

**CONCEPTS AND ROLES**

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Board adopts the following definitions for the development of sound and responsible educational policies:

1. "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
2. "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.
3. "Objective" means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0500 - Review and Evaluation)*

The Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The Board encourages the participation of all segments of the community in order that an educational climate is created which promotes the positive and healthy development of each child.

*Legal Reference:*

ALASKA STATUTES

*14.03.010 Establishment of school system*

ALASKA ADMINISTRATIVE CODE

*4 AAC 05.040 Establishment of local schools*

**NOME PUBLIC SCHOOLS**  
**Adopted: June 10, 2003**

**PHILOSOPHY**

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*Legal Reference:*

ALASKA STATUTES

14.03.015 *State education policy*

14.08.111 *Duties*

**Mission Statement for Nome Public Schools**

Nome Public Schools will provide a positive learning environment that educates all students for success in life.

**NOME PUBLIC SCHOOLS  
Adopted: March 10, 2006**

**GOALS FOR THE SCHOOL DISTRICT**

AS 14.07.165 (Ch. 173, SLA 1990) requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. AS 14.03.120 (Ch. 173, SLA 1990) requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

*(cf. 0420 - School-Based Management)*

The Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

*(cf. 0000 - Concepts and Roles)*

*(cf. 0100 - Philosophy)*

*(cf. 3100- Budget)*

The Superintendent or designee shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

*(cf. 0500 - Review and Evaluation)*

*(cf. 0510 - School District Report Card)*

*Legal Reference:*

ALASKA STATUTES

14.03.120 Education planning

14.07.165 Duties

**NOME PUBLIC SCHOOLS**

**Adopted: June 10, 2003**

## *Nome Public Schools Shared Vision:*

**Excellence in academics is realized when we:**

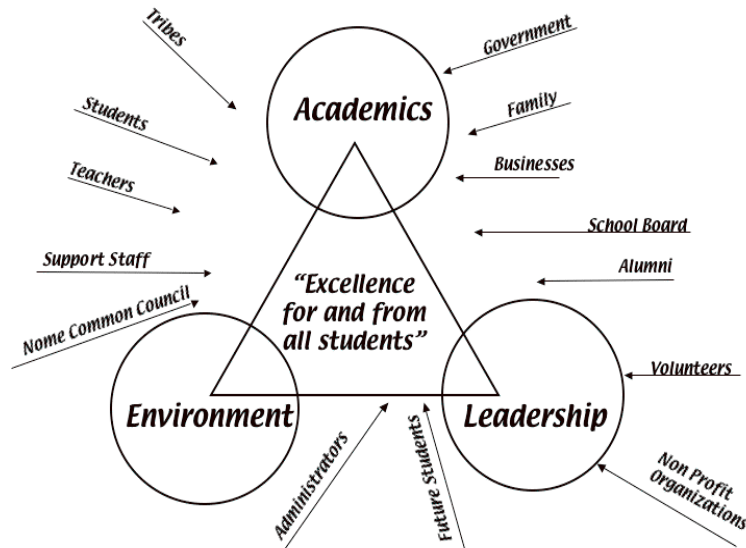
- Set goals and take responsibility for learning;
- Prepare students for daily life and productive citizenship;
- Develop critical thinking and problem-solving skills;
- Apply a broad-based instructional approach which takes into account all learning styles and ability levels;
- Utilize cross-curricular thematic units and projects; and
- Implement a comprehensive, standards-based curriculum.

**Excellence in the schools is supported by an environment in which we:**

- Encourage high standards of academic growth and behavior;
- Are emotionally and physically safe;
- Recognize and appreciate all cultures and ways of life; and
- Promote and recognize community involvement.

**Excellence in the schools is supported by leadership who:**

- Set goals and take responsibility for achieving them;
- Demonstrate self-control and respect;
- Work collaboratively;
- Communicate openly and effectively;
- Promote shared decision-making;
- Develop and support the rules and expectations of our schools; and
- Commit to continuous improvement in the schools and the realization of this Shared Vision.



**NOME PUBLIC SCHOOLS  
DISTRICT GOALS**

1. The Board will support all efforts to ensure academic success of all students.
2. The Board will aggressively seek funding for education.
3. The Board will continue to cultivate a quality working relationship with the Nome Common Council.
4. The Board will strive to recruit and retain highly qualified staff.

**SUPPORTING OBJECTIVES**

1. The Board will support efforts to ensure the academic success of all students.

Specific Objectives

- Annual academic growth of one year or more will be targeted for all students.
  - Clearly communicate student achievement information to all stakeholders.
  - Equip each board member with a comprehensive understanding of student achievement results.
2. The Board will aggressively seek funding for education.

Specific Objectives

- Work cooperatively with the Nome Common Council.
  - Participate in local, state, and federal lobbying efforts.
  - Support securing grant funds to help achieve the Nome Public School mission.
3. The Board will continue to cultivate a quality working relationship with the Nome Common Council.

Specific Objectives

- Meet with the Nome Common Council quarterly.
- Communicate with the Nome Common Council on a regular basis.
- Give regular verbal reports to the Nome Common Council.

**NOME PUBLIC SCHOOLS  
DISTRICT GOALS (continued)**

4. The Board will strive to recruit and retain highly qualified staff.

Specific Objectives

- Promote teachers in achieving and maintaining highly qualified status.
- Provide relevant staff development with input from staff leadership teams.
- Recognize excellence in staff.
- Promote opportunities for staff advancement.

**NOME PUBLIC SCHOOLS  
Adopted: December 12, 2006**

**GOALS FOR STUDENT LEARNING**

The School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills in mathematics, computers, reading, language arts (including reading, oral and written communication), the sciences, foreign languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
6. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
7. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature.
8. A recognition of the importance of physical and mental health.
9. An ability to adapt and participate constructively in a changing society.
10. An understanding of the relationship of people and his/her environment.
11. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

*(cf. 6143 - Courses of Study)*

*Legal Reference:*

ALASKA STATUTES

*14.03.015 State education policy*

*4 AAC Chap. 4 Statewide goals*

**NOME PUBLIC SCHOOLS**  
**Adopted: June 10, 2003**

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-.100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

Note: Federal Regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

The superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

**NONDISCRIMINATION IN DISTRICT PROGRAMS  
AND ACTIVITIES (continued)**

*(cf. 1312.3- Uniform Complaint Procedures)*  
*(cf. 4030 - Nondiscrimination in Employment)*  
*(cf. 5145.3 - Nondiscrimination)*  
*(cf. 5145.6 - Notifications Required by Law)*  
*(cf. 6164.2 - Guidance Services)*  
*(cf. 6178 - Vocational Education)*

*Legal Reference:*

ALASKA STATUTES  
*14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination*  
ALASKA ADMINISTRATIVE CODE  
*4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination*  
TITLE VI, CIVIL RIGHTS ACT of 1964  
TITLE IX, EDUCATION AMENDMENTS OF 1972  
VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
AMERICANS WITH DISABILITIES ACT  
AGE DISCRIMINATION IN EMPLOYMENT ACT

**NONDISCRIMINATION IN DISTRICT PROGRAMS  
AND ACTIVITIES**

**NOTICE OF RIGHTS UNDER SECTION 504**

The following rights are granted to students with disabilities, and their parents, by Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

As a parent of a student with disabilities, you have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition. If you are identified as a disabled parent you also have the right to ask for reasonable accommodations so that you may participate in the planning of your child's educational program.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.
6. Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.
7. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
8. Have transportation provided to and from school if necessary to allow your child to take part in educational services.

**NONDISCRIMINATION IN DISTRICT PROGRAMS  
AND ACTIVITIES (continued)**

9. Have your child be provided an equal opportunity to participate in non-academic and extra-curricular activities offered by the district.
10. Examine relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you.
15. File a local grievance.

The person in this district who is responsible for coordinating 504 compliance and identification procedures is: building principal or their designee.

**COMMUNITY SCHOOL PROGRAM**

The School Board recognizes the importance of extending the use of school facilities and equipment for purposes of providing educational, cultural, social, and recreational services to the citizens of the community. The Superintendent or designee shall develop community school programs in accordance with state law and within the limits of available resources.

*(cf. 1330 - Use of School Facilities)*  
*(cf. 1325 - Advertising and Promotion)*  
*(cf. 3100 - Budget)*  
*(cf. 3515 - Equipment)*

*Legal Reference:*

ALASKA STATUTES  
*14.36.010-14.36.070 Community schools*

ALASKA ADMINISTRATIVE CODE  
*4 AAC 32.010-32.030 Community schools*

**COMMUNITY SCHOOL PROGRAM**

In accordance with requirements for state funding of the community school program, the Superintendent or designee shall:

- 1) establish a community schools advisory council;
- 2) develop a comprehensive plan for the community school program, which addresses before and after school activities for children and adults, continued education programs for children and adults, and cultural enrichment and recreational activities;
- 3) assign responsibility for the direction and coordination of the community school program;  
and
- 4) establish procedures to ensure the program is reasonably available to residents of all communities within the district.

The comprehensive plan shall provide a three-year plan of service. The district shall develop an annual plan which includes short-term goals and objectives for the second and third years of the comprehensive plan.

## REVIEW AND EVALUATION

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

*(cf. 0510 - School District Report Card)*  
*(cf. 1312 - Complaints Concerning the Schools)*  
*(cf. 4115 - Personnel Evaluation)*  
*(cf. 6190 - Evaluation of the Instructional Program)*  
*(cf. 9300 - Governance)*  
*(cf. 9400 - Board Self-Evaluation)*

### *Legal References:*

#### ALASKA STATUTES

*14.03.120 Education planning: reports*

#### ALASKA ADMINISTRATIVE CODE

*4 AAC 04.140 Content Standards*  
*4 AAC 04.150 Performance Standards*  
*4 AAC 05.010 Program Planning and Evaluation*  
*4 AAC 06.805 Adequate Yearly Progress*  
*4 AAC 06.812 Growth in Student Academic Performance*  
*4 AAC 06.885 School and District Recognition*

*Revised 6/08*

**SCHOOL DISTRICT REPORT CARD**

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. Under Alaska law, AS 14.03.120, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child’s education. In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from the school staff and community.

The Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

*(cf. 0420 - School-Based Management/School Advisory Boards)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal References:*

ALASKA STATUTES

14.03.120 Education planning

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

*Revised 08/07*

**SCHOOL DISTRICT REPORT CARD**

Note: Pursuant to AS 14.03.120, the "School District Report Card to the Public" must include the items specified below. Additionally, this AR includes the reporting requirements of No Child Left Behind for districts receiving Title I funds.

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the State Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded; and for districts receiving Title I funds, the professional qualifications of teachers;
2. the number and percent of district students in the top and bottom quarter of standardized norm-referenced achievement examinations and the national percentile of the mean normal curve equivalent;
3. for districts receiving Title I funds, student academic achievement at the basic, proficient, and advanced levels on state assessments, disaggregated by subgroups:
  - ◆ economically disadvantaged students
  - ◆ students from each major racial and ethnic group
  - ◆ children with disabilities
  - ◆ LEP students
  - ◆ student gender
  - ◆ student's migrant status
4. the number and percent of students tested who are in each of the proficiency categories for the state standards-based assessments in reading, writing, and math; and, for districts receiving Title I funds, the percent of students who were not tested (disaggregated by subgroup);
5. for high schools, the number and percent of students in the "pass" and "not pass" categories for the high school graduation qualifying exam;

**SCHOOL DISTRICT REPORT CARD** (continued)

6. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
7. attendance, retention, dropout, and graduation rates, including the number and percent of students receiving a diploma under a waiver from the HSGQE; for districts receiving Title I funds, graduation rates should be disaggregated by subgroup;
8. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
9. the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and the relative weights;
10. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
11. for districts receiving Title I funds, the number and percentage of schools identified for school improvement; how long the schools have been so identified; and how students achieved on a statewide academic assessment compared to students in the state as a whole. 20 U.S.C. § 6311(h)(2). For each school served under Title I, the district must determine and publicize annually whether the school is making adequate yearly progress. 20 U.S. C. § 6316(a)(1)(C);
12. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
13. without disclosing personally identifiable information, the number and percentage of students in each school who take and successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics;
14. other indicators of school performance selected by the district or required by state regulation.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.

*Revised 08/07*

**NOME PUBLIC SCHOOLS**  
**Adopted: June 10, 2003**

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making “adequate yearly progress” (AYP) as defined by the state. The State of Alaska has determined that it will assess AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805, 06.810 and 06.812. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal; or the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.

The School Board is committed to the successful performance of the District and its schools. The Superintendent shall implement the following requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any District school is identified for improvement, the Superintendent or designee shall develop and implement a school improvement plan in accordance with federal and state law. This school plan shall be presented to the Board for approval.

**School Choice**

Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law.

Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district-provided transportation to the transfer school. However, transportation is not required if the school is more than 50 miles from the student’s home, or if the student’s home and the school are not connected by road. 4 AAC 06.855.

Students attending a school that has failed to make adequately yearly progress for two or more consecutive years may transfer to another public school within the District, if any, that has not been identified for improvement. If possible, the District will offer a choice of more than one school and will consider the parents’ preferences among the schools offered. The District will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.

If there are no District schools available into which a student may transfer, or District-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.

**Supplemental Educational Services**

Note: Your district may not disclose to the public, absent parental consent, the identity of those students who are eligible for, or are receiving, supplemental services.

Note: The Department of Education and Early Development may waive, in whole or in part, the requirement that a district make available supplemental educational services if, at the request of the district, the Department determines that (1) none of the providers on the list approved by the Department makes those services available in the area serviced by the district or within a reasonable distance of that area; and (2) the district provides evidence that it is not otherwise able to make those services available.

Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any District school that has been designated as Level 3 or higher by the Department. The District will provide annual notice to parents of the availability of these services, the identity of state-approved providers, and a brief description of the services, qualifications and demonstrated effectiveness of each provider. Upon request, the District will assist parents in choosing a provider.

Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

The Superintendent shall enter into a written agreement with each provider selected by a parent, subject to School Board approval if the value of the agreement is \$10,000 or more, pursuant to BP 3312. The agreement shall be prepared in accordance with law.

*cf. BP 3312- Contracts*

Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements.

*Legal Reference:*

ALASKA STATUTE

*14.03.123 School and District Accountability*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.800 - .899 School and District Accountability*

*Elementary and Secondary Education Act, 20 U.S.C. § 6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)*

*Revised 6/08*

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

**School Improvement Plan – Development, Approval and Implementation**

Note: All schools in a district designated at Level 2 or higher by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school will be designated at Level 2 if it fails to demonstrate adequate yearly progress for two consecutive years. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

The Superintendent shall designate the individual responsible to oversee development of the school improvement plan. The plan must be developed and provided to the District for approval within 90 days of the school's notice of designation by the Department.

**A. PLAN CONTENTS**

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

- 1. Duration.** The plan will cover a two-year period.
- 2. Strategies.** The plan will incorporate scientifically-based strategies to strengthen the school's core academic subjects and address the specific academic issues that lead to the designation.
- 3. Policies.** The plan will implement policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2013-14.
- 4. Funding.** The plan will provide for the school's allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school's teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation.
- 5. Professional Development.** The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

**6. Annual Objectives.** The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2013-14.

**7. Parental Notice.** The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.

**8. Responsible Parties.** The plan will specify the respective responsibilities of the school, the district, and the Department of Education and Early Development in implementing the plan.

**9. Parental Involvement.** The plan will include strategies to promote effective parental involvement in the school.

**10. Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

**11. Teacher Mentoring.** The plan will incorporate a teacher mentoring program.

**12. Proficiency.** The plan will address what measures the school will take to ensure that students remain proficient in future years. This plan component must be included by those schools which have had proficient students decline from proficiency for any reason other than regression to the mean.

**B. PLAN APPROVAL**

Upon completion of the plan by the school, it will be submitted to the District for approval. A peer review process will be utilized to assist with a prompt review of the plan. The plan will be reviewed to determine if any modifications are necessary and to ensure compliance with the requirements of 4 AAC 06.845. Within 45 days of receipt of the school plan, the District must approve the plan for submission to the Department of Education and Early Development.

**C. PLAN IMPLEMENTATION**

The school shall implement the plan immediately upon District approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The District will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the District, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

Technical assistance must be based on scientifically-based research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.

2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school's designation; and/or

3. assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.

**District Improvement Plan – Development and Contents**

Note: A school district designated as Level 2 or higher is required to develop, issue, and implement a district improvement plan. The development of a plan is necessary regardless of whether the District receives federal funding under Title I. However, districts that do receive federal Title I funding may request technical assistance from the Department of Education and Early Development. Other federal law implications for your district that receives Title I funds may be found at 34 C.F.R. 200.47 and 34 C.F.R. 200.49 through 200.51. The progress of each district under an improvement plan will be monitored by DEED. The following plan contents comply with the requirements set forth at 4 AAC 06.850, District improvement plan.

Within ninety (90) days of designation at Level 2 or higher, the District will develop a district improvement plan and submit it to the Department of Education and Early Development for approval.

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan will cover a two-year period.
2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the District.
3. **Improvement Measures.** The plan will identify actions that have the greatest likelihood of improving student achievement on the state's academic performance standards.
4. **Professional Development.** The plan will address professional development needs of the instructional staff.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

**5. Goals.** The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.

**6. Needs Assessment.** The plan will address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems of low-achieving students, including a determination of why the District's prior plan failed to bring about increased student academic performance.

**7. Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

**8. Responsible Parties.** The plan will specify the respective responsibilities of the District and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department.

**9. Parental Involvement.** The plan will include strategies to promote effective parental involvement in the District.

*Revised 6/08*