Lorenzo Silva and Blaine Wilson Wrangell High  
School Students

February 13, 2012

Thank you for the new playground  
at Evergreen Elementary School!!!



Wrangell High School  
One-to-One Laptop Program



## Smart Boards as Instructional Tools



## Career & Technical Education



## Concurrent Enrollment/ College Courses

- CNA (Certified Nurses Assistant)
- EMT (Emergency Medical Technician)
- ETT (Emergency Trauma Technician)
- English 111
- English 211
- Math 107
- Math 108
- Math 200
- Welding I
- Welding 2
- Woodworking

Show us the results!

	Reading	Writing	Math
<b>3<sup>rd</sup> Grade</b>	90% or more proficient or advanced	90% or more proficient or advanced	90% or more proficient or advanced
<b>6<sup>th</sup> Grade</b>	90% or more proficient or advanced	90% or more proficient or advanced	85% proficient or advanced
<b>9<sup>th</sup> Grade</b>	90% or more proficient or advanced	80% or more proficient or advanced	76% proficient or advanced



## High School Graduation Rate

- Wrangell High School had a 93% Graduation Rate in 2010-2011
- This is an increase of 2% from 2009-2010



## Questions and Contact Information

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- [rrhodes@wrangellschools.org](mailto:rrhodes@wrangellschools.org)