

## Comprehensive Progress Report

**Mission:**

We believe the advent of virtual learning has the potential to revolutionize existing instructional programs and can significantly improve the learning experiences of Alaskan students residing in both rural and urban settings. The experience of receiving education via virtual modalities presents new opportunities for students to engage in diverse learning opportunities supported by highly qualified, effective educators.

**Vision:**

Alaskans Transforming Educational Access within Communities and Homes (AKTEACH) recognizes that the traditional brick and mortar model of educating students has its limitations and seeks to meet the diverse educational needs of learners through our application of the 3W principle - Wherever, Whenever, Whatever. AKTEACH's intent is to provide diverse educational opportunities: Wherever the student is currently located (home, school, or mobile); Whenever they need access to content (any time of the day); and Whatever the content needs may be (diverse course offerings regardless of the student's geographic location).

**Goals:**

All online learners for correspondence courses will have a 75% course completion rate.

All learners will have transparent access to research-based, district approved curricula that meets the learning needs of specific subgroups and specific grade levels.

All learners will have access to research-based and up-to-date paper-based correspondence curricula that meets district approval expectations and state standards and contains assessments aligned to state standards.

All learners will be provided additional instructional support to address knowledge and skill gaps.



! = Past Due Objectives

KEY = Key Indicator

| Core Function:                   |         | Assessment  |                                   |               |             |
|----------------------------------|---------|---|-----------------------------------|---------------|-------------|
| Effective Practice:              |         | Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.   |                                   |               |             |
|                                  | 2.01    | School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.(328)   | Implementation Status             | Assigned To   | Target Date |
| Initial Assessment:              |         | One major barrier we are working to address is the need for research-based and up-to-date paper-based correspondence curricula that has State Content Standard aligned assessments for correspondence students who cannot learn online. We have begun a curriculum review of providers and are hoping to purchase new paper-based curriculum. | Limited Development<br>03/13/2020 |               |             |
| How it will look when fully met: |         | Meeting this goal will show that both our online and paper-based curriculum have assessments that align with Alaska State Content Standards.  |                                   | Lisa Cavan    | 06/05/2023  |
| Actions                          |         |   | 0 of 1 (0%)                       |               |             |
|                                  | 3/13/20 | Review paper-based curriculum for purchase.   |                                   | Nicole Fuerst | 06/05/2023  |
| Notes:                           |         | We are also looking for funds within the budget to purchase this  |                                   |               |             |
|                                  | 2.02    | School staff use established systems for collecting, managing, analyzing, and accessing data.(1011)   | Implementation Status             | Assigned To   | Target Date |
| Initial Assessment:              |         | We are evaluating the online course completion data of high school students.<br><br>We are reviewing the graduation progress data of juniors and seniors.<br><br>We are reviewing the needs of students who are not on track to graduate.   | Limited Development<br>03/07/2019 |               |             |
| How it will look when fully met: |         | High school students will demonstrate on track for graduation progress or have a plan developed for how to recover credit to them back on track for graduation.   |                                   | Neil Hecht    | 06/05/2023  |
| Actions                          |         |   | 0 of 1 (0%)                       |               |             |
|                                  | 3/13/20 | On track for graduation data review   |                                   | Neil Hecht    | 06/05/2023  |
| Notes:                           |         |   |                                   |               |             |

|   | 2.04          | School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.(333)  | Implementation Status             | Assigned To   | Target Date |
|---|---------------|--|-----------------------------------|---------------|-------------|
| <i>Initial Assessment:</i>              |               | We currently use PEAKS data, MAP data, Online Curriculum data like Edgenuity but do not have a transparent system for aligning curriculum to student specific subgroups or grade levels.   | Limited Development<br>03/13/2020 |               |             |
| <i>How it will look when fully met:</i> |               | Using a tool like TitleWise in the Destiny Library system would enable us to catalog, track, and aggregate curriculum and curricular support materials. This would enable us to see if we have holes in the curriculum we provide, as we may be missing curriculum for a specific grade or we may engaging material for a specific subgroup that is not being accessed by students/families because they don't know it exists. Having a tool like this would enable us to have a more complete data picture of how our curriculum currently serves students and what we may need to add. |                                   | Lisa Cavan    | 06/05/2023  |
| <b>Actions</b>                          |               |  | <b>1 of 3 (33%)</b>               |               |             |
|   | 3/13/20       | Research the cost of Destiny Library system  | Complete 03/09/2020               | Nicole Fuerst | 03/06/2020  |
|   | <i>Notes:</i> | We have already acquired a quote   |                                   |               |             |
|   | 3/13/20       | Purchase Destiny Library System  |                                   | Neil Hecht    | 03/02/2021  |
|   | <i>Notes:</i> |  |                                   |               |             |
|   | 3/13/20       | Implement use of Destiny Library system  |                                   | Lisa Cavan    | 04/02/2021  |
|   | <i>Notes:</i> |  |                                   |               |             |

| Core Function:                   |         | Instruction   |                                   |             |             |
|----------------------------------|---------|---|-----------------------------------|-------------|-------------|
| Effective Practice:              |         | Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.   |                                   |             |             |
|                                  | 3.01    | School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.(334)   | Implementation Status             | Assigned To | Target Date |
| Initial Assessment:              |         | Currently, we provide families with an allotment to hire tutoring services, purchase curriculum, and supplies but the allotment is insufficient to support the tutoring needs of students with substantial knowledge and skill gaps. Not all families can afford to pay out of pocket for a tutor and access to local tutors is limited in the content they teach. For example, there are no high school math tutors available on-island, so students require an online tutoring service.   | Limited Development<br>03/13/2020 |             |             |
| How it will look when fully met: |         | AKTEACH has a contract with an online tutoring service that is available for students who need high school math tutoring or other tutoring services not accessible in the Kodiak community. AKTEACH may also contract local tutors to provide support to students who have identified skill and/or knowledge gaps. These accessible tutoring services help reduce barriers for students and fill in the knowledge and skill gaps students have. Students are able to perform on grade level and complete course requirements with confidence. |                                   | Lisa Cavan  | 06/05/2023  |
| Actions                          |         |   | 0 of 1 (0%)                       |             |             |
|                                  | 3/13/20 | Review needs and create local and online tutoring schedule for students who have skill and/or knowledge gaps  |                                   | Lisa Cavan  | 03/01/2020  |
| Notes:                           |         |   |                                   |             |             |

|   | KEY     | 3.02   | School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)  | Implementation Status             | Assigned To   | Target Date |
|---|---------|--|--|-----------------------------------|---------------|-------------|
| <b>Initial Assessment:</b>              |         |  | We have identified that our online correspondence students, as well as other high school students not on track to graduate have skill and knowledge gaps. Families are provided an allotment to contract tutoring services, pay for curriculum, and purchase supplies. We recognize that families who have struggling students may not have sufficient funds to support a learner with knowledge and/or skill gaps. We have begun researching the cost of contracting local and online tutoring services to assist in addressing the lack of access to quality local tutors and the enormous and expensive need these learners have. | Limited Development<br>03/13/2020 |               |             |
| <b>How it will look when fully met:</b> |         |  | AKTEACH contracts tutoring services with local and online tutors regularly to support students who are identified as struggling early in their learning career so that they don't fall off track in graduation progress.   |                                   | Lisa Cavan    | 06/05/2023  |
| <b>Actions</b>                          |         |  |  | <b>1 of 2 (50%)</b>               |               |             |
|   | 3/13/20 | Research cost of online tutors   |  | Complete 03/09/2020               | Lisa Cavan    | 03/06/2020  |
| <i>Notes:</i>                           |         |  |  |                                   |               |             |
|   | 3/13/20 | Implement a tutoring plan for students with specific knowledge/skill gaps. |  |                                   | Lisa Cavan    | 03/17/2021  |
| <i>Notes:</i>                           |         |  |  |                                   |               |             |
|   | KEY     | 3.03   | School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)   | Implementation Status             | Assigned To   | Target Date |
| <b>Initial Assessment:</b>              |         |  | School staff will review curriculum in the curriculum library: including online courses and paper-based correspondence curriculum.   | Limited Development<br>03/07/2019 |               |             |
| <b>How it will look when fully met:</b> |         |  | School staff can provide an array of choice in both paper-based and online curriculum that is research-based and aligned to State Content Standards.   |                                   | Nicole Fuerst | 05/31/2021  |
| <b>Actions</b>                          |         |  |  | <b>1 of 6 (17%)</b>               |               |             |
|   | 3/7/19  | Research paper-based curriculum choices for students                       |  | Complete 03/09/2020               | Lisa Cavan    | 03/17/2020  |
| <i>Notes:</i>                           |         |  |  |                                   |               |             |

|   |   |  |                                   |                    |                    |
|---|---|--|-----------------------------------|--------------------|--------------------|
| 3/7/19                                  | Teacher will attend a state or national conference to learn alternative school models, curriculum, and practices. (1003A funded)    |  | Lisa Cavan                        | 06/30/2020         |                    |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |
| 3/7/19                                  | Teacher will attend a state or national conference to learn alternative school models, curriculum, and practices. (1003A funding)   |  | Nicole Fuerst                     | 06/30/2020         |                    |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |
| 3/7/19                                  | Teacher will attend a state or national conference to learn alternative school models, curriculum, and practices. (1003A funding)   |  | Crystal Thomas                    | 06/30/2020         |                    |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |
| 3/7/19                                  | Principal will attend a state or national conference to learn alternative school models, curriculum, and practices. (1003A funding) |  | Todd Burton                       | 06/30/2020         |                    |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |
| 3/13/20                                 | Provide transparent access for students to research-based paper-based and online curriculum   |  | Lisa Cavan                        | 06/05/2023         |                    |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |
|   | <b>3.05</b>   | <b>School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to meet or exceed the state content standards.(339)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |   | Staff currently progress monitors students who are taking online and paper-based correspondence courses. Teachers provide some support to students but recommend the engagement of a tutor when students demonstrate significant skill and/or knowledge gaps in performance in the courses. Parents are not always capable of engaging in purchasing tutoring services and parents are not always capable of providing additional support at home. | Limited Development<br>03/13/2020 |                    |                    |
| <i>How it will look when fully met:</i> |   | Students who are identified as struggling early in the cycle of progress monitoring can be recommended for a local and/or online tutoring service that comes at no cost to the family and allows for flexible scheduling so that families can make the tutoring appointments.  |                                   | Lisa Cavan         | 06/05/2023         |
| <b>Actions</b>                          |   |  | <b>0 of 1 (0%)</b>                |                    |                    |
| 3/13/20                                 | provide tutoring services to struggling students  |  |                                   | Lisa Cavan         | 06/05/2022         |
| <i>Notes:</i>                           |   |  |                                   |                    |                    |

| Core Function:                   |        | Professional Development  |                                   |                 |             |
|----------------------------------|--------|---|-----------------------------------|-----------------|-------------|
| Effective Practice:              |        | Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.   |                                   |                 |             |
| KEY                              | 5.01   | School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)   | Implementation Status             | Assigned To     | Target Date |
| Initial Assessment:              |        | <p>The School Climate and Connectedness Survey is done every year. All AKTEACH students are given the opportunity to participate. This survey provides useful data about current behaviors and perceptions that contribute to student success within AKTEACH, and survey results are shared with all stakeholders and students. School Climate and Connectedness Survey data is also used to guide programming and goals at the school level.</p> <p>A post-graduate survey is being facilitated in the Spring of 2019 (1003A funded). This survey focuses on what students perceive to be the most helpful in school, including what helped them in school or what lead them away from school. We will be surveying all students who graduated or did not graduated from AKTEACH or another school in KIBSD.</p> | Limited Development<br>03/28/2019 |                 |             |
|                                  |        | Priority Score: 2                      Opportunity Score: 2   | Index Score: 4                    |                 |             |
| How it will look when fully met: |        | Relay School Climate and Connectedness Survey data to staff, students, and stakeholders.  | Objective Met<br>08/01/19         | Todd Burton     | 05/01/2020  |
| Actions                          |        |   |                                   |                 |             |
|                                  | 4/1/19 | Conduct a post high school survey. This survey will include that last five years of students who have graduated from AKTEACH or attended without graduating. A statistically relevant number of students will be surveyed, and a report will be made from the results that help to identify why students are not graduating successfully from AKTEACH. Information about why students are successfull will also be gathered. All of this data will be analyzed by AKTEACH teaching staff and administration.  | Complete 06/01/2019               | Damon Hargraves | 06/15/2019  |
| Notes:                           |        |   |                                   |                 |             |
|                                  | 4/1/19 | The AKTEACH School Improvement Plan may be modified based on the results of the Post Graduate Survey.   | Complete 07/01/2019               | Todd Burton     | 06/28/2019  |
| Notes:                           |        |   |                                   |                 |             |

| <b>Implementation:</b> |   | 08/01/2019 |  |  |
|------------------------|---|------------|--|--|
| <b>Evidence</b>        | 8/1/2019 - Please see visit <a href="https://www.kibsd.org/Domain/756">https://www.kibsd.org/Domain/756</a>   |            |  |  |
| <b>Experience</b>      | 8/1/2019 The post graduate survey was a project that the district has not attempted in recent years. We had to develop a new system for conducting a survey of this kind. When the project started there was a lot of positive interest from around the district, and many departments are interested in looking at the data. |            |  |  |
| <b>Sustainability</b>  | 8/1/2019 - Now that we have the survey conducted, it will need to be analyzed by AKTEACH staff. Lessons from the data will need to be incorporated into planning for this coming year.  |            |  |  |