

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Early Childhood Programs**

The Early Childhood Department strives to deliver high-quality programs that involve the parents and community. Early childhood programs are designed to promote school readiness and build strong language and literacy skills. These programs align curriculums with the district and deliver developmentally appropriate practices.

The 28 members of the Early Childhood Education team are highly qualified and are involved in professional development activities frequently. Most of the teachers are originally from this area. Some of the early childhood programs are almost 20 years old and employ staff that has been working in these programs for more than 15 years.

Currently, LKSD has approximately 56 three-year-olds and 143 four-year-olds attending an early childhood program. There are 15 programs in 12 sites: Akiuk, Akula, Atmaultuak, Bethel, Eek, Kongiganak, Kwethluk, Kwigillingok, Mekoryuk, Napakiak, Tununak, and Nightmute.

Most Early Childhood Programs are funded by grants: Native Youth Community Project, State of Alaska Grant, and a State of Alaska Pre K extension grant. Bethel has tuition-based services which partner with tuition assistance programs through ONC and Kenai Child Care Grant.

These programs entail many partnerships with such entities as community Tribal Councils, ONC, Rural Cap, Kenai Child Care Grant, Child Care Program Office, YUUT, KUC, UAF, THREAD, and the LKSD Special Education Department and Migrant Education.

**Early Childhood Programs 2019-2020**

Evaluation Data

<b>Early Childhood</b>	<b>Total Students</b>	<b>Native Students</b>	<b>Non-Native Students</b>
Participation	199	184	15
Students with Pre Data <small>*Post not available due to COVID-19</small>	193	184	15
Positive Student Growth * (#)	N/A due to COVID-19	N/A due to COVID-19	N/A due to COVID-19
Positive Student Growth * (%)	N/A due to COVID-19	N/A due to COVID-19	N/A due to COVID-19

*\*Minimum of .8 standard deviation on the Peabody Picture Vocabulary Test (PPVT)*

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Elementary Education**

There are three models of elementary education in LKSD. The majority of village schools (19-23) follow the Dual Language Enrichment Model, as noted below. In Bethel, there are two elementary schools (grades K-2 and grades 3-6) with general education programs and a third Yup'ik language immersion school. In all elementary classes, programs are developed to best meet the needs of all students, providing academic support (as noted in Response to Intervention, below) or enrichment. The district also believes in, and supports, the integration of cultural relevancy and language development, and is in the process of developing curriculum to align with this belief.

**Dual Language Enrichment Model Implementation and Support**

**Current Implementation**

The Dual Language Model is currently being implemented to varying degrees and grade levels in the following village schools:

Site	Grade levels
Kipnuk	*K-2
Atmautluak	K-5
Newtok	K-6
Kasigluk – Akiuk	K-5
Kasigluk – Akula	K-5
Chefornak	K-6
Kongiganak	K-5
Quinhagak	K-5
Kwethluk	K-5
Kwigillingok	PK-5
Nightmute	K-5
Toksook Bay	K-6
Tuntutuliak	K-5
Tununak	K-5
Eek	K-5
Mertarvik	K-6
Napaskiak	K-6
Oscarville	K-5
Mekoryuk	K-5(Cup'ig)

\*not fully rolled out

**Program Support:**

- **Community Meetings**

The District Dual Language Leadership Team has visited almost all of the dual language school communities within the few years to conduct meetings. Only three sites remain

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

before the cycle begins again. The purpose of these family-oriented meetings is to explain how the dual language program works and why it is so important, especially to the new generation of parents with students in the lower grades since the dual language program's inception. During the meeting, ideas to help support the program at home are shared, and then families partake in an activity where they fill berry buckets with reading and writing materials in both languages to take home.

- **Visit Model Programs**

In February 2020, 18 teachers and site administrators went to Grand Prairie, Texas, to see model dual language classrooms in action. The Grand Prairie Independent School District has been so generous through the years in opening their doors to LKSD staff and hosting school tours. Title III funds the trip this year.

- **Calibration Visits**

In past years, LKSD has contracted certification visits through the Gomez and Gomez organization. LKSD has built capacity to conduct these visits within the district, so for the third year, teams of three people (instructional coach for the site plus two other coaches) visited each DLE classroom through the lens of the DLE Protocol. A quick debrief occurred after each walk-through, and then the team set goals and determine next steps for classroom teachers and the site as a whole. While weather and COVID-19 travel restrictions prevented a visit to all sites, calibrations occurred in 16 different schools.

### **Materials Development:**

- **Language Arts**

At this time, the core of the Yugtun Language Arts materials have been completed and distributed to dual language schools. This includes anthologies for each grade (K-5), the teacher lesson plans, assessment materials, and recently added Big Books and decodable readers in Yugtun for kindergarten. In addition, all K-3 teachers have now received professional development in CORE, which is very intensive training on how to teach reading, and how to diagnose and ameliorate reading problems. The CORE Sourcebook has been translated and customized for Yugtun instruction, which is an invaluable resource for dual language teachers. Dual Language teachers also have intervention materials available to them in a K-1 Intervention Binder, and 2-5 Comprehension Focus-Skillset Binder. All grade levels have paired texts to mirror the robust curriculum the Elementary English Language Arts materials adopted in Fall 2018.

- **Social Studies**

The localized social studies curriculum has been completed for grades K, 1, 2, 3, 4, and 5. The complex task of writing, translating, editing, proofreading, and formatting both a textbook in English and Yugtun, and creating specific lesson plans and activities for each unit, was time consuming. All newly developed and edited social studies materials for K-5 were available to teachers at the beginning of the 2019-2020 school year. The process of editing, updating, and reprinting has begun. It is anticipated all materials will be

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

reprinted by Fall 2022. Additionally, Cugtun curriculum development has begun. The Kindergarten textbook was completed and sent to Mekoryuk in the Spring of 2020. The initial translation of the 1<sup>st</sup> grade book has been completed and will undergo two more reads. The translation of the 3<sup>rd</sup> grade text is planned to be completed next.

- **Science**

Localized and translated science curriculum is in various stages of development. A team of teachers worked these past couple of summers on various tasks, such as creating texts for each grade level, writing read-furthers applicable to local themes, and creating lesson plans for each unit. With the social studies curriculum completed, the science curriculum has become the focus for the 2019-2020 school year. Again, it is a time-consuming, complex task to create high-quality materials in two languages. Kindergarten, 2<sup>nd</sup>, and 4<sup>th</sup> grade materials are slotted for published disbursement in throughout the 2019-2020 school year with remaining 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades printed and dispersed to teacher by the end of 2020.

**YPT 12<sup>th</sup> Grade at Dual Language Sites 2019-2020**

Evaluation Data

<b>YPT Data 12<sup>th</sup> Grade</b>	Total Students	Native Students	Non-Native Students
Participation	128	128	0
Attaining Level 4 Proficiency or higher by 12 <sup>th</sup> Grade	44.7%	44.7%	N/A

*2018-2019...36.9%*

*2017-2018...31.9%*

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Ongoing Professional Development**

**Dual Language Academy**

This year, the Dual Language Academy, which replaced the Gomez and Gomez Training of Trainers previously held in Anchorage, took place in Bethel before the start of the school year and had a record number of attendees. Thirty-two (32) teachers attended the new-to-DLE three-day training, twenty (20) teachers attended the experienced three-day collaborative training, and an additional thirty-eight (38) site administrators and non-Elementary DLE teachers attended out first ever session for geared towards how DLE components can be used school-wide.

**Annual Fall Conference**

At the 2019-2020 Annual Fall Conference in September, had a theme of “warm demanders.” The wide variety of conference sessions centered around relationships and rigor. There was also extensive training on the new Art, PE, and Health curricula K-12, as well as opportunities for other content area teachers to dive deeper into familiar curriculum and best practices.

**STAY**

The Supporting Teachers Across Years (STAY) Program began in Fall 2017 as a means to offer ongoing professional development and develop relationships across the district in an effort to retain later career teachers. STAY offered two Art Retreats coupled with credit bearing course work during the 2019-2020 school year.

**LKRise**

Lower Kuskokwim Rural Innovation for Student Engagement (LKRise) hosts two convening’s each school year. Its purpose is to provide a time for connecting teachers with each other, and provides opportunities for professional reflection. It is a promising and powerful strategy for supporting teacher growth. If teachers have these opportunities to identify and collaborate on common priorities, they will be able to increase student engagement, motivation, and growth.

**Badges of Professional Distinction**

The Badges of Profession Distinction Program started in Fall 2018 and provides quality professional development opportunities to staff, considering the wide variety of experiences and needs within our district. This is accomplished through UAA credit bearing courses created and facilitated by LKSD Instructional Coaches. Teachers can accumulate badges over time to be eligible for stipends for providing additional professional development to colleagues at their sites. Badge strands include PBIS, SIOP, Culture and Language, and Growth Mindset.

<b>Year</b>	<b>Total Registered</b>	<b>Total Earned Credit/Badge</b>	<b>% Earned Credit/Badge</b>
FY19	72	63	88%
FY20	111	93	84%

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

## **Multi-Tiered Systems of Support**

The goal of secondary MTSS is to meet individual student needs while still allowing students to reach the goal of meeting graduation requirements. At the secondary level, the MTSS problem-solving model is utilized to a high degree. Using this model, site teams consider many factors in determining the best education or intervention plan for students. These factors include skills, graduation progress, post-secondary goals, student interest and motivation, and student learning preferences. A broader range of interventions, such as course selection, career pathways, and four-year planning are added to the scope of problem-solving MTSS interventions for tiers I, II, and III.

### **MAP Testing 2019-2020**

Evaluation Data

<b>Map Testing Fall to Spring</b>	<b>Total Students</b>	<b>Native Students</b>	<b>Non-Native Students</b>
Reading Met Growth Target	*N/A due to COVID	*N/A due to COVID	*N/A due to COVID
Language Met Growth Target	*N/A due to COVID	*N/A due to COVID	*N/A due to COVID
Math Met Growth Target	*N/A due to COVID	*N/A due to COVID	*N/A due to COVID

*All students in grades 3-10*

*\*No spring data point to to COVID-19*

## **Secondary Education**

LKSD students must earn a minimum of 22 credits for graduation; this is a minimum standard. The expectation for all LKSD students is to graduate with credits beyond the requirements, with the additional credits aligned to individual needs and/or post-secondary goals. Meeting the minimum requirements is only used as a fallback.

LKSD students are counseled to meet the Alaska Performance Scholarship (APS) required classes, regardless if the student may or may not meet other APS requirements. This requires scheduling and expecting math, science, and social studies every year. This may be adjusted for students needing specific support. Some tiered support classes in Math and Language Arts do not meet the APS criteria, but may still be used in an expectation of courses beyond requirements. Additionally, some tiered support may include a year without a science or social studies if needed to increase success.

Core instructional materials are focused on grade level instruction. Every student should have the opportunity to receive instruction at his/her grade level. If students are placed in a Tier III replacement program at any point, it constitutes a temporary replacement of core curriculum. Secondary students in grade 7-12 receive core instruction through discrete

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

courses, though some selection and/or sequencing may be used as part of an MTSS plan. By policy, a student who is 16 must be promoted to high school (9th grade). Students who fall behind grade level in reading and mathematics will receive instruction as defined in the LKSD MTSS Matrices for Reading and Math.

Elective courses are an important component of a student’s learning journey. Electives can provide motivation, spark life-long learning, link school to career, prepare students for goals after high school, and provide important life skills.

Sites may choose electives from:

- Site delivered classroom instruction based on approved Rubicon Maps
- VTC team-teach delivery with onsite cooperating teacher
- Site delivered blended delivery of an online curriculum
- Asynchronous online elective course for an individual student

Sites are encouraged to include students in selecting electives. Although multiple electives may not be available at smaller sites, selecting elective offerings based on student interest may be possible.

LKSD provides for dual credit enrollment opportunities for students in two ways: as either a district-sponsored dual credit class or as a standard university course. Students wishing to enroll in dual credit classes must meet any prerequisite requirements as determined by the Department of Academic Programs and Support (DAPS). Additionally, the dual credit course must be from an accredited institution with prior approval by DAPS.

The following documents provide a comprehensive plan for meeting APS requirements as well as options for meeting individual educational needs under the philosophy of “Response to Intervention,” continuous progress, and every student with a post-secondary goal.

- Graduation Requirements
- Alaska Performance Scholarship
- Secondary MTSS Matrix
- LKSD Elective Courses
- LKSD Online Course Options
- BP 6146.11(a) Dual Credit

**4-Year and 5-Year Cohort Graduation Rate 2019-2020**

Evaluation Data

<b>Graduation</b>	<b>Total Students 4-Year</b>	<b>Total Students 5-Year</b>	<b>Native Students 4-Year</b>	<b>Native Students 5-Year</b>
Grad Rate	59%	56%	63%	53%



**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Alaska Performance Scholarship (APS) 2019-2020**

Evaluation Data

<b>APS</b>	<b>Total Students</b>	<b>Native Students</b>	<b>Non-Native Students</b>
Eligible (#)	35	34	1

**Dropout Rates 2019-2020**

Evaluation Data

<b>Dropout</b>	<b>Total Students</b>	<b>Native Students</b>	<b>Non-Native Students</b>
Enrollment	2257	2177	80
Dropout Number	139	137	2
Dropout Rate	6%	6%	3%

**Career Pathways**

The purpose of the LKSD career pathways is to provide students the opportunity to explore and prepare for careers with an emphasis on careers that are regionally relevant or high demand in our state. LKSD currently offers career pathways in the following areas: engineering/STEM, health, media communication, tribal management, skilled trades, and education.

The LKSD Career Pathway Model includes components designed to move from exploration to a concentrated experience with specific industry skill development and post-secondary readiness. The seven components include Middle School Exploration, Intro Course, Core Academic Expectations, Technical Concentrator Courses, and a link to industry or post-secondary bridge experience.

Additionally, LKSD has identified a variety of delivery models to accomplish pathway access to students across the district. The middle school exploration is typically a short-term intensive experience in Bethel. Introductory classes are delivered in a variety of ways to ensure that all sites have the opportunity to access these entry classes. Concentrator classes may require participation in a Ready Program or summer intensive; however, some are available at sites.

The following document provides more details about LKSD's career pathways and includes sample student schedules in some of the pathways:

- LKSD Career Pathways Framework

**CTE Programs 2019-2020**

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

Evaluation Data

<b>CTE Programs</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	871	838	33
Students that Earned Credit	731	699	32

**Certifications 2019-2020**

Evaluation Data

<b>Certifications</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Total	11	6	5
Medical Terminology	2	1	1
CPR/First Aid	6	3	3
Welding A.W.S	3	2	1

**READY Academies**

READY Academies are Bethel-based residential programs designed to provide students from village schools the opportunity to take career-driven content classes and concentrator classes that may not be available at their home school sites. The Ready Academy Model allows for students to attend Bethel Regional High School for one semester during both their junior and senior years of high school. During their stay in Bethel, students reside in dormitories, providing them with the valuable independence and skills they will need when pursuing college or training after high school.

Currently, LKSD provides five strands of the READY Academies including STEM, Education, Health, Media, and Skilled Trades.

**Ready Programs Fall 2019-2020**

Evaluation Data

<b>Ready Programs Fall</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	42	42	0
Students that Earned Credit	40	40	0
Successful Completion	33	33	0

**Ready Programs Spring 2019-2020**

Evaluation Data

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

<b>Ready Programs Spring</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	18	18	0
Students that Earned Credit	18	18	0
Successful Completion	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19

**Variable-Length Residential Programs**

Other variable-length residential programs offered by LKSD include the following:

- A two-week summer middle-school math academy
- A two-week summer film academy for high school students
- A two-week summer art academy for high school students
- A two-week summer trades academy for high school students
- A one-week trades intensive for high school students

**Summer Jr. High Math Academy 2019-2020**

Evaluation Data (ALEKS)

<b>Summer JH Math Academy</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19
Students with Positive Growth			

**Summer Film Academy 2019-2020**

Evaluation Data

<b>Summer Film Academy</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19
Number of Students that Earned 0.5 Credit			

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Summer Arts Academy 2019-2020**

Evaluation Data

<b>Summer Arts Academy</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19
Students that Earned Credit			

**Summer Trades Program (Welding/Fabrication) 2019-2020**

Evaluation Data

<b>Summer Trades Academy</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19
Number of Students that Earned 0.5 Credit			

**One-Week Trades Intensive for High School Students 2018-2019**

<b>Trades Intensive HS Academy</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	Cancelled Covid -19	Cancelled Covid -19	Cancelled Covid -19
Successful Completion			

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Special Education Program**

The LKSD Special Education Department provides special education services to children ages 3-22. These services are provided in 23 village schools and 6 Bethel schools. The majority of our schools have a certified Special Education Teacher on site to provide services, whereas a few of our smaller schools rely on the support of the district office itinerants. Our related service providers (Occupational Therapists, Physical Therapists, Speech-Language Therapists, School Psychologists) are all contracted employees that come to our school district several times during the school year to work with students needing specialized services.

During the 2019-2020 school year we had 520 students on Individual Education Plans (IEPs). The special education categories include Cognitive Impairment, Hearing Impairment, Speech or Language Impairment, Visual Impairment, Emotional Disturbance, Specific Learning Disability, Deafness, Deaf and Blind, Orthopedic Impairment, Other Health Impaired, Multiple Disabilities, Early Childhood Development Delay, Autism, and Traumatic Brain Injury.

The LKSD Special Education Department also utilizes Special Education Service Agency (SESA) to provide a variety of services. SESA is an educational service agency comprised of a low incidence disability service inclusive of a statewide lending library. Low incidence disabilities include Autism, Deaf and Hard of Hearing, Vision Impairment, Emotional Disabilities, and Multiple Disabilities.

The LKSD Special Education Department also provides services for gifted education. Children who score significantly above the norm on standardized tests given to all students are usually provided educational services within the regular classroom.

An intervention team is assembled for each child who exhibits outstanding characteristics in the areas of academic achievement or intellect. A set criterion approach is used to designate if a child may be considered academically gifted. If a student meets those qualifications, an academic enrichment team will meet to make decisions regarding the type of educational enrichment program that will most appropriately meet the student's needs.

An IEP for academic enrichment is written based on the child's needs determined by results of the evaluation process and team recommendations. There are three general arrangements that can effectively accommodate gifted students in the regular classroom or special groupings: Enrichment, Acceleration, and Grouping.

**Special Education Program 2019-2020**

**Evaluation Data**

<b>Special Education</b>	<b>Total Students</b>	<b>Native Students</b>	<b>Non-Native Students</b>
Participation	520	497	23

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Student Academic Activities**

**Speech Contest:** A district-wide speech contest is held each fall for Junior High and High School participants. Students prepare and present speeches in dramatic, humorous, expository, or original oration categories and may choose to present in Yugtun or English. First and second place winners in the English categories compete in the State Drama, Debate and Forensics competition.

**High School Speech 2019-2020**

**Participation Data**

<b>HS Speech</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	56	54	2

**Junior High Speech 2018-2019**

**Participation Data**

<b>Junior high Speech</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	42	40	2

**Spelling Bee:** Students in grades 3<sup>rd</sup>-8<sup>th</sup> may participate in the district spelling bee. Each site has a spelling bee runoff and declares one winner to represent the school. The district Spelling Bee competition is held via VTC. The winner represents LKSD at the State Spelling Bee competition.

**Spelling Bee 2019-2020**

**Participation Data**

<b>Spelling Bee</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	5	4	1

**Science Fair:** The District hosts a Science Fair for elementary, junior high, and high school students. Students present their projects to a panel of judges and participate in science-related field trips and workshops. Select student projects advance to the State Science Fair in Anchorage.

**Science Fair 2019-2020**

**Participation Data**

<b>Science Fair</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	52	49	3

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Battle of the Books:** The Battle of the Books is a statewide Alaskan reading motivation and comprehension program sponsored by the Alaska Association of School Librarians. The goals of the program are to encourage and recognize students who enjoy reading, broaden reading interests, increase reading comprehension, and promote academic excellence.

**Battle of the Books 2019-2020**

**Participation Data**

<b>Battle of the Books</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	81	49	32

**Robotics:** The district supports the availability of robotics for any school that can host and coach a team in the following three leagues of First® Robotics:

**First® LEGO League Jr.:** Early elementary students (grades K-4) and their coaches work and create together while they explore science and technology concepts.

**First® Lego® League:** Elementary and middle school-aged students (grades 4-8) research a real-world engineering challenge, develop a solution and compete with LEGO-based robots of their design.

**First® Tech Challenge:** Teams of high school-aged students (grades 9-12) are challenged to design, build, and program a robot to play a floor game against other teams' creations.

Robotic teams compete at the district level with the top teams advancing to the state level competition and, if successful, multi-state regional and world competitions.

**First® Lego® League Robotics (Elementary & Middle School) 2018-2019**

**Participation Data**

<b>Science Fair</b>	<b>Total Students (#)</b>	<b>Native Students (#)</b>	<b>Non-Native Students (#)</b>
Participation	111	95	16

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

## **Title IA Improving Basic Programs**

The purpose of the Title IA program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and state academic assessments. Funding is based on U.S. Census Bureau counts of children from low-income families residing in the school district.

All schools in LKSD operate Title I school-wide programs that are designed to improve the entire educational program.

### **Grant Activities:**

- Implement a multi-tiered system of support to enable educators to target instructional interventions to children's areas of specific need as soon as those needs become apparent.
- Provide extended learning opportunities: Summer extending learning opportunities such as Trades Academy, Fine Arts Camp, Math Camp, Job Shadowing, Alaska Native Science and Engineering Program (ANSEP) are offered to students across the district. Ready Academies are Bethel-based boarding programs designed to provide students from village schools the opportunity to take career-driven content classes and concentrator classes that may not otherwise be available at their home school.  
*\*\*\*Canceled due to COVID-19*
- Conduct professional development in best practices: Professional development is differentiated for teachers, principals, and other school leaders based on years in the district and individual and/or school needs. Professional development opportunities include New Teacher Induction, Annual Fall Conference, and Associate Teacher Retreats.
- Implement the LKSD Badge of Professional Distinction Program for Sheltered Instruction Observation Protocol (SIOP), Culture & language, Positive Behavior Intervention & Support (PBIS), and Growth Mindset. This is accomplished through UAA credit bearing courses created and facilitated by LKSD Instructional Coaches. Teachers can accumulate badges over time to be eligible for stipends for providing additional professional development to colleagues at their sites.
- Provide instructional coaches and mentors: State mentors provide individualized support for first- and second-year teachers. In addition, instructional coaches work with teachers to incorporate best practices into the classroom, while assisting with curriculum implementation. They provide an added layer of support for classroom teachers.
- Increase parent involvement: Each school receives an allocation to increase parent involvement and impact student achievement.



**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

### **Title IC Education of Migratory Children Education**

The purpose of the Migrant Education program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment. The term "migratory child" means a child under the age of 20 who has moved due to an economic necessity on their own, with or to join a parent, guardian, or spouse, across school district boundaries or more than 20 miles in a school district of more than 15,000 square miles within the last 36 months to obtain or seek work that is seasonal or temporary in a fishing, logging or agricultural activity.

#### **Grant Activities:**

- Support outreach and recruitment of migratory children
- Conduct Family Nights
- Support literacy development
- Distribute books, materials, safety items
- Provide extended learning opportunities
- Tutor students in their academic areas of need
- Provide parenting skills training
- Conduct CPR training
- Provide outreach activities for migrant out-of-school youth (OSY) to help students graduate, obtain a GED or work toward a career

### **Title ID Neglected and Delinquent Youth**

The purpose of the Title ID program:

(1) to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;

(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

#### **Grant Activities:**

Goal 1: Increase vocational, career, and life skills

Objective: Students will participate in at least two activities that promote vocation, career,

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

and or life skills

Activity: Career presentations, counseling, and cultural heritage activities such as cooking and sewing, vocation education modules (drivers education, OSHA Haz Mat certification, first aid, etc.)

Goal 2: Increase proficiency in reading, writing, and math

Objective: Students will show a 25% increase in skill levels over the course of a year in reading, writing, and math

Activity: Individualized instruction and diagnostic intervention opportunities (Grad Point, ALEKS)

Transition Skills - Life Skills Activities

Cultural Heritage Life Skills: Sewing, beading, gun safety, and fish trap and snare construction

Other Life Skills: Cooking, plumbing, welding, driver's education, construction trades

### **The Rural and Low-Income School (RLIS)**

The purpose of the Rural and Low-Income School (RLIS) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement.

Goal: Effectively recruit and retain teachers, principals and other school leaders who are effective in improving student achievement

#### **Grant Activities:**

- Hire recruiters to interview and hire teachers, principals and other school leaders via job fairs, Skype sessions, conference calls, and other such processes.
- Provide a transition coordinator to provide transition services to newly hired teachers, principals, and other school leaders.
- Retain teachers, principals, and other school leaders by providing professional development incentives, such as Alaska Studies, Multi-Cultural, and Yup'ik Language classes for teachers.
- Provide signing bonuses above the minimum negotiated agreement amounts, based on the analysis of hard-to-fill positions.

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

**Title IIA Preparing, Training, & Recruiting High-Quality Teachers and Principals**

The purpose of the Title IIA program is to increase student academic achievement by improving teacher and principal quality. Funds can be used for preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention.

**Grant Activities:**

- The Principal Intern Project is designed to improve the recruitment, quality, and retention of principals. It funds four halftime principal interns at four village sites.
- The Supporting Teachers Across the Year (STAY) Program provides teachers in their 3<sup>rd</sup> year or more in the district an opportunity to participate in high-interest workshops in Bethel with follow-ups via VTC. This program aims to retain teachers by building a professional learning community that spans all schools in the district.
- Student teachers are recruited and provided housing and travel to professional development to support recruitment efforts.
- Teachers, principals, and other school leaders are provided professional development incentives, such as Alaska Studies, Multi-Cultural, and Yup'ik Language classes for teachers, to increase retention.
- LKRIS provides teachers the opportunity to come together in job-alike groups to increase student engagement.
- The Summer Arts Institutes are two-week intensives for teachers to learn how to use arts to motivate and increase student learning.
- Recruiters and a transition coordinator are hired to recruit effective teachers, principals, and other school leaders. In addition, the district provides signing bonus above the minimum negotiated agreement amounts, based on the analysis of hard-to-fill position.
- Professional development incentives are provided to retain effective teachers, principals, and other school leaders.

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

### **Indian Education Formula Grant**

The purpose of this program is to support the efforts of school districts in meeting the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging state student academic achievement standards as all other students.

**CNE-PAC:** The Central Native Education-Parent Advisory Committee is comprised of parents of eligible Indian children enrolled in the school district, along with one teacher and one secondary Indian student.

**Application Type:** Support of School-wide Program

Over the past several years CNE-PAC has approved the use of Indian Education funds to support school-wide programs. This support occurs at both the site and district level.

**Grant Activities:**

- Two additional Social Workers and a Student Activities Coordinator
- Clerical and secretarial personnel
- Two participants to attend the NIEA Conference
- CNE-PAC travel to Bethel to conduct meetings
- The majority of funds are used at schools for activities outline in AK STEPP School-Wide Plans.

### **Title III Language Instruction for English Learners**

The purpose of the Title III program is to ensure that children who are limited English proficient attain English proficiency and achieve at high levels in core academics. Title III funds must support high-quality language instruction educational programs that are designed to increase English proficiency and academic achievement of limited English proficient students

**Grant Activities:**

- Dual language community meetings will be conducted at seven sites to collect parent/community input on the school's language delivery program.
- Professional Development:
  - National Bilingual Conference: Participation allows for sharing of effective practices and receiving up-to-date research information on best practices.
  - Dual Language Academy: This academy trains teachers and principals on the research-based principles of Dual Language Enrichment (DLE) Model.

**Lower Kuskokwim School District  
Programs & Activities Summary and Evaluation**

- Sheltered Instructional Observation Protocol (SIOP) Model is a researched-based instructional model used to support English language learners.
- Visit model programs in Grand Prairie, Texas.
- Calibration and observation visits to Dual Language Schools.

**Title IVA Student Support and Academic Enrichment Grant**

The purpose of Title IVA is to improve academic achievement by advancing each of the following 3 Priorities:

- ✓ Provide all students with a **Well-Rounded Education**
- ✓ Improve school conditions for learning **Safe and Healthy Students**
- ✓ Expand utilization of technology/blended learning/digital literacy **Effective Use of Technology**

**Grant Activities:**

- Integrate the Arts into the classroom by providing a stipend for a certified teacher to act as an arts liaison for colleagues, Artist in Residents, and provide art materials
- Implement Social Emotional Learning (SEL) curriculum that is researched based (Second Step).
- Implement the Sources of Strength Program to develop peer leaders and adult advisors at each site.
- Provide professional development with a focus on blended learning-to train teachers in the effective use of technology
- Train a technology liaison for each site to support and develop effective use of technology in the classroom
- Provide a School Safety Officer