Yukon-Koyukuk School District

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| Initial Effective Date: 7/01/2018  Revision Date: May 2019 |

ESEA - District Plan

Elementary & Secondary Education Act, As Amended by the Every Student Succeeds Act of 2015

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| The district may complete this template, or may choose to complete these questions on the District Plan page of the ESEA Consolidated Application. | |
|  | If using this template, the district will upload the completed ESEA District Plan to the Related Documents page under the Application Development Section in the ESEA Consolidated Application. |

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| 1. **Coordination with Other Federal Programs** | | |
| This plan has been formulated, as appropriate, in coordination with other programs under ESEA and other Acts. Check all that apply. [Section 1112(a)(1)(B)] | | |
| 1. **ESEA Programs** | | |
|  | Title I-A | Improving Basic Programs Operated by LEAs |
|  | Title I-C | Education of Migratory Children |
|  | Title I-D | Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-risk |
|  | Title II-A | Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders |
|  | Title III-A | English Language Acquisition, Language Enhancement, and Academic Achievement |
|  | Title IV-A | Student Support and Academic Enrichment Grants |
|  | Title IV-B | 21st Century Community Learning Centers |
|  | Title V | Flexibility and Accountability (REAP-Flex, SRSA, and RLIS) |
|  | Title VI | Indian, Native Hawaiian, and Alaska Native Education |
| 1. **Other Acts** | | |
|  | Individuals with Disabilities Education Act | |
|  | Rehabilitation Act of 1973 | |
|  | Carl D. Perkins Career and Technical Education Act of 2006 | |
|  | Workforce Innovation and Opportunity Act | |
|  | Head Start Act | |
|  | McKinney-Vento Homeless Assistance Act | |
|  | Adult Education and Family Literacy Act | |
|  | Other: | |

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| 1. **High Quality Education for All Students** | |
| **Monitoring Student Progress**  Provide a description of how the district will monitor students’ progress in meeting the challenging State academic standards by— | |
|  | Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)] |
| In order to ensure quality curriculum, the district created committees for each subject area to select curriculum that is scientifically researched based. Every elementary classroom provides 90 minutes of reading instruction and 60 minutes of math instruction daily. The secondary teachers provide 70 minutes for Language Arts and 70 minutes for math each day for students in grades 7-12. In addition to providing core instruction with fidelity, all students take benchmark assessments and are then placed in intervention for any areas in which they are not proficient. Intervention takes place daily, in addition to core instruction to ensure the students have every opportunity to close the gap in their learning. Students who are struggling also have a tutor working through the Early Intervention Services, CEIS program. For our student with the highest needs, that are identified with disabilities, all sites have special education services offered according to the students Individual Education Plan (IEP). |
|  | Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)] |
| Students who are below proficient in reading, writing, and/or mathematics are placed on an individual remediation plan, and are placed in Tier 1, Tier 2, or Tier 3 according to RTI (Response to Intervention). Students who are far below proficient (0 – 19%) are placed in Tier 3, students who have a proficiency level between 20 – 34% are placed in Tier 2, and students who demonstrate proficiency levels at 35% or higher are placed in Tier 1. Formative assessment is required three times annually and progress monitoring for those students who are at Tier 2 and Tier 3 occurs two times a month. Interventions for these students are provided daily at school and recommendations are also offered for parents to provide interventions at home. Family literacy nights are being conducted at each school site. |
|  | Providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)] |
| The students who are determined to be in need of further remediation receive an additional 30 – 60 minutes daily by a qualified individual. The district has hired two reading specialists and a literacy coach who provide on-site support for teachers through mentoring and coaching. |
|  | Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)] |
| The district provides in-depth professional development for all teachers and paraprofessional staff members in August before school starts and then periodically throughout the school year. The professional development includes best practices in instructional strategies as well as classroom management. The district adopted Project Based Learning last year and has continued to provide professional development and support to the teachers to fully implement PBL in the classrooms. Students who do not score proficient on benchmark assessments are placed on a Response to Intervention Plan (RTI) and receive intensive intervention in their areas of need daily until they reach proficiency. |
| **Coordination and Integration**  If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities. | |
|  | If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)] |
| The Yukon-Koyukuk School District will coordinate and integrate academic and career and technical education (CTE) content a variety of means, including instruction, professional development, and extra-curricular activities. With YKSD's goal of "Graduate Ready: Every student graduate’s college and career ready", the district puts a major focus on insuring students are prepared both academically and career-wise.   The academic and career and technical education teachers will receive professional development in coordination with the other to allow collaboration and learning for the integration of the two content areas.  The teachers, who are often both academic and CTE teachers, will integrate work based learning in academic classrooms as well as integrate academic learning into CTE courses.   The district is focused on provided project-based learning which is a great way to combine the two content areas.  With this focus, teachers are receiving professional development and providing instruction through hands-on learning.  YKSD has four career pathways:  Health Science, Education, Construction, and Natural Resources.  These career pathways are in high-demand and in high need throughout the state.  Through the Career Technical Student Organization (CTSO) Club students have the opportunity to take part in additional learning from industry experts and put into practice the skills and knowledge they are learning through statewide competitions focused on education and healthcare. |
|  | If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)] |
| The Yukon-Koyukuk School District will coordinate and integrate work-based learning opportunities through a variety of means, including intensive sessions, job shadows, job site tours, and instruction from industry professionals.  YKSD gives students the opportunity to participate in internships in the construction, natural resources, and education career fields.  While at these internships, students work with experts in the corresponding fields and put into practice what they have learned.  The different internships vary with some paid/some volunteer, anywhere from 2 weeks to semester long, some locally/some students have to travel to, depending upon the length academic credit is provided, depending upon internship industry recognized certifications may be obtained, and all are with industry professionals. Career and technical education (CTE) classes are taught by teachers with experience in those particular fields, with industry experts hired to provide instruction for specific areas.  The CTE courses and the Career Technical Student Organization (CTSO) Club give students to opportunity to volunteer through work-based opportunities, tour related business/industry, and obtain industry recognized certifications. |

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| 1. **Equitable Access to Excellent Educators** | |
|  | **Identify and Address Disparities**  Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)] |
| The district has a data team that reviews the applications and evaluates the quality of the teachers being hired. The majority of the district’s students are minority students and students from low-income families. The district does it’s best to insure every student receives a high quality education from a certified teacher and one who is endorsed in the content he or she is teachings. |
|  | **Ensuring Certified Teachers**  Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)] |
| The district works closely with the Department of Education certification program to ensure that every teacher hired meets the state’s certification criteria. We have a data base through our human resources department with all certifications and dates of each of our teachers, and we coordinate with the Alaska Teacher depart of certification and will not hire unless the candidate has the appropriate documents. |
|  | **Ensuring Paraprofessionals Meet Standards**  Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska’s paraprofessional standards. [Sections 1111(g)(2)(J)&(M)] |
| Currently all of the district’s paraprofessionals are highly qualified (except for 1) and meet Alaska’s paraprofessional standards. Each year, as new paraprofessionals are hired, the district works closely with the para to determine if he/she meets Alaska’s paraprofessional standards. If they do not, the district provides ongoing support for the new paraprofessional to become highly qualified (including study groups and tutoring). |
|  | **Systems of Professional Growth and Improvement**  Provide a description of the district’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)] |
| For teachers new to the district and profession, a three-day professional development is provided for them in Auguat. These teachers are also brought back into Fairbanks two more times for additional training (October, February). District-wide professional development is also provided for all school staff (teachers, principals, aides) annually in August as well. Principals participate in Principal Saturdays monthly where they are provided extra support for analyzing data, using data to inform teacher instruction, school improvement and on RTI. Three of these Principal Saturdays are face-to-face in Fairbanks, while the others are over VTC. Other opportunities are provided for principals and district leaders including the principal conference, RTI conference, and ASTE conference. District leaders participate in an annual director retreat and all district leaders participate in a retreat at the end of May to plan for the following school year and to review data, school improvement and RTI. |
|  | **Systems for Building Capacity of Teachers**  Provide a description of the district’s systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)] |
| Teacher leadership is essential to serving the needs of our students, schools, and the teaching profession. The district supports and actively seeks ways for building teacher capacity. Opportunities are provided to our teachers to become a part of a professional learning community, to sit on a decision-making committee, and/or to develop critical skills of inquiry, communication and facilitation through other leadership opportunities. Teachers in leadership roles work in close collaboration with principals and other school administrators by helping to facilitate improvements in instruction and by promoting practices among their peer4s that can lead to improved student learning outcomes. |
|  | **Improve Skills of Educators in Identifying Students**  Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)] |
| The district promotes and participates in the annual Child Find activities. The YKSD also trains school principals and teachers on pre-referral intervention strategies and uses RTI to tier students, and then creates focus groups for targeted interventions. The district provides annual training in the Special Education Referral Process. This includes guiding staff in collaborative discussions regarding students of concern, attempting multiple interventions to approach teaching the students using different modalities, and looking at multiple data points to make informed decisions about students. Additionally, there is a School Wide Assistance Team (SWAT) at each school site. Vision and hearing screenings are conducting annually with every student including PreK students. The district has a State approved Gifted and Talented Plan of Service to identify exceptional students and allows for supplemental services if warranted. The district also provides outside trainings as needed, for example obtaining professional behavior specialists, autism specialists, and other low incident disabilities professional support staff. |
|  | **Improve Skills of Educators in Serving Students**  Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)] |
| The district provides annual training for SPED teachers, GT teachers, and teachers of regular instruction to best meet the needs of all of our students. Curriculum is aligned and geared toward student needs. Additionally, quarterly trainings are provided throughout the year. |

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| 1. **Support and Engagement** | | |
|  | **Homeless Children & Youth – Services**  Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)] | |
| The district’s homeless liaison works in close collaboration with our local tribes to identify students who may be homeless. These students are provided a quality education as are all students. The district liaison works with the student to insure they have transportation, school supplies, clothing, etc. that is needed to attend school. | |
|  | **Homeless Children & Youth – Identification**  Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)] | |
| The district’s homeless liaison works in close collaboration with our local tribes to identify students who may be homeless. The district liaison works with the student to insure they have transportation, school supplies, clothing, etc. that is needed to attend school. | |
|  | **Homeless Children & Youth – Support for School Personnel**  Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)] | |
| The district provides training to teachers, principals and school staff annually regarding homeless children and youth. This training takes place in August each year and includes strategies for service coordination, school participation and access to services, how to best support homeless youth, and on how to engage parents/guardians of homeless youth. | |
|  | **Homeless Children & Youth – Access to Services**  Describe procedures that ensure that:   * Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and * Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. [Section 722(g)(1)(F)] | |
| A district liaison has been designated to ensure that children in homeless situations are identified and informed of their educational rights, enrolled in school, and receive appropriate services to meet their academic needs. | |
|  | **Homeless Children & Youth – Strategies to Address Other Problems**  Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:   * Requirements of immunization and other required health records; * Residency requirements; * Lack of birth certificates, school records, or other documents; * Guardianship issues; or * Uniform or dress code requirements [Section 722(g)(1)(H)] | |
| There are no delays as homeless students are identified right away and enrolled in school. This has not been an issue in our district. | |
|  | **Homeless Children & Youth – Policies to Remove Barriers**  Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)] | |
| The district has developed board policy that addresses homeless children and youth. The policy is on our website and listed as BP 5112.6. It was revised by the School Board after ESSA on August 31, 2017. | |
|  | **Homeless Children & Youth – Assistance from Counselors**  Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)] | |
| The district includes all students (including identified homeless students) in counseling and career related activities. | |
|  | **Foster Care Children – OCS Point of Contact & Transportation Agreements**  ESSA requires districts to help ensure the educational stability of students in foster care by allowing them to 1) remain in their school of origin when it is in the student’s best interest (regardless of changes in housing), 2) coordinating with Office of Children’s Services (OCS) to provide transport to the school of origin, and 3) facilitating expedited enrollment in a new school when it is determined in the student’s best interest to change schools. | |
|  | A copy of the district’s Memorandum of Agreement with the Office of Children’s Services (that establishes the Point of Contact for each agency and clarifies how the educational stability of students in foster care will be supported, including how transportation to the student’s school of origin will be arranged and funded) has been uploaded on the Related Documents page. |
|  | **Foster Care Children – School of Origin & Transportation**  Describe how the district staff and protocols help ensure the students in foster care are identified and are able to remain in their school of origin, (unless a determination is made that it is not in the student’s best interest) including how transportation is provided when necessary. [Section 1111(g)(1)(E)] | |
| The district does everything possible to work with the tribes to insure these students remain in their current school or origin so that their educational and home environment is least disruptive. | |
|  | **Foster Care Children – Expedited Enrollment**  Describe how the district staff and protocols help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable. [Section 1111(g)(1)(E)] | |
| The district has procedures in place for enrolling all foster youth, without delay, regardless of the availability of school records. The district requests records from the child’s previous school by contacting the school, foster care liaison or the district office. | |
|  | **Parent & Family Engagement**  The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)]   * District Parent and Family Engagement Policy [Section 1116(a)] * School Parent and Family Engagement Policies [Section 1116(b)] * Annual Title I Meetings [Section 1116(c)] * School-Parent Compacts [Section 1116(d)] * Building Capacity for Involvement [Section 1116(e)]   Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)] | |
| Each school collaborates with their community annually to develop a Family Involvement Plan that outlines strategies for parent engagement and activities for inviting community into their school. These plans are developed by school staff and community members collaboratively. These plans are reviewed by district administration to insure the plans are being implemented and revised as needed. | |
|  | **Early Learning**  If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)] | |
| N/A | |
|  | **Effective Transitions**  The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –   * through coordination with institutions of higher education, employers, and other local partners; and * through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)]   Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. | |
| The district works with each middle and high school student to insure they have an updated electronic portfolio. These portfolios include their career goals as well as their program of study to make sure they are on track as they get close to graduation. The YKSD provides students with academic and technical skills, knowledge and training (through career exploration, academies, and workshops) necessary to succeed in future careers and to become lifelong learners. The district offers opportunities for students to become involved in several Career and Technical Student Organizations (CTSOs) so they can become more familiar with a specific career and to develop much needed employability and leadership skills for the workplace. The district also has partnerships with postsecondary institutions, apprenticeship programs and unions as strategies for providing more career opportunities for students. | |
|  | **Discipline Reduction**  Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)] | |
| The district has a coordinator for Social Emotional Learning (SEL) who travels to the sites to work with students, staff, and the community on social and emotional learning. In addition, the district is implementing Conscious Discipline which is an inclusive program that promotes teaching students the skills they need to be successful instead of punitive measures that exclude and suspend students. The district annually reports all suspensions and expulsions to the Alaska Department of Education and Early Development and disaggregates and reviews all such reports. Schools with high rates of suspensions will receive additional support from the district office to implement other disciplinary measures to keep students in school. | |

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| 1. **English Learners** | | |
| All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students. | | |
|  | Indicate if the district is required to file a Plan of Service for EL students. | |
|  | Yes |
|  | No |
|  | If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page. | |
| Expiration date of our Plan of Service for EL students is 2023-2024, | |

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| 1. **School Improvement** | |
| The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)] | |
|  | **Comprehensive Support and Improvement**  The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:   * is informed by all indicators of the accountability system, including student performance against the long-term goals; * includes evidence-based interventions; * is based on a school-level needs assessment; * identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan; * is approved by the school, district, and State educational agency; and * upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]   Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI). |
| N/A – all of the district’s schools have a designation of universal. |
|  | **Targeted Support and Improvement**  The district -   * shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)] * will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that—   + is informed by all indicators of the accountability system, including student performance against the long-term goals;   + includes evidence-based interventions;   + is approved by the district prior to implementation;   + is monitored, upon submission and implementation, by the district; and   + results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section 1111(d)(2)(B)] * will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]   Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI). |
| N/A – all of the district’s schools have a designation of universal. |