

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. David F Kingsland

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name William H. Seward Elementary School

(As it should appear in the official records)

School Mailing Address P.O. Box 247

(If address is P.O. Box, also include street address.)

Seward

Alaska

99664-0247

City

State

Zip Code+4(9 digits total)

County Kenai Peninsula Boroug State School Code Number* 240190

Telephone (907) 224-3356

Fax (907) 224-7077

Web site/URL https://www.edline.net/pages/Seward_ E-mail dkingsland@kpbsd.k12.ak.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Donna Peterson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kenai Peninsula Borough School District Tel. (907) 714-8888

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mrs. Sammy Crawford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 14 Elementary schools
 _____ 4 Middle schools
 _____ 0 Junior High Schools
 _____ 11 High schools
 _____ 15 Other
 _____ 44 TOTAL
2. District Per Pupil Expenditure: _____ 10073
 Average State Per Pupil Expenditure: _____ 12004

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	4	0	4	7			0
K	22	21	43	8			0
1	13	20	33	9			0
2	15	16	31	10			0
3	23	20	43	11			0
4	20	21	41	12			0
5	24	19	43	Other			0
6	21	18	39				
TOTAL STUDENTS IN THE APPLYING SCHOOL							277

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 23 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 3 | % Hispanic or Latino |
| 66 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 18 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	277
(5)	Total transferred students in row (3) divided by total students in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 2 %
6 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Tagalog, Yupik, Russian, Ukrainian

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 118

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %
38 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>17</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>13</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>3</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

	Number of Staff	
	Full-time	Part-time
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support Staff	<u>6</u>	<u>1</u>
Total number	<u>37</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of 24 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	94 %	93 %	94 %	94 %
Daily teacher attendance	91 %	93 %	93 %	92 %	95 %
Teacher turnover rate	20 %	33 %	16 %	13 %	4 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Teacher Turnover Rate

Our state legislature requires school districts to submit a balanced budget in the spring before the legislature appropriates money to fund state-wide education. This forces our district to terminate non-tenured employees to maintain a balanced budget. After the state

legislature allocates money for education, we are often able to rehire teachers.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

William H. Seward Elementary, located in Seward, Alaska, serves 270 culturally diverse students; pre-kindergarten (special needs) through sixth grade. Seward Elementary is dedicated to the on-going process of excellence. The school, parents, and community, strive cooperatively to seek innovative ideas that relate learning experiences to real-world situations. Our ultimate aim is to develop enthusiastic, responsible, life-long learners who are able to adapt, resolve, and interact with our ever changing world. Our team of professional educators is as diverse as our student body, and Alaska as a whole. Led by a progressive administrator, the eclectic staff, comprised of 11 classroom teachers and dynamic support personnel, has taught internationally, throughout the lower 48 states, and in rural Alaska. Like any successful team, we are dedicated to our vision.

Similar to our changing world, the city of Seward is evolving. Seward lies 125 miles south of Anchorage and is nestled between the 700 square mile Harding Ice Field and Resurrection Bay, a glacier-carved fjord. The port town originally served as the gateway for people coming to the Territory of Alaska. Today, Seward's economy is diversified through tourism, fishing, ship services, and oil and gas development. Seward was recently recognized in the National Geographic Adventure magazine as one of the 10 best adventure based locations in the United States. It is little wonder that many of the 3,085 residents earn income generated by the tourist industry.

Recognized three times by the National Civic League in the last decade as an All American City, Seward is home to the Alaska SeaLife Center, an aquatic research and rehabilitation center/education facility, and the Alaska Vocational Technical Center (AVTEC), the state's leading skills training institute with programs targeting skills for Alaskan careers. Additionally, Seward houses several state and federal entities such as offices for the Department of Natural Resources: Division of Parks, the Department of Interior: National Park Service, and Kenai Fjords National Park Headquarters. These agencies provide Seward Elementary several unique opportunities for partnerships, affording our students real-world learning experiences.

The ability to cultivate the expertise of community professionals combined with a strong foundation of core curriculum has helped to make students at Seward Elementary successful. Classroom instruction is augmented with a special education department that focuses on early identification and intervention. These specialists co-teach with the classroom teachers to meet the needs of students at every level in order to ensure all students achieve grade level expectations (GLE) and Alaska state standards. Additionally, Seward Elementary has a vital gifted and talented/enrichment program that challenges students to exceed on GLE and state standards.

Embracing the classic ideal of a sound mind in a sound body, Seward Elementary strives to produce well-rounded individuals. One way this is achieved is through the physical education program which offers students life long skills via activities designed to build leadership, encourage good sportsmanship, and foster healthy lifestyles. All students actively participate in a music program which encourages artistic appreciation and expression. To further develop the whole child, Seward Elementary's school-wide behavior management program, Frameworks, strives to limit and change inappropriate behavior while supporting acceptable behavior through innovative activities. Frameworks' excellent staff tackles such key problems as bullying prevention and respect.

Seward Elementary increased the length of its school day for the past three years. We now have longer to work with students each day than any other school our size in our region. In an effort to further meet the needs of students and the community, Seward Elementary extends its day beyond the traditional 3:00 bell. A variety of extra-curricular sports activities, like cross country skiing, and academic activities such as Forensics, are offered throughout the year. In alliance with the school, Seward's Boys & Girls Club, led by a devoted and energetic director, reinforces and expands academics and physical activities to better serve Seward Elementary's student body.

All of these aspects of the school resulted in outstanding student success on the 2007 Alaska Standard Based Assessment. For this achievement, our school was recognized by the Alaska State Department of Education for having students who demonstrated significant improvement or who continued to achieve at high levels, showing more than one year's

academic growth during the school year.

While it is rewarding to be recognized for excellence, it is more rewarding to know that Seward Elementary students receive an outstanding education; an education that is multi-dimensional (physical, social, emotional, and cognitive); an education that develops enthusiastic, responsible, life-long learners who are adaptive and able to interact in an ever changing world. The Blue Ribbon nomination is a great honor. It is a testament to a job well done by our students and staff.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Standards Based Assessment (SBA) is Alaska's criterion referenced test developed for Alaskan public schools and aligned to state performance standards. Performance standards delineate what students should know and be able to do at their grade level. Performance standards are further broken down into grade-level expectations (GLE's) stating specific knowledge and skills that children are expected to demonstrate in reading, math, writing, and science. The SBA's are administered every spring in grades, three, four, five, and six. Scores are classified in one of four categories on the SBA: advanced, proficient, below proficient, and far below proficient. To learn more about the Alaska Standards Based Assessment, please visit: <http://www.eed.state.ak.us/tls/assessment/sba.html>.

Test data for years prior to 2005 were not included in the tables in this document since the State of Alaska used a different test to measure proficiency that is not comparable to the SBA.

We are proud of the steady growth of our assessment scores over the last three years. We were recognized by our state for this outstanding success. During this time the combined number of children in third grade scoring both proficient and advanced in mathematics moved from 61% to 89%. Similar gains were seen in fourth grade with children moving from 59% to 92%. The fifth and sixth grades saw similar results, 64% to 80% and 64% to 95% respectively. When we disaggregated our scores for our reportable subgroup, economically disadvantaged and Alaska Native students showed the same type of growth. Economically disadvantaged students moved from 59% proficient and advanced, to 88%, while our Alaskan native population had tremendous results, moving from 52% to 91%.

We saw the same rise in student achievement with our language arts scores. During the 2005, 2006, 2007 testing window, our third graders scoring both proficient and advanced moved from 81% to 95%. The fourth graders moved from 77% to 84%. Our fifth and six graders had comparable gains of 86% to 95% and 77% to 88% respectively. We also saw gains with our economically disadvantaged students, 44% of our enrollment, scoring at the advanced level; 20% to 25%. Our Alaskan native population, comprising 20% of our enrollment, made gains as well, moving from 78% proficient and advanced to 88%.

Since the data tables in this report are broken out into each particular grade, some of our results are not listed due to less than 10 members in some subgroups. We are able to share this information here when we combine scores and report each subgroup for the whole school and not by grade. For example when we compare the 2006 and 2007 SBA language arts scores school-wide, our economically disadvantaged students scoring proficient and advanced moved from 72% to 87%. Our Alaskan native scores jumped from 69% to 90%. The math scores of these two subgroups saw even better results. Economically disadvantaged students move from 65% proficient and advanced to 89%. Our Alaskan native population moved from 64% proficient and advanced to 90%.

We expect to see continued growth in our students.

2. Using Assessment Results

Seward Elementary uses a variety of criterion and norm referenced tests to drive instruction. A community-wide child find program identifies children of preschool age with significant delays. Our special needs preschool teacher continually assesses the educational needs and progress of students to insure they are meeting goals on their Independent Learning Plans (IEP). When children enter kindergarten we administer a developmental profile so that we can identify and address student needs as soon as possible. Within the first two weeks of school the Dynamic Reading Assessment (DRA) is administered to give us immediate information on children's reading levels. The data also helps us create homogeneous reading groups to better focus our instruction. The Curriculum Based Measure (CBM) is administered three times a year so progress can be monitored and changes made if necessary.

For at-risk students, the assessment data we collect is entered into Aimsweb, an online assessment recording portal. Aimsweb is available to our intervention team, teachers, and school psychologist. We use this information to set student benchmark goals and as the basis for tiered intervention decisions.

We also use internet based assessments like Edperformance, and Homeroom.com with our 3rd ' 6th grade students. This allows us to make sure students are progressing sufficiently in

order to pass the Alaska Standard Based Assessment (SBA) which is administered in the spring.

When planning our school and staff development goals we often refer to the previous year's assessment results. We find these to be an invaluable aide when making decision about the path our school should pursue for the next academic year. Teachers also review their students' individual scores in all areas and use the information to plan for remediation or acceleration of the curriculum

3. Communicating Assessment Results

When a child enrolls at Seward Elementary, both students and parents are given information about the internet based portal called Edline. Once registered, Edline is accessible 7 days per week, 24 hours per day, giving students and parents access to CBM, Terra Nova and SBA assessment results, attendance, and current classroom grades and assignments. Our school's State Report Card, generated by the State of Alaska for each school in the state, is also available on Edline for parents and interested community members. Assistance is given to parents to register with Edline during fall conference time, over the phone, at the school's office, and during student/parent computer nights.

In an effort to get our testing data out to more parents and the community we have tried a variety of strategies, such as contacting the local newspaper and providing them with our state assessment results. Furthermore, we post articles about our assessment results on Sewardcitynews.com, which is a local interactive news website. Additionally we created posters using our state assessment results. These were posted around the gymnasium during the fall back-to-school night. They were strategically placed so that all parents walked by the posters on their way to the Parent/Teacher /Student Association (PTSA) chili feed. Student state assessment results are mailed to each family's home, as well. State assessment results are also shared with our Site Based Council; which is made up of parents, community members, and teachers.

Sharing our assessment data with parents is regular and on going. We do so during our fall parent-teacher conferences and spring student-led-conferences. In our continued effort to keep parents apprised of their children's progress, CBM results for grades K ' 3rd are noted on standard based report cards three times a year. Further, we send mid-quarter progress reports home four times a year that list grades and classroom assessment results.

4. Sharing Success:

A collegial relationship exists between Seward Elementary, district and state schools, and our district office. We take every opportunity to both share our successes and to learn from one another. Many of our teachers serve on building and district level committees where they have the chance to exchange ideas and influence decisions and decision makers. Our staff joins professional organization like Association of Supervision and Curriculum Development (ASCD) and International Reading Association, and the Alaskan Reading Council. We use these forums not only to gain more knowledge, but to promote our work as well. This fall, one of our staff members was published in Education Week, thus sharing our school's uniqueness with a nation-wide audience.

In Seward, we have developed ties with our local middle school. We have worked with them to align our math curriculum to better meet the needs of our students. We also meet with their special education staff and formulate transition plans for our matriculating students. By sharing successful strategies we have used for specific elementary students, we have found, these students' middle school teachers are better able to perpetuate student achievement.

We also share our successes during joint in-services with other small schools in our district. In addition, we have had the opportunity to present our best practices and testing data at district level staff development trainings. This past fall, our principal presented a power point to our School Board in which he shared school highlights and our outstanding assessment data.

Finally, we share our many successes, be it academic, athletic, or behavioral on our school and district web pages, school and classroom newsletters, and local media sources.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Seward Elementary is guided by Kenai Peninsula Borough School District's (KPBSD) curriculum as outlined in our district's curriculum guides. Teachers can access these guides in our school library and from their desktop computer at: <http://www.kpbsd.k12.ak.us/departments.aspx?id=36>. KPBSD has aligned its curriculum to the Alaska Content Standards and Grade Level Expectations in Reading/Language Arts, Writing, Math, Science, and Social Studies. In addition, teachers or specialists are responsible for teaching health, music, library skill, P.E., citizenship, and include the fine arts, and technology into their classroom instruction. We use research based curriculum, coupled with quality materials, and textbooks. Our goal is to take children beyond the proficiency level regardless of language skills or special needs, and to facilitate the best that each can do.

Our district has adopted the Houghton Mifflin Reading series as the vehicle to deliver its reading and language arts curriculum. We assess our students in the fall/winter/spring with a Curriculum Based Measure, (CBM) for group placement, to chart progress, and to guide instruction. Based on the information from our fall assessments, we level our reading groups, add additional staff to facilitate smaller groups, and have a sacred 90 minutes of reading/language arts instruction. When reading block time is over, children return to their original classroom where they have additional times to read and practice writing via our district adopted 6+1 Traits methods. We also support and encourage reading by hosting two book fairs a year and book exchanges. Additionally, we have family Bingo and Books nights, send home book backpacks, sponsor before school reading time for families, and participate in the Alaska Battle of the Books and Iditaread programs. We also encourage every child to read 20 minutes at home each night.

Seward Elementary uses Houghton Mifflin's Math Expressions and McDougal Littell Course 1 and 2, to provide the core of our math instruction. We supplement these materials with Everyday Math, Saxon Math, teacher developed materials, and web based programs like SkillsTutor and Edperformance. Teachers from our site participate on the district's math book adoption committee to share their expertise and experience. Children at all levels are challenged in math class and have to be able to justify and show their thought processes both orally and in writing. Additional programs at school that reinforce our excellent math instruction are, Talented and Gifted Program's Mind- A-Mazes, chess club, and the creation and hosting of a district wide Math Bowl.

In the primary grades, science, social studies, and health are integrated with reading and writing and are taught thematically. In addition to our library, we have created a leveled book room, with high interest, non-fiction books, which teachers use to implement instruction. The intermediate teachers have textbooks published by Harcourt to aide delivery of instruction, leading to success on the Alaska's Standard Based Assessment in science. Across grade levels it is common to see students working in our dedicated science lab on hands-on projects and being assisted by local community professionals. The Alaska SeaLife Center sends research scientists to school whenever we need them, and hosts our school in their facility. The Alaska State Parks and the National Forests Service loan us their educational experts for hand on instruction. A physician's assistant and our school nurse provide their services during health classes. In addition, our local Alaska Native Tribe, Qutekcak, sends in Elders to teach our young about history, art, science, and culture.

We believe the arts are an integral part of a child's development and a must-have for a well rounded education. All students participate in the arts taught by district specialist, classroom teachers, and local artists. We have kindergarten through sixth grade music instruction twice per week. Students also have the opportunity to participate in guitar club and in PTSA's recorder program.

Our musical Veterans Day program is our biggest family and community event of the year! It incorporates both fine arts and performing arts including patriotic songs, poems, historical recitations, and sign language. In addition the event incorporates other classroom projects such as family history projects, citizenship, and research reports.

While there are no state standards for physical education, our district has based their P.E. curriculum on national standards. We've kept this information, along with Kenai Peninsula Borough School Board's adopted wellness plan, in mind when we increased the number of days and hours a student participates in physical education activities. In addition

to noon time recess, we now have school-wide P.E., four days per week for a total of 2 hours of skills, fitness, and movement instruction. Further, once children enter fourth grade they become eligible to participate in our after school sports program.

Special needs pre-k through sixth grade teachers all incorporate technology throughout their instructional program. We have two computer labs plus classroom learning centers made up of three or more computers. This year we are integrating the use of two smart boards in our special education department and in the science lab. We use technology to compliment our teaching, not as a stand alone subject area. Primary students use a variety of hardware like touch screens, language boards, and personal computers to explore their world and learn or reinforce skills. Formal keyboarding instruction begins in third grade. Intermediate grades use digital camera, scanners, personal computers, and the web for classroom assignments and presentations.

Seward Elementary likes to provide multiple opportunities for student success. We base our instruction on district curriculum and state standards to insure students succeed.

2a. **(Elementary Schools) Reading:**

Our highly qualified and motivated staff has put together an effective approach to our reading instruction. Ability leveled reading groups are combined with an intervention program that is meeting students where they are. Thus students are building skills at an impressive pace. The school uses the Kenai Peninsula Borough School District's adopted reading program, Houghton Mifflin to provide a common structure in grades kindergarten through six. Our approach includes research based 6 Traits Writing, as well as an English Language Learner (ELL) and Title 1 intervention pieces. Our curriculum has been aligned with the Alaska State Standards. All grades are engaged in reading literacy activities on a daily basis with ongoing assessment. This has proven to be successful based on state-wide assessment results. Our high reading standards are a hallmark at Seward Elementary.

Seward Elementary has a dedicated, daily reading block of 90 minutes in which reading instruction is provided. We have enlisted the help of other staff to enable us to deliver services to smaller groups with similar abilities. Our principal even teaches a reading group on a daily basis. Our reading block is sacred at Seward Elementary, ensuring uninterrupted, quality instruction. In addition, we have an active intervention team who, with the classroom teachers, refers, monitors, and assesses those students at risk. Our goal is to identify at risk students early and provide effective intervention. Identified students participate in additional reading sessions each day. We make use of many research based programs to meet the needs of these students, including: Reading Mastery, Read Naturally, Early Success, Lexia, Reading Counts, and, Earobics. Additionally, teachers use creative projects to engage students and build skills. Our students participate in a 'reading buddy' program, as well as (ELL), Title 1 and Gifted & Talented enrichment.

Quality reading instruction is a priority at Seward Elementary. We believe reading ability is the foundation for all successful learning and it is our goal to see that all children reach their potential.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

Seward Elementary School long ago realized that its community has a wealth of scientific resources at its disposal. Our small town has the National Park Service, the National Forest Service, the Alaska SeaLife Center, Bear Lake Salmon Hatchery, and the National Institute of Marine Science right in our back yard. Each of these entities makes an impact in our school. We have been able to enrich and expand our curricula by connecting with our local resources.

Throughout the years we've experienced Sea Lion Articulation Projects - with actual boiling vats of sea lion skeletons in our science lab - to the regular presence in the classroom of scientists like Katie Toth-Stauble (USFS Natural Resource Education Program) and CJ Rea (National Park Service, Exit Glacier). Katie teaches classes in forest ecosystems, including such programs as Moose on the Loose, Glaciers in Motion, and Hooray for Leaves. This year our 5th graders, in their quest to study salmon, have been tending a 'clutch' of salmon eggs they gathered at the local hatchery.

Every spring the SeaLife Center gears up for its summer season by coming to the

school to fine tune its educational programs by offering K-6th classes such as Bird Brains and Cephalopods of the Deep. The Alaska SeaLife Center also offers our 4th graders a two-day Bird Academy working with the USFS where students learn about the anatomy and morphology of pelagic birds. In addition, students enjoy a Bird Ambassador Program where captive pelagic birds are brought into the classroom for visits with students. For the last two years, the 5th and 6th grade classes have spent the night in the Sea Life Center studying different aspects of their marine world during nocturne programs.

For the second year in a row, the 6th graders are conducting a comparative study of plankton in Resurrection Bay and Kachemak Bay. This project is funded by a grant from the National Park Service (NPS), which includes traveling four hour to the other side of the Kenai Peninsula to participate in a plankton tow and microscope study with the Center for Alaska Coastal Studies. Our 3rd and 4th graders have experienced marine travel into Resurrection Bay with the Kenai Fjord Educational Tour to identify marine mammals, learn how to use microscopes in the field, participate in plankton pulls, and to study water salinity.

Kindergarten through second grade students take field trips each fall to Exit Glacier and participate in nature walks with NPS guides learning the basics of glacier formation, glacier movement, and the animals that live in our environment. Furthermore, students make field expeditions to Lowell Point in the spring to study tide pools with the NPS.

We believe that Seward Elementary School serves as a model for teaching the sciences through real-world connections by joining our curriculum and standards to our exceptional local resources. It has definitely produced life long learners who are able to adapt, resolve and interact with their world in a significant way.

4. **Instructional Methods:**

The staff at Seward Elementary school is committed to student academic growth and school success. We celebrate the diversity of our student population and recognize the different learning styles that characterize our students. We work hard to align student needs with instruction and state standards in order to maximize learning potential which provides a consistent educational program from year to year. To effectively meet the needs of our students we utilize a wide variety of instructional methods.

The array of teaching methods incorporated into each day at Seward Elementary is research based and founded in the best practices of instruction. Within each classroom, students are actively engaged in hands-on, knowledge-based learning and teachers are cognizant of differentiating instruction to meet the needs of all students. There are several methods of instructional practice that are consistently employed at Seward Elementary. These include but not limited to:

Small project-based groups in which teachers and paraprofessionals are teamed with students to give as much individualized instruction as possible. These groups are assessment-driven.

Grouping of like instructional levels, or in focus groups for core subjects of math and reading. Leveled instructional classes often include team-teaching practices in which specialists will lead small groups within the larger group. Grouping and co-teaching models are dynamic whereas they continually change based on assessment results.

Early intervention is always employed in order to align student needs, available services and state standards. This begins with an entrance profile when students enter Kindergarten and continues through sixth grade. Frequent progress monitoring and continual assessment of student needs guide teachers in the design of lesson delivery and content.

Technology-enhanced instruction is utilized, such as www.homerom.com, Skills Tutor, Scholastic Reading Counts, Accelerated Reader, Earobics, Read Naturally, and many other web based programs specific to the subject material studied at each grade level.

Science and art is constantly integrated into teaching practices. Seward is the headquarters for several national and state parks. Guest speakers, field trips and utilization of community professionals in the classroom make learning come alive at Seward Elementary.

The Frameworks teaching team is available to work with students with special behavioral and social needs. While high achieving students benefit from an accelerated and enriched curriculum, especially in the areas of language arts, mathematics, art and drama. Seward Elementary School incorporates best teaching practices and a multitude of instructional methods to best meet the needs of our students. We are intensely aware of our responsibility to enable students to meet state standards in the short-term, and to help them become lifelong learners; capable, contributing members of society.

5. **Professional Development:**

Professional development is far more than occasional training at Seward Elementary School. We follow the goals of our school development plan and district directed training. It is through our efforts as a local professional learning community; however, that student success is truly enhanced. Staff whom have expertise, often gained through individual initiative, train staff in crucial areas, such as the Response to Intervention (RTI) academic intervention program.

In academic and behavioral areas we develop common standards for achievement of skills. These practices are put into use throughout the day. We've honed our skills to collect and use data to make decisions for student progress, and inform and work with parents to best assist and accelerate student learning. Our Intervention Team helps us focus on differentiated instruction and provides tiered level intervention strategies to help our students achieve. Concepts learned in professional development activities are incorporated into daily practice. Looking at each student as an individual, works!

Our team approach to collaboration and the way we implement new professional practices, has had tremendous results. There are 494 schools in Alaska. Seward Elementary was rated 18th overall for student achievement on the SBA's and received the Alaska Public School Incentive Program award. Our students showed significant improvement or have remained at their advanced level in reading, writing, and math. Student improvement grew in all sub groups including: special needs students, Alaskan Native, and economically disadvantaged. We are all a learning community. Through professional development, the more we learn about best practices and current trends in education, the more our students learn and achieve. We are proud to open the future for our children!

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Alaska Standards Based Assessment

Edition/Publication Year 2005 Publisher Data Recognition Corp

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	95	78	85		
% "Exceeding" State Standards					
Advanced	43	39	24		
Number of students tested	38	42	41		
Percent of total students tested	100	100	98		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	88	63	86		
% "Exceeding" State Standards					
Advanced	35	13	18		
Number of students tested	17	16	22		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
Proficient		70	64		
% "Exceeding" State Standards					
Advanced		20	0		
Number of students tested		10	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	89	73	61		
% "Exceeding" State Standards					
Advanced	35	29	20		
Number of students tested	37	41	41		
Percent of total students tested	100	100	98		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	89	56	68		
% "Exceeding" State Standards					
Advanced	29	6	14		
Number of students tested	18	16	22		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
Proficient		40	55		
% "Exceeding" State Standards					
Advanced		20	0		
Number of students tested		10	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	97	85	84		
% "Exceeding" State Standards					
Advanced	61	15	14		
Number of students tested	38	39	45		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	94	84	75		
% "Exceeding" State Standards					
Advanced	38	5	10		
Number of students tested	16	19	20		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	92	72	59		
% "Exceeding" State Standards					
Advanced	50	15	11		
Number of students tested	38	39	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	94	74	55		
% "Exceeding" State Standards					
Advanced	19	5	25		
Number of students tested	16	19	20		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	85	82	83		
% "Exceeding" State Standards					
Advanced	30	16	19		
Number of students tested	40	50	43		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	80	74	83		
% "Exceeding" State Standards					
Advance	10	13	10		
Number of students tested	20	23	20		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	80		70		
% "Exceeding" State Standards					
Advanced	10		10		
Number of students tested	10		10		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	91	81	74		
% "Exceeding" State Standards					
Advanced	63	33	28		
Number of students tested	43	42	47		
Percent of total students tested	96	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	88	68	79		
% "Exceeding" State Standards					
Advanced	44	11	21		
Number of students tested	16	19	14		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
		68			
% "Exceeding" State Standards					
		17			
Number of students tested		12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	80	74	64		
% "Exceeding" State Standards					
Advanced	43	32	31		
Number of students tested	40	50	42		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	80	70	45		
% "Exceeding" State Standards					
Advanced	35	26	15		
Number of students tested	20	23	20		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	80		30		
% "Exceeding" State Standards					
Advanced	20		10		
Number of students tested	10		10		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	95	79	64		
% "Exceeding" State Standards					
Advanced	53	45	26		
Number of students tested	43	42	47		
Percent of total students tested	96	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	94	63	71		
% "Exceeding" State Standards					
Advanced	56	21	29		
Number of students tested	16	19	14		
2. Alaska Native					
% "Meeting" plus % "Exceeding" State Standard					
Proficient		67			
% "Exceeding" State Standards					
Advanced		25			
Number of students tested		12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					