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## District Plan

CR Session Timeout: 59:43

Craig City School District (13) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Application Development

Go To

### A. 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)]

#### \* A.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

#### \* A.2. 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

### B. 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-

\* B.1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]

CCSD ensures a well-rounded program of instruction to meet the academic needs of all students by focusing on the development of compassionate, resilient, self-sufficient, and engaged students by ensuring the following:

1. At the elementary level CCSD has one highly qualified, certified teacher per grade level ensuring a strong foundational background for our K-5 students. Our elementary core academic courses are aligned with Alaska state content standards.
2. CCSD offers music, Native Alaska art, and physical education taught by highly qualified, certified teachers for elementary students.
3. At the middle school level CCSD has one highly qualified, certified teacher per each academic content area ensuring a strong foundational academic background for our 6-8 students. Our middle school core academic course are aligned with Alaska state content standards.
4. CCSD offers music, Native Alaska Art, swimming, health, physical education, and computer technology as elective courses for middle school students.
5. At the high school level CCSD has highly qualified, certified teachers for each content area ensuring a strong academic foundation for our high school students. Our high school core academic courses are aligned with Alaska state content standards.
6. CCSD offers welding, construction, woods, Academic Decathlon, Spanish, Alaska Native art, drama, music, choir, physical education, and health taught by certified teachers for high school students. CCSD also provides AP courses for high school students and the option for dual credit (high school/university) for some of our CTE courses.
7. CCSD has developed a special education program based on an approximate 1 teacher to 18 student case load ensuring that our special needs students and their families are provided the one-ton-one and small group instruction necessary to meet the needs of each students Individual Education Plan.
8. CCSD provides a certified K-12 counselor for our Craig Elementary School and Craig Middle School students; CCSD provides a certified K-12 counselor for our Craig High School and PACE homeschool/correspondence students who provide social emotional counseling and academic guidance.
9. CCSD conducts a Child Study Team districtwide that is a place for staff members, parents, or community members to refer students of concern. The Child Study Team reviews all learning, attendance, and discipline data for the student and develops specific targeted interventions to support the student referred to the Child Study Team.
10. The CCSD School Board adopted an updated Strategic Plan during the spring 2023 semester that targets MTSS. Under Goal Area C - Educate the Whole Child the CCSD Strategic Plan states, "Develop multi-tiered systems of support (MTSS) to meet the social, emotional, and academic needs of every student in each CCSD school."

**\* B.2. Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]**

CCSD will analyze the 2022-2023 fall and winter MAPs assessment data and compare results with the 2021-2022 MAPs data at the district level, school level, and individual student level to determine areas of strength within our instructional program and opportunities for improvement). AK STARS and PEAKs science statewide assessment data will analyzed for our elementary, middle, and high school students from 2022-2023 and will be compared with our 2021-2022 results at the district level, school level, grade level, and individual student level. CCSD MAPs assessment data will be compared with our AK STARS and PEAKs science assessments to determine trends and instructional areas that present themselves as opportunities for improvement. CCSD also administers the DIBELs assessment to determine our students' early literacy learning needs. Finally, CCSD teachers meet every other Friday during the school year as part of our professional development model. Classroom based student work is shared during these early release professional development meetings to receive feedback from other teachers about what the student work indicates as individual classroom/student academic successes as well as areas where CCSD will need to adjust instruction, provide more direct instruction, or provide additional academic support to meet individual student learning needs. All certified instructional staff contribute and engage in our every other Friday professional development activity that provides a broad K-12 perspective on our students' K-12 learning experience.

**\* B.3. 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)]**

CCSD is also using progress monitoring and classroom-based curriculum assessments to identify low-achieving or at-risk students. Low achieving or at-risk students are provided additional interventions using the school's Child Study Teams. Some students receive a double dose of instruction outside the regular classroom, or may be referred to a specific intervention program. Some students are targeted for additional help within the classroom with tutoring or additional instruction.

**\* B.4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]**

Our school-wide emphasis on reading/mathematics and the work of our Title I Resource teacher has enabled our students to score consistently higher in reading and mathematics on previous assessments. Our efforts to improve our current Multi-tiered Systems of Support, our current Culturally Relevant teaching strategies, and improve our K-12 math alignment, instruction, and assessment strategies will support our efforts to improve our academic programs and our school conditions to support student learning. Lastly our focus on the Documents for Revised Marzano Framework (NASOT) evaluation tool provides a great platform for self-assessment by our teachers and for professional dialogue between administrators and teachers focused on individual teacher improvement.

**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.

**\* B.5. 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 high school block course schedule increases our students' access to career and technical education (CTE) programs and increase the number of CTE programs that are articulated with the University of Alaska Southeast, enabling students to earn dual high school and university credit.

CCSD has also targeted funding from our Carl D Perkins grant to support student's dual credit courses articulated with the University of Alaska Southeast as well as industry specific certification programs that are offered at the Prince of Wales (POW) Vocational and Technical Education Center.

CCSD has also secured additional grant monies that provides students in-person visits of AVTEC, University of Alaska, and trade union campuses.

Furthermore, CCSD's counseling program Personal Learning Career Plans (PLCPs) focused on developing individual student programs of study aligned with student interests and post-secondary career and education aspirations.

**\* B.6. 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)]**

CCSD's high school schedule increases CCSD students' access to CTE programs and to provide more opportunities for students to develop work based learning opportunities aligned with industries located on Prince of Wales Island to acquire a deeper knowledge of the work associated with these industries without getting behind in other coursework. Juniors and seniors will be prioritized for these work based opportunities to provide additional information for our students to develop the most meaningful graduation plans to meet their needs and interests.

Work-based learning opportunities include the Alaska Commercial Company, Papa's Pizza, TK's Cafe at the Craig Inn, Dockside Cafe, and the Bay Company.

**C. Equitable Access to Excellent Educators**

**\* C.1. 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)]

CCSD only hires the most qualified teachers in their area of expertise and CCSD teachers. CCSD also provides a veteran mentor teacher connected to our students and community to work with each new teacher to the district during the first year to support their transition to the district and community; CCSD teacher mentors are prioritized at CCSD's Title I school.

CCSD has a number of teachers who are teaching courses out of their certification field or "Highly Qualified" status. CCSD teachers who are teaching out of field are doing so to provide a stronger, more well-rounded elective schedule for CCSD students. The majority of all CCSD

teachers' course schedule is centered on their area of certification or where they have received passing scores on a Praxis II content specific assessment. For those teachers who are teaching out of their area of certification CCSD provides each teacher early-release collaborative planning time every Friday. Further, CCSD principals conduct regular observations of out-of-field teachers and provide immediate feedback/coaching utilizing Marzano's evaluation framework. Criterion for each element within the evaluation tool were pulled from the Documents for Revised Marzano Framework (NASOT) to support teacher growth and ultimately build more comfort in the out-of-field assignment. Finally, CCSD provides all CCSD teachers robust professional development focused on continuous professional development on research supported Multi-Tiered Systems of Support and research supported Culturally Relevant Teaching Practices that can be implemented within any grade level and content area.

If the above support structures prove ineffective teachers who are teaching out-of-field will be removed from the classroom in three ways depending on the specific circumstances: 1. counseled out of the position, 2. not offered continuing employment if a non-tenured teacher for the next school year, or 3. Put on a plan of improvement (for tenured) teachers ultimately working towards professional improvement or removal from the classroom.

#### \* C.2. 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)]

CCSD advertises teacher job openings through the Alaska Teacher Placement (ATP) office located at the University of Alaska Fairbanks. CCSD also attends the annual ATP Job Fair located in Anchorage, AK each spring. The ATP Anchorage Job Fair is the premier teacher/administrator recruiting tool in the state of Alaska. CCSD only hires the most qualified teachers in their area of expertise. CCSD screens each applicant and only moves forward with interviews of certified applicants that meet the minimum requirements for the position openings and who have at least three strong initial references. CCSD ensures that all teachers working in our Title I program are certified in our areas of need with a strong background and experience with English language arts and math. Craig, AK is a highly regarded school district in the desirable climate of Southeast Alaska. CCSD also provides a veteran mentor teacher connected to our students and community to work with each new teacher to the district during the first year to support their transition to the district and community.

#### \* C.3. 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)]

CCSD advertises all paraprofessional job openings locally on Prince of Wales Island to draw from the widest market of available personnel on the island. CCSD screens each applicant and only moves forward with interviews of paraprofessional applicants that meet the minimum requirements for instructional paraprofessionals working in Title I programs. CCSD is a highly regarded school district on Prince of Wales Island with a stable, long term teaching staff that provides continuity of service for our students and strong professional partnerships with our paraprofessional staff.

As stated in the paragraph above, CCSD would not move forward with interviews with any applicant who did not meet the minimum requirements for instructional paraprofessionals working in Title I schools. However, if CCSD had to hire a paraprofessional who did not meet the minimum requirements for paraprofessionals working in Title I schools, CCSD would purchase study guides and support material for the ETS.org paraprofessional assessment, develop an individual tutoring plan with the paraprofessional and a CCSD certified teacher or administrator utilizing the GACA Paraprofessional Assessment study guides as a foundational piece, and pay for the paraprofessional to take the GACE Paraprofessional Assessment until such time the paraprofessional receives a qualifying score.

#### \* C.4. 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)]

CCSD utilizes the following inter-connected systems of professional growth and improvement:

1. All newly hired teachers to CCSD are assigned a veteran mentor teacher during their first year of employment with CCSD.
2. New teacher orientation is conducted with each newly hired teacher, paraprofessional, and administrator.
3. CCSD utilizes weekly staff meetings at each of our buildings to address building based instructional needs or individual student learning needs.
4. CCSD utilizes weekly Friday early release days for students to provide additional professional development training for all CCSD certified teachers. Activities associated with our Friday early release professional development are the following:

- a. Improving and tightening our Multi-Tiers Systems of Support for students who need additional Tier 2 or Tier 3 supports.
  - b. Building student background knowledge through multiple, topical themed reads
  - c. Building student background knowledge through effective pre-instruction practices of essential content vocabulary
  - d. CTE program development.
  - e. Tightening our K-12 ELA, math, social studies, and science alignment and improving our K-12 math instruction and assessment practices. AK STARS, PEAKs science data, NWEA MAPs Data, DIBELs data, and classroom based student work will be utilized to drive this improvement process.
5. CCSD's 8 in-service days follow-up and provide more focused time for CCSD to improve the four identified areas noted in #4.
  6. State of Alaska Department of Education and Early Development teacher and administrator trainings.
  7. Utilization of the Documents for Revised Marzano Framework (NASOT) evaluation model to support teacher growth focused on the four elements: centering instruction on high expectations for students learners, demonstrating effective teaching practices, recognizing individual student learning needs and developing strategies to address these needs, and professional responsibilities.

#### \* C.5. 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)]

CCSD utilizes the following inter-connected systems for building the capacity of our teachers to develop meaningful teacher leadership.:

1. State of Alaska Department of Education and Early Development teacher and administrator trainings.
2. Utilization of the Documents for Revised Marzano Framework (NASOT) evaluation model focused on the four elements: centering instruction on high expectations for students learners, demonstrating effective teaching practices, recognizing individual student learning needs and developing strategies to address these needs, and professional responsibilities.
3. Prioritize growing all leadership positions from within the organization to ensure continuity of programs and a strong awareness of CCSD's educational context.
4. Provide teachers the opportunity to interview for all administrative positions where they meet the minimum qualifications.
5. Provide dedicated funding through the certified negotiated agreement that financial supports teachers taking courses to support continued professional growth and capacity.
6. Provide dedicated funding through the certified negotiated agreement that provides mentor teachers as instructional coaches.
7. Provide dedicated funding through the certified negotiated agreement that provides funding for lead teachers to support principals and teachers with the implementation and management of the instructional program.

#### \* C.6. 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)]

CCSD is continually refining our structures and systems to provide more time and access to our teachers and administrators to analyze student learning data throughout the school year. This regular practice of student learning data analysis will provide the foundational background for improving our educators' 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). The key, interrelated platforms for this data analysis are the following:

1. Annual review (August in-service) of our AK STARS and PEAKs science learning data (district, school, grade level, and student)
2. Annual review (September Friday Professional Development Days) of our AK STARS and PEAKs science learning data by grade level and subgroup.
3. Fall and Winter review and analysis of our NWEA MAPs data with an analysis of how this data aligns with our summative and AK STARS and PEAKs science data.
4. Every two weeks (Friday Professional Development Days) review and analysis of classroom-based student work evidencing student learning strengths and needs.
5. Every three weeks Child Study Teams convened to review students who have been referred by classroom teachers for additional support to determine potential interventions to support individual students.

### \* C.7. 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)]

CCSD is continually refining our structures and systems to provide more time and access to our teachers and administrators to improve skills and knowledge in serving students with learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). The key, interrelated platforms for this data analysis are the following and are the same platform CCSD utilizes to improve educators in identifying students with these same needs.

1. Every two weeks (Friday Professional Development Days) review and analysis of classroom-based student work evidencing student learning strengths and needs.
2. Ongoing, continuous professional development on the effective practices and procedures of Child Study Teams.
3. Ongoing, continuous professional development on research supported Trauma Informed Practices.
  - a. Building student background knowledge through multiple, topical themed reads
  - b. Building student background knowledge through effective pre-instruction practices of essential content vocabulary
4. Ongoing, continuous professional development centered on research supported Multi-Tiered Systems of Support and Culturally Relevant Teaching Practices.
5. Ongoing, continuous professional development centered on effectively planning to meet student needs with modifications and accommodations within the general education classroom.

### D. Support and Engagement

#### Homeless Children and Youth

##### \* D.1. 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)]

CCSD will provide homeless children and youth instructional supplies and materials to ensure access to all academic, CTE, and elective courses to include PE uniforms, clothes, towels and toiletry items, and school supplies.

##### \* D.2. 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)]

CCSD's Craig High School/PACE Homeschool counselor is the district's homeless education liaison. Our K-12 counselor is uniquely positioned to identify homeless students and youth because of the district's partnership with HeadStart, Community Connections, Craig Police Department, Alaska State Troopers, and the Prince of Wales Health Network. The majority of homeless identifications are a result of a community tip from a community family or a representative from HeadStart, Community Connections, Craig Police Department, Alaska State Troopers, or the Prince of Wales Health Network. If CCSD's K-12 counselor receives a tip about a potential homeless student, the K-12 counselor will interview the student and if appropriate the students' families regarding the student's current condition, student needs, and family needs.

##### \* D.3. 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)]

CCSD utilizes the following inter-connected systems for providing training/professional development to heighten our awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth:

1. August 24 and 25, 2023 all staff in-service
2. Biweekly Early Release Friday professional development focused on tightening and improving CCSD's current Trauma Informed Practices Dates for 2021-2022 school year still need to be determined.
3. October 23 and 24, 2023 all staff in-service.

4. January 2023 Alaska RTI/MTSS Conference. Four CCSD staff members will attend to provide additional information to the district about potential Cultural Relevant Instructional Practices improvements.
5. June 3 and 4, 2024 all staff in-service.

#### D.4. 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)]

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CCSD ensures homeless children and youth have access to services in the following ways:

1. CCSD has partnered with Tlingit Haida Central Council's Craig Head Start program to identify preschool aged students and by developing a co-mingled agreement for services that includes facilities support and regular maintenance, access to CCSD special education services, access to CCSD meal services, and access to CCSD provided and maintained playground and gym equipment.
2. CCSD ensures homeless children and youth are identified and accorded equal access to appropriate secondary education and support services by providing a 1 FTE high school counselor that also serves as the district's homeless liaison; allowing homeless students to attend CCSD schools despite the lack of birth certificates, school records, or other documents; ensuring homeless children and youth receive appropriate credit for full or partial coursework completion by honoring full or partial coursework completed while attending another school; and ensuring all district personnel are aware of and follow BP 5111 Admission, BP 5112.6 Education for Homeless Children and Children in Foster Care, and BP 6146.4 Reciprocity on Graduation Requirements.

#### D.5. 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)]

\*

1. CCSD provides expedited enrollment services for students who are identified as homeless
2. Requirements of immunization and other required health records - CCSD works with the local health clinics to attain current health records for all students identified as homeless.
3. CCSD allows homeless students to attend CCSD schools despite the lack of birth certificates, school records, or other documents. CCSD works with other state, federal, and tribal agencies to acquire documents over time.
4. CCSD will provide homeless children and youth instructional supplies and materials to ensure access to all academic, CTE, and elective courses to include PE uniforms, towels and toiletry items, and school supplies.
5. CCSD will work with homeless students and families on a case-by-case basis regarding outstanding fees, fines, and absences. CCSD guarantees access to all educational programs for students identified homeless.
6. CCSD's policy committee will annually review CCSD's policies related to the identification, education, and removal of all barriers to access education for students identified as homeless.

CCSD's policy committee will annually recommend adjustments to CCSD's policies based on current research and state and federal guidelines.

**\* D.6. 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)]

CCSD ensures 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, fines, or absences in the following ways:

1. CCSD subscribes to the Association of Alaska School Board's board policy updates to ensure all district policies, administrative regulations, and exhibits align with current state and federal law.
2. CCSD has a Board Policy Committee comprised of board members, administration, parents, and staff that meets monthly to review district board policies, administrative regulations and exhibits and makes recommendations to the CCSD Board for updates and modifications.
3. CCSD ensures awareness and compliance by all CCSD staff of BP 5112.6 Education for Homeless Children and Children in Foster Care which specifically addresses that the district removes barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

**\* D.7. 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)]

CCSD's two K-12 counselors provide individual, small group, and whole class counseling services. A significant responsibility of CCSD's counseling program is post-secondary support to research post-secondary options for each student, costs of programs, potential funding opportunities, and direct assistance with application materials.

**Foster Care Children**

ESSA requires districts to help ensure the educational stability of students in foster care by 1) Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing); 2) Coordinating with the Social Security Act Title IV-E Agency (Office of Children's Services) to provide transportation 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. [Section 1111(g)(1)(E)] Note: The "school of origin" is the school in which the child was enrolled immediately prior to being placed into foster care, and thereafter, immediately prior to any change in foster care placement.

**\* D.8. Foster Care Children - OCS Point of Contact & Transportation Agreements**

A copy of the district's Memorandum of Agreement and Transportation Agreement with the Office of Children's Services has been uploaded on the Related Documents page. The document(s) must establish the current Point of Contact for each agency, describe how the educational stability of students in foster care will be supported, and clarify how transportation to the student's school of origin will be arranged and funded.

**\* D.9. Foster Care Children - Educational Stability**

For district students in the OCS Foster Care system, describe how the district learns of the student's foster care status, where the information is recorded or stored, and how the information is shared with necessary school staff.

OCS will inform CCSD when a student is classified in Foster Care. The guidelines stipulated on the CCSD Foster Care MOU with OCS will apply. A student's foster care status will be recorded in CCSD's electronic student database system - PowerSchool

**\* D.10. Foster Care Children - Transportation to School of Origin**

For district students in the OCS Foster Care system, describe the transportation methods used to enable the child to attend their school of origin (unless the child's foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).

CCSD provides daily bus transportation to three of the major communities on Prince of Wales Island ensuring students in foster care are able to remain in their school of origin, while also ensuring all island students have the option of taking advantage of CCSD's academic, CTE, and child support services. If a student is placed in Foster Care where CCSD does not provide bus transportation on the island, CCSD will arrange for a school van to provide transportation or adjust a current bus schedule to accommodate for this need.



**\* D.11. Foster Care Children - Expedited Enrollment**

Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable.

1. CCSD provides expedited enrollment services for students who are identified in Foster Care
2. Requirements of immunization and other required health records - CCSD works with the local health clinics to attain current health records when the Foster Care student arrives at CCSD.
3. CCSD allows Foster Care students to attend CCSD schools despite the lack of birth certificates, health records, or other documents. CCSD works with other state, federal, and tribal agencies to acquire documents over time.

**Engagement and Transitions****D.12. 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)]

CCSD provides multiple opportunities for parents and families to effectively engage in district programs.

1. The CCSD Board listens to public comments/feedback related to all instructional programs during monthly school board meetings.
2. CCSD provides an annual opportunity for parents to meet with CCSD administration to ask questions and get additional information about CCSD programs.
3. Parent teacher conferences are conducted two times a year. Pamphlets and article are available for parents to take with them that present ideas on how to work with their child at home. Conferences also provide an opportunity for teachers to receive feedback/recommendations on instructional improvement areas.
4. CCSD has a PTSA where parents can direct funds to programs they feel need support. This strategy aligns with CCSD Administrative Regulation 0520 School Accountability/School Improvement.
5. CCSD parents are involved in annual strategic plan working committees that provide recommendations to the CCSD School Board to improve CCSD's Strategic Plan. This strategy aligns with CCSD Administrative Regulation 0520 School Accountability/School Improvement.
6. CCSD parents provide input through Title programs like Indian Education, Title I, and Migrant Education.
7. CCSD parents provide input through building based advisory committees and curriculum meetings.
8. Furthermore, CCSD hosted one ESEA grant planning meetings during the 2022-2023 school year for the development of our FY 24 application. This strategy aligns with CCSD Administrative Regulation 0520 School Accountability/School Improvement.
10. The Craig Elementary School - Parent Compact will be included with all beginning of the school year (August 2023) paperwork for parents and teachers to sign. The Craig Elementary School - Parent Compact will be reviewed during the spring 2023 regular Craig Elementary School staff meetings to receive input from CES staff to improve and update the document. The Craig Elementary School-Parent Compact will also be shared with the Craig Parent Teacher Student Association (PTSA) for feedback and recommendations to improve.
11. CCSD surveys parents and families annually regarding their satisfaction with the activities the district is utilizing to provide meaningful parent and family engagement with open ended questions specifically targeted on evaluating and providing recommendations for improving the district's policies and activities.

**\* D.13. 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)]

HeadStart students are traditionally invited to the Kindergarten classroom in the spring for a step-up day to meet the Kindergarten teacher for the 2023-2024 school year. The reading resource teacher also meets periodically with the HeadStart teacher. Some HeadStart students receive services in the elementary school and are familiar with the school when they enter Kindergarten.

**D.14. 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.

CCSD implements the following strategies to facilitate effective transitions for students from high school to postsecondary education.

1. CCSD prioritizes graduation enhancement travel for all students such as CTE workshops, career fairs, college fairs, vocational schools, trade union campuses, and art and music festivals.
2. CCSD's K-12 Craig High School and PACE homeschool counselor works with all high school students to ensure each student has a plan in place (college, vocational/technical training, military, or work force) upon graduation with funding targeted to support the transition.
3. CCSD provides dual enrollment courses for high school students articulated with the University of Alaska Southeast.
4. CCSD provides job-shadowing experiences for junior and senior high school students with industries located on Prince of Wales Island.
5. CCSD provides access for all junior and seniors for ACT, SAT, and PSAT post-secondary assessments

CCSD implements the following strategies to facilitate effective transitions for students from middle school to high school.

1. CCSD's K-8 counselor works with all 8th grade students in the development of a program of study for high school based on specific interest areas of the student.
2. CCSD provides middle school students the opportunity to tour the high school classes prior to developing their program of study and course selection for their 9th grade year.
3. The CCSD CHS/PACE counselor provided 4 in-person transition education programs for our 8th grade students.
4. The CCSD CHS/PACE counselor provided transition education programs for our homeschool/correspondence 8th grade students and their parents to prepare for high school.

**\* D.15. 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)]

One of CCSD's priorities is to improve the district's current Multi-Tiered Systems of Support and Culturally Relevant Teaching Practices and strategically add practices to support more students ensuring they remain in the classroom accessing their programs of study. To support these efforts CCSD is undertaking the following steps to support the district's efforts to reduce the overuse of discipline practices that remove students from the classroom.

1. August 24, 2023 - Review and analyze all in-school and out-of-school suspensions from the 2022-23 school year by student ESSA subgroup.
2. Follow-up in-service training during regularly scheduled Friday early release days to assess

CCSD's current discipline condition and determine next steps to support students staying in classrooms to access their educational program.

### E. 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.

\* E.1. Indicate if the district is required to file a Plan of Service for EL students.

- Yes  
 No

E.2. If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.

 

### F. 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)]

#### F.1. 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).

CCSD has developed the FY 24 CSI Grant Application Narrative and FY 24 CSI Grant Budget Narrative for the district's homeschool/correspondence program, PACE. The CSI plan targets more support for our high school aged homeschool/correspondence students and families by providing a graduation coach and a K-12 counselor who are responsible for weekly contacts for all students in jeopardy of not graduating on time or who are exhibiting some difficulties meeting homeschool/correspondence course requirements. The central focus of the graduation coach and K-12 counselor are to develop stronger relationships with students and families and provide coaching/support for course completion. Furthermore, PACE will utilize additional funds provided by the 1003(a) School Improvement Funds to provide professional development on best practices to support low-performing students. Based on CCSD's previous work on our PACE graduation rate, the graduation coach and K-12 counselor are paying dividends with regular incremental improvement in our homeschool/correspondence program's graduation rate.

CCSD will carry out its responsibilities to PACE (our CSI school) by dedicating our November in-service to developing systems to more effectively connect and build meaningful two-way communication. CCSD will also analyze our homeschool/correspondence student retention rate by documenting our student enrollment at the end of the October 2023 count period and compare this enrollment number to our October 2024 enrollment noting retention rate.

CCSD will monitor the School Improvement Plan by analyzing the written notes by the

graduation coach and PACE school counselor after each student/family monthly check-in and progress monitoring. Also, if there are any students/families who continue exhibiting signs or begin exhibiting signs of not meeting graduation requirements, the students will be referred to the PACE MTSS committee to develop more intensive levels of support for the student and family.

The PACE School Improvement Plan will also be an agenda item during the PACE spring in-service to determine what aspects of the plan are working well and what specific next steps need to be put in place moving forward to meeting the academic and graduation needs of the students and families PACE is serving.

The CCSD District Strategic Plan can be accessed at the following link; hover over the link, hold down the control button and you can

open:[https://www.ccsd.k12.ak.us/site/handlers/filedownload.ashx?](https://www.ccsd.k12.ak.us/site/handlers/filedownload.ashx?moduleinstanceid=38&dataid=6376&FileName=CCSD%20Strategic%20Plan%204_25_2023.pdf)

[moduleinstanceid=38&dataid=6376&FileName=CCSD%20Strategic%20Plan%204\\_25\\_2023.pdf](https://www.ccsd.k12.ak.us/site/handlers/filedownload.ashx?moduleinstanceid=38&dataid=6376&FileName=CCSD%20Strategic%20Plan%204_25_2023.pdf)

## F.2. 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).

NA