

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

Early Childhood Programs

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

The 22 members of the Early Childhood Education team are highly qualified and are involved in professional development activities frequently. Most of the teachers are originally from this area. Some of the early childhood programs are almost 20 years old and employ staff that have been working in these programs for more than 15 years.

During the 2022-2023 school year there were 13 early childhood programs in 10 sites: Akula, Atmaultluak, Bethel, Eek, Kongiganak, Kwigillingok, Mekoryuk, Napakiak, Nightmute, and Tununak. We served approximately 166 three- and four-year-olds.

Most Early Childhood Programs are funded by grants: Native Youth Community Project and the State of Alaska Grant, Bethel has tuition-based services which partner with tuition assistance programs through ONC and AVCP.

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

Early Childhood Programs 2022-2023

Evaluation Data

Early Childhood	Total Students	Native Students	Non-Native Students
Participation	166	153	13
Students with Pre & Post Data	66	53	13
Positive Student Growth * (#)	52	45	7
Positive Student Growth * (%)	78%	84%	53%

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

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Elementary Education

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

Dual Language Enrichment Model Implementation and Support

Current Implementation

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

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

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Program Support:

- **Community Meetings**

The District Dual Language Leadership Team has visited almost all of the dual language school communities within the last five years to conduct meetings. Only three sites remain before the cycle begins again. This cycle of meetings was delayed for two years due to covid-19. The purpose of these family-oriented meetings is to explain how the dual language program works and why it is so important, especially to the new generation of parents with students in the lower grades since the dual language program's inception. During the meeting, ideas to help support the program at home are shared, and then families partake in an activity where they fill berry buckets with reading and writing materials in both languages to take home.

- **Visit Model Programs**

In June 2022, 5 instructional coaches and 2 administrators went to a DLE training in Texas. The connection between implementing DLE and using DLE teaching practices in all educational environments took root during these sessions. As a result of this training, LKSD began to shape our Best Practices model of instruction that is implemented in all sites.

- **Calibration Visits**

In past years, LKSD has contracted certification visits through the Gomez and Gomez organization. LKSD has built capacity to conduct these visits within the district, so for the fourth year, teams of three people (instructional coach for the site plus two other coaches) will visit each DLE classroom through the lens of the DLE Protocol. A quick debrief will occur after each walk-through, and then the team will set goals and determine next steps for classroom teachers and the site as a whole.

Materials Development:

- **Language Arts**

All grade levels have paired texts to mirror the robust curriculum the Elementary English Language Arts materials that are available digitally. We have printed these new grade level anthologies for the FY24 school year. The Yugtun Language Arts materials have been completed and distributed to dual language schools. This includes a revised run of anthologies for each grade (K-5), the teacher lesson plans, assessment materials, as well as Big Books and decodable readers in Yugtun for kindergarten. In addition, all K-3 teachers have now received professional development in CORE, which is very intensive training on how to teach reading, and how to diagnose and ameliorate reading problems. The CORE Sourcebook has been translated and customized for Yugtun instruction, which is an invaluable resource for Yugtun dual language teachers. Teachers also have intervention materials available to them in a K-1 Intervention Binder, and 2-5 Comprehension Focus-Skillset Binder.

- **Social Studies**

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The localized social studies curriculum has been completed for grades K, 1, 2, 3, 4, and 5. The complex task of writing, translating, editing, proofreading, and formatting both a textbook in English and Yugtun, and creating specific lesson plans and activities for each unit, was time consuming. The process of editing, updating, and reprinting was completed during the FY23 curriculum review cycle. And this year we have begun the development chapter/unit assessments in the K-5th grades. And we have chosen the World Geography textbook that will be condensed, localized, and translated for the Sixth Grade. This process of building the layout for the 6th grade book has begun.

Additionally, Cugtun curriculum development has begun. The Kindergarten and First grade textbooks have been completed and printed. The initial and second translation of the 3rd grade book has been completed and is currently undergoing the final read before sending the book to the printers. The first translation of the 4th grade text is about 2/3rds complete with anticipation of printing by the end of the calendar year.

- **Science**

Localized and translated science curriculum for the Kinder-5th grade textbooks is completed. A team of teachers worked these past couple of summers on various tasks, such as creating texts for each grade level, writing read-furthers applicable to local themes, and creating lesson plans for each unit. Most recently the first grade of chapter and unit assessments have been created for K-5th grades.

Additionally the 6th grade textbook has been completed, printed, and sent to schools. It was a bit more of a challenge because, while little localization was needed (the content of the book Earth Science: Planet Earth, Space, Weather and Climate) we found difficulty in obtaining copywritten images that are as robust as the originals.

Ongoing Professional Development

Dual Language Academy

This year, the Dual Language Academy was held in-person at the cultural center before the start of the school year and had 89 attendees. Teachers and site administrators were grouped based on their content area and role in the district to aide in supporting robust discussions that focused on how to apply DLE concepts to a variety of content areas and grade levels. The activities were designed to encourage active participation and discussion.

Annual Fall Conference

At the 2022-2023 Annual Fall Conference in September, the focus was on the district provided supplemental resources that augment our curricula. The conference was held in person at BRHS, so teachers were able to network, reconnect, and collaborate with colleagues across the district. The conference had a variety of offerings that covered a range of topics in addition to the supplemental resources training

STAY

The Supporting Teachers Across Years (STAY) Program began in Fall 2017 as a means to offer ongoing professional development and develop relationships across the district in an effort to retain later career teachers. STAY offered an Art Retreat focused on visual arts and art integration for educators coupled with credit-bearing course work during the 2022-2023 school year.

LKRise

Lower Kuskokwim Rural Innovation for Student Engagement (LKRise) traditionally hosts two convening's each school year. Its purpose is to provide a time for connecting teachers with each other, and provides opportunities for professional reflection. It is a promising and powerful strategy for supporting teacher growth. If teachers have these opportunities to identify and collaborate on common priorities, they will be able to increase student engagement, motivation, and growth. Due to limited staffing available to host and orchestrate, LKRise was unable to hold a convening during the 2022-2023 school year.

Badges of Professional Distinction

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

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Year	Total Teachers Registered	Total Teachers Earned Credit/Badge	Total Teachers % Earned Credit/Badge
FY19	136	117	87%
FY20	111	93	84%
FY21	67	62	93%
FY22	67	48	72%
FY23	50	32	64%

Multi-Tiered Systems of Support

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

MAP Testing 2022-2023

Evaluation Data

Map Testing Fall to Spring	Total Students	Native Students	Non-Native Students
Reading Met Growth Target	1,675	1,616	59
Language Met Growth Target	1,600	1,544	46
Math Met Growth Target	1,248	1,212	36

All students in grades K-12

Secondary Education

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

LKSD students are counseled to meet the Alaska Performance Scholarship (APS) required classes, regardless if the student may or may not meet other APS requirements. This requires

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

Core instructional materials are focused on grade level instruction. Every student should have the opportunity to receive instruction at his/her grade level. If students are placed in a Tier III replacement program at any point, it constitutes a temporary replacement of core curriculum; replacement curricula are limited to students in grades 7-8. Secondary students in grade 7-12 receive core instruction through district courses, though some selection and/or sequencing may be used as part of an MTSS plan. By policy, a student who is 16 must be promoted to high school (9th grade).

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

Sites may choose electives from:

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

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

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

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

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

4-Year and 5-Year Cohort Graduation Rate 2022-2023

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Evaluation Data

Graduation	Total Students 4-Year	Total Students 5-Year	Native Students 4-Year	Native Students 5-Year
Grad Rate	150	58	140	42

Alaska Performance Scholarship (APS) 2022 - 2023

Evaluation Data

APS	Total Students	Native Students	Non-Native Students
Eligible (#)	3	2	1

Dropout Rates 2022-2023

Evaluation Data

Dropout	Total Students	Native Students	Non-Native Students
Enrollment	4395	4187	208
Dropout Number	238	232	6
Dropout Rate	5.4%	5.5%	2.8%

*for the enrollment number includes all students who have entered and left our schools starting from 07/01/2023.

Career Pathways

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

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

Additionally, LKSD has identified a variety of delivery models to accomplish pathway access to students across the district. The middle school exploration is typically a short-term intensive experience in Bethel. Introductory classes are delivered in a variety of ways to ensure that all

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sites have the opportunity to access these entry classes. Concentrator classes may require participation in a Ready Program or summer intensive; however, some are available at sites.

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

- LKSD Career Pathways Framework

CTE Programs 2022-2023

Evaluation Data

CTE Programs	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	688	657	31
Students that Earned Credit	591	562	29
Successful Completion	1237	1157	80

Certifications 2022-2023

Evaluation Data

Certifications	Total Students (#)	Native Students (#)	Non-Native Students (#)
Total	0	0	0
OSHA 10	10	10	0
CNA*	0	0	0
Welding A.W.S	0	0	0
First Aid/CPR	22	21	1
Food Worker	24	23	1

*Certified Nursing Assistant

READY Academies

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

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

Ready Programs Fall 2022-2023

Evaluation Data

Ready Programs Fall	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	12	12	0
Students that Earned Credit	12	12	0
Successful Completion	11	11	0

Ready Programs Spring 2022-2023

Evaluation Data

Ready Programs Spring	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	6	6	0
Students that Earned Credit	6	6	0
Successful Completion	6	6	0

Variable-Length Residential Programs

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

- A two-week summer STEM/Fabrication Academy (3-D printing)
- A two-week summer Film Academy
- A two-week summer Art Academy
- A two-week summer Welding Academy
- A two-week summer Computer Science / Coding Academy

Summer Fabrication / STEM Academy 2022-2023

Evaluation Data

Summer JH Math Academy	Total Students (#)	Native Students (#)	Non-Native Students (#)
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Participation	12	10	2
Number of Students that Earned 0.5 Credit	8	7	1

Summer Film Academy 2022-2023

Evaluation Data

Summer Film Academy	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	12	10	2
Number of Students that Earned 0.5 Credit	12	10	2

Summer Arts Academy 2022-2023

Evaluation Data

Summer Arts Academy	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	12	12	0
Students that Earned 0.5 Credit	10	10	0

Summer Welding Academy for High School Students 2022-2023

Evaluation Data

Summer Welding Academy	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	12	10	2

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Number of Students that Earned 0.5 Credit	11	9	2
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Two-Week Computer Science / Coding Academy for High School Students 2022-2023

Computer Science/Coding HS Academy	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	3	3	0
Number of Students that Earned 0.5 Credit	2	2	0

Special Education Program

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

During the 2022-2023 school year we had 496 students on Individual Education Plans (IEPs). The special education categories include Cognitive Impairment, Hearing Impairment, Speech or Language Impairment, Visual Impairment, Emotional Disturbance, Specific Learning Disability, Deafness, Deaf and Blind, Orthopedic Impairment, Other Health Impaired, Multiple Disabilities, Early Childhood Development Delay, Autism, and Traumatic Brain Injury.

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

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

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

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

Special Education Program 2022-2023

Evaluation Data

Special Education	Total Students	Native Students	Non-Native Students
Participation	496	475	21

Student Academic Activities

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

High School Speech 2022-2023

Participation Data

HS Speech	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	14	12	2

Junior High Speech 2022-2023

Participation Data

Junior high Speech	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	33	32	1

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

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Spelling Bee 2022-2023

Participation Data

Spelling Bee	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	2	2	0

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

2022- 2023 Participation Data

Science Fair	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	47	41	6

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

Battle of the Books 2022-2023

Participation Data

Battle of the Books	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	6	3	3

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

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

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

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

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

First® Lego® League Robotics (Elementary & Middle School) 2022-2023

Participation Data

Science Fair	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	68	51	17

Student Athletic Activities

Cross Country Regionals 2022-2023

Participation Data

Regional Meet	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	31	31	0

Mixed Six Volleyball Regionals 2022-2023

Participation Data

Volleyball	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	96	94	2

Wrestling Regionals 2022-2023

Participation Data

Wrestling	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	X	X	X

District Basketball Tournament 2021-2022

Participation Data

Basketball	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	168	166	2

District NYO Meet 2021-2022

Participation Data

District NYO	Total Students (#)	Native Students (#)	Non-Native Students (#)
Participation	158	151	7

Title IA Improving Basic Programs

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

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

Grant Activities:

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

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Title IC Education of Migratory Children Education

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

Grant Activities:

- Support outreach and recruitment of migratory children
- Conduct family nights during the school year
- Support literacy development with Migrant Literacy Grant
- Distribute books, educational materials, parenting magazines
- Provide winter gear and personal safety and hygiene supplies
- Provide extended learning opportunities during summer break
- Tutor students in their academic areas of need
- Conduct CPR /Hunting Safety classes
- Provide outreach activities for migrant out-of-school youth (OSY) to help students graduate, obtain a GED or work toward a career

Title ID Neglected and Delinquent Youth

The purpose of the Title ID program:

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

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

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

Grant Activities:

- Goal 1: Increase vocational, career, and life skills
 - Objective: Students will participate in at least two activities that promote vocation, career, and or life skills

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- Activity: Career presentations, counseling, and cultural heritage activities such as cooking and sewing, vocation education modules (drivers education, OSHA Haz Mat certification, first aid, etc.)
- Goal 2: Increase proficiency in reading, writing, and math
 - Objective: Students will show a 25% increase in skill levels over the course of a year in reading, writing, and math
 - Activity: Individualized instruction and diagnostic intervention opportunities (Grad Point, ALEKS)
- Transition Skills - Life Skills Activities
- Cultural Heritage Life Skills: Sewing, beading, gun safety, and fish trap and snare construction
- Other Life Skills: Cooking, plumbing, welding, driver's education, construction trades

The Rural and Low-Income School (RLIS)

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

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

Grant Activities:

- Hire recruiters to interview and hire teachers, principals and other school leaders via job fairs, Zoom sessions, conference calls, and other such processes.

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

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

Grant Activities:

- The Principal Intern Project is designed to improve the recruitment, quality, and retention of principals. It funds four halftime principal interns at four village sites.
- The Supporting Teachers Across the Year (STAY) Program provides teachers in their 3rd year or more in the district an opportunity to participate in high-interest workshops in Bethel with follow-ups via VTC. This program aims to retain teachers by building a professional learning community that spans all schools in the district.
- Student teachers are recruited and provided housing and travel to professional development to support recruitment efforts.

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- Teachers, principals, and other school leaders are provided professional development incentives, such as Alaska Studies, Multi-Cultural, and Yup'ik Language classes for teachers, to increase retention.
- LKRISSE provides teachers the opportunity to come together in job-alike groups to increase student engagement.
- The Summer Arts Institutes are two-week intensives for teachers to learn how to use arts to motivate and increase student learning.
- Recruiters and a transition coordinator are hired to recruit effective teachers, principals, and other school leaders. In addition, the district provides signing bonus above the minimum negotiated agreement amounts, based on the analysis of hard-to-fill position.
- Professional development incentives are provided to retain effective teachers, principals, and other school leaders.

Indian Education Formula Grant

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

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

Application Type: Support of School-wide Program

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

Grant Activities:

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

Title III Language Instruction for English Learners

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

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

Grant Activities:

- Dual language community meetings will be conducted at seven sites to collect parent/community input on the school's language delivery program.
- Review the pilot information from the YPQC assessment.

- Professional Development:
 - National Bilingual Conference: Participation allows for sharing of effective practices and receiving up-to-date research information on best practices.
 - Dual Language Academy: This academy trains teachers and principals on the research-based principles of Dual Language Enrichment (DLE) Model.
 - Sheltered Instructional Observation Protocol (SIOP) Model is a researched-based instructional model used to support English language learners.
 - Visit model programs in Grand Prairie, Texas.
 - Calibration and observation visits to Dual Language Schools.

Title IVA Student Support and Academic Enrichment Grant

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

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

Grant Activities:

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