

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Deseree Wright

Official School Name: North Star Elementary

School Mailing Address:  
722 Mill Bay Road  
961 Mallard (physical address)  
Kodiak, AK 99615-6340

County: Kodiak Island State School Code Number\*: 280180

Telephone: (907) 481-2000 Fax: (907) 481-2020

Web site/URL: http://www.kodiak.k12.ak.us/nstar/NorthStar/NorthStar/index.html E-mail:  
dwright01@kodiakschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Stewart McDonald

District Name: Kodiak Island Borough School District Tel: (907) 481-6200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Norman Wooten

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 4         | Elementary schools  |
| 1         | Middle schools      |
| 0         | Junior high schools |
| 1         | High schools        |
| 8         | Other               |
| <b>14</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 15084

Average State Per Pupil Expenditure: 7123

**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 area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

1 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
PreK	2	1	3	7	0	0	0
K	10	13	23	8	0	0	0
1	22	14	36	9	0	0	0
2	17	12	29	10	0	0	0
3	23	15	38	11	0	0	0
4	23	21	44	12	0	0	0
5	25	17	42	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							215

6. Racial/ethnic composition of the school: 25 % American Indian or Alaska Native  
18 % Asian  
1 % Black or African American  
6 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
48 % White  
1 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1.	329
(5)	Total transferred students in row (3) divided by total students in row (4).	0.161
(6)	Amount in row (5) multiplied by 100.	16.109

8. Limited English proficient students in the school: 24 %

Total number limited English proficient 52

Number of languages represented: 6

Specify languages:

Tagalog, Ilocano, Visayan, Japanese, Laotian, and Spanish

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 146

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 free and reduced-price school meals 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: 30 %

Total Number of Students Served: 65

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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>3</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff	<u>2</u>	<u>5</u>
Total number	<u>27</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	94%	94%	95%
Daily teacher attendance	93%	92%	91%	94%	92%
Teacher turnover rate	0%	13%	7%	45%	31%

Please provide all explanations below.

- Attendance rates are generally caused by illness or health issues that require off island travel.
- The turnover rate for 2006-2007 is due to retirement and promotion from teacher to administrator. The rate for 2004-2005 is due to teacher retirement and in-district transfer. The rate for 2003-2004 is due to retirement, sabbatical, and moving to another community.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

## PART III - SUMMARY

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North Star Elementary is a K-5 school in the town of Kodiak, Alaska. Kodiak is located in the northeast area of Kodiak Island in the Gulf of Alaska. Kodiak Island is famous for huge Kodiak brown bears, world-class sport fishing, and one of the largest commercial fishing ports in the nation. The Kodiak Island Borough, with a population of 13,900 persons includes the City of Kodiak, seven villages, the U.S. Coast Guard Base, plus several remote camps and lodges. The City of Kodiak, with a population of 6100, is the seventh largest city in the state of Alaska.

The Kodiak Island Borough School District serves 2,595 students in grades K-12 throughout the island archipelago. There are 215 students enrolled at North Star Elementary, of which 101 students are economically disadvantaged, 36 students are English Language Learners and 29 are students with disabilities. North Star Elementary currently houses 10 regular education classrooms. We are a Title I Targeted Assistance school because of our socio economically disadvantaged student numbers.

In 2004, North Star began work with the Response to Intervention model approach used nationally as a way to close the gap between academically at risk students and their peers. Collaboration among staff, parents, and community members has brought about consensus as to one vision for our students.

The shared vision at North Star is to have a solid foundation of basic skills where individual talents and ability are internalized and used in every area of study and where the environment enables children and adults to engage in successful learning. We attribute our high achievement and success to our shared vision.

North Star was founded thirteen years ago as a community of multiage learners. Teachers and families come to this school because of a strong belief in the multiage philosophy, which allows students to construct meaning and understanding through opportunities afforded them with peers of various ages. Most recently, North Star offered families a looping option. This option allows a student to be with a teacher for two years, but in one grade level. Adding looping to North Star gave support to those families who wanted a single grade classroom. Whether in a looping class or a multiage class, the constructivist theory prevails. Students feel a sense of community because of the deep relationships established over time with a significant adult, their teacher. This is especially true for students who are English language learners or students who struggle with communication.

North Star houses an Intensive Behavioral Support program for the school district where students develop their social, emotional, and academic skills, as well as a resource program. Vital services are provided by certificated staff including: regular education teachers, counselor, speech/language therapist, physical therapist, an English learner acquisition specialist, a gifted and talented teacher, as well as two reading specialists on staff. Support staff such as an Indian education aide and regular and special education aides round out our teaching staff. Instruction is guided by the grade level expectations established by the State of Alaska, by the district curriculum, by adopted programs, and by response to intervention efforts.

The instructional program is data driven. Among the assessments frequently referenced are the Standards Based Assessments, the Dynamic Indicators of Basic Early Literacy Skills , Scholastic Reading Inventory, Idea Proficiency Test , Homeroom.com , local summative and formative tests, and the specialists' specific program tests. North Star's Teacher Assistant Team, the Response to Intervention team, and grade level teams' focus on the success of the individual child through regular intentional collaboration. Attendance at the weekly meetings promotes and encourages ongoing assessment, revision, and modification of the lessons and is paramount to the students' success. North Star's educational team meets bi-monthly as a Classified/Certified Committee, and monthly, at staff meetings, so that all staff members are informed and united about North Star's goals and objectives.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Kodiak Island Borough School District participates in the State of Alaska Department of Education and Early Development assessment system. The State of Alaska uses the Data Recognition Corporation as their vendor for the Standards Based Assessments administered in grades 3-10 for all Alaska students. The state performance levels are broken into four levels: far below proficient, below proficient, proficient, and advanced. Each level has a cut score range that is set by the State of Alaska Board of Education. These cut scores are updated and increased regularly. The most recent change to these cut scores was in 2006. The performance levels that demonstrate “meeting the standard” are the proficient and advanced levels. The State of Alaska assessment information is available via the following web address.  
<http://www.eed.state.ak.us/tls/assessment/sba.html>.

North Star qualified as a Blue Ribbon School applicant in the category of economically disadvantaged students. The following data analysis is based on the previous five years of data for grade three and the previous four years for grades four and five due to significant changes in statewide assessments between the '03-'04 and '04-'05 school years for grades four and five.

North Star Elementary has experienced multiple significant changes in personnel and demographics over the past five years. There was a significant increase in the number of economically disadvantaged students across all grade levels in the '04-'05 school year due to school boundary changes. In addition to the boundary changes, there was staff turnover in excess of thirty percent during the '03-'04, '04-'05 school years. In '07-'08, a core reading series was adopted and a second reading specialist was added to the staff. Changes in school leadership include the promotion of a principal with tenure of ten years in the building and new principals in each of the past two years.

The review of the previous five years of third grade data revealed school-wide gains for the general population, disadvantaged students, and Alaska Native/American Indian students. The gains for reading school-wide were 9.4% while the disadvantaged population saw gains of 35 % and the Alaska Native/American Indian population saw gains of 32 %. These gains can be attributed to increased intervention efforts and leadership at the school and district level. The gains for mathematics school-wide were 7 % while the disadvantaged population saw gains of 22 % and the Alaska Native/American Indian population saw gains of 15 %. These gains can be attributed to the adoption and sequential implementation of a district-wide core math program.

The review of the previous four years of fourth grade data revealed school-wide gains for the general population as well as Alaska Native/American Indian students. The gains for reading school-wide were 4 % while the disadvantaged population saw a decline of 15 % and the Alaska Native/American Indian population saw gains of 15 %. The gains for mathematics school-wide were 5 % while the disadvantaged population saw a decline of 29 % and the Alaska Native/American Indian population saw gains of 10 %. Gains in both subject areas can be attributed to instructional enhancement. Declines in both subject areas can be attributed to significant changes in the student population.

The review of the previous four years of fifth grade data revealed school-wide gains for the general population, disadvantaged students, and Alaska Native/American Indian students. The gains for reading school-wide were 20 % while the disadvantaged population saw gains of 35 %. The Alaska Native/American Indian population saw gains; however due to the low number of students this data is not publishable. The gains for mathematics school-wide were 20 % while the disadvantaged population saw gains of 14 %. The Alaska Native/American Indian population saw gains; however due to the low number of students this data is not available. Gains in both subject areas can be attributed to increased interventions and instructional enhancement.

In summary, the Kodiak Island Borough School District and North Star Elementary strive “to provide an educational program of the highest standard that empowers all students to achieve personal and academic excellence while developing their full potential...” This philosophy along with North Star’s use of a variety of curricular and instructional strategies to address the needs of their changing student population, the longevity of school leadership, and the adoption of curricula have been important factors for student success.

## **2. Using Assessment Results:**

Information from the Standards Based Assessments provides North Star with specific information regarding instructional needs for each of the grade level expectations in language arts and mathematics. This allows teachers to know where additional or adjusted instruction needs to occur. Homeroom.com and the Skills Tutor program, accessed at home or school via the internet, are relied upon, as well.

The Dynamic Indicator’s of Basic Early Literacy Skills is used to place students in groups for reading instruction and also provides a progress monitoring tool. The Scholastic Reading Inventory assesses reading comprehension and provides a Lexile range for students which measures growth and also provides guidance for appropriately leveled reading materials. The school’s library books are Lexiled for student use as are many of the classroom libraries.

The core reading program is implemented by classroom teachers and specialists across all grade levels. This program utilizes both formative and summative assessment which in turn drives instruction. There is also a core program in mathematics additionally; there is a supplemental program to practice basic skills. Staff development in appropriate assessment alignment is ongoing throughout the year in all academic areas.

Specialists and support staff align their weekly lessons with the regular teachers’ lessons. Weekly meetings facilitate collaboration among staff members to target specific individual student needs. All of the specialists use their own specific testing, related to their specialty, in conjunction with the aforementioned assessments.

The school district utilizes a standards-based report card. These assessments correlate with the Alaska Grade Level Expectations. Parents are informed during student led conferences through portfolios at the end of each trimester. Conferencing during Individual Education Plan meetings, Response to Intervention meetings, and grade level meetings keep all informed.

## **3. Communicating Assessment Results:**

Information regarding North Star Elementary student performance is communicated to parents, students, and the community in a variety of ways. Staff, students, and parents utilize disaggregated data to set appropriate learning goals for the students. North Star’s typical methods of disseminating this information include:

- A standards based report card is shared at the end of each trimester.
- Family conferences are held three times a year. Goal setting conferences are held during the first week of school in order for parent, student, and teacher to share objectives for the year. Conferences are also scheduled at the end of the first and second trimester where the report card, a portfolio, and assessment binder is shared.
- Personal communication between families and teachers occurs frequently on an as needed basis. In some cases, translators assist with the communications. These communications may be by telephone or by e-mail.
- Kodiak media assist in communicating broad information regarding student achievement to the community. This includes both radio stations and the local newspaper.
- The North Star Parent Teacher Organization is a venue for communications on a monthly basis.
- The North Star Newsletter is sent home weekly and includes information regarding student performance as appropriate.

- Each classroom sends home a weekly newsletter and homework folder.
- Communication with students is an ongoing conversation regarding their gains and how those gains occur.

#### 4. **Sharing Success:**

North Star Elementary shares student success in many ways. A visitor will notice examples of student success immediately upon entering the school. Local newspaper articles about students are displayed on the school-wide bulletin board, student work is proudly displayed on the walls throughout the school, and on the central office bulletin board. In the past, students have shared their achievement at assemblies and with the Kodiak Island Borough School District Board of Education.

Teachers routinely meet and share student success in mathematics, reading, and writing at weekly meetings. Additionally, during each monthly staff meeting, a staff member is recognized by a peer as going above and beyond through the Golden Apple Award. Student and staff achievement is also recognized through the principal's daily memo to staff. Monthly Parent Teacher Association meetings, weekly classroom, and school-wide newsletters are a method for communicating success with parents.

North Star's teachers share with other schools at district grade level meetings, in-service opportunities, university course-work, and through organizations such as the Kodiak Reading Council. Teachers at North Star have formed alliances with staff members from other schools and often share information informally. The staff at North Star believe in open dialogue where success is shared with honesty and respect. Gathering with fellow colleagues provides a format for to share success and gain ideas.

North Star's staff have presented at state and national conferences. Staff members have participated in projects with the Alaska State Education Innovations Network which has provided opportunities to share with districts throughout the state. North Star teachers, through the Kodiak Island Borough School District, access opportunities through the Alaska Arts Education Consortium, the Alaska Science Consortium, the Alaska State Literacy Association, Kennedy Center Partners in Education, Alaska State Development Network, the Alaska Network for Understanding American History, as well as the State of Alaska Board of Education.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

North Star, as part of Kodiak Island Borough School District, is guided by a standards-based curriculum that is aligned to the Alaska Content Standards and Grade Level Expectations in reading, writing, and mathematics. North Star's goal is learning--- utilizing all the resources available. This is accomplished through instruction that is child-centered, activity-based and supported by research. Assessments of individual students are aligned to the standards-based report card so that daily lessons are clearly defined for both students and teachers.

Reading instruction allows for whole group, small group, individual, and peer instruction as a part of the daily reading schedule. Skill development embraces all aspects of reading including the appreciation for literature. The core program integrates the standards into weekly lessons and assessments.

Writing workshops are an integral part of writing instruction. Mini lessons provide direct instruction of concepts and students practice skills in their own writing. Spelling and high frequency sight words are emphasized. Teachers design specific interventions to meet individual needs. Rubrics and writing assessments help students, teachers and parents understand the expectations and sequence of writing skills.

Mathematics instruction is developmentally appropriate, concept-based, and promotes mathematical thinking. The core program structures math through an experience-based and problem-solving approach. The use of real-life applications aids the student in seeing the everyday use for mathematics. It is supplemented with a computation and skills-based program.

Science and social studies are commonly within the reading and mathematics instruction. The schools geographic location supports easy access to tide pools, forest habitats, wildlife, and cultural diversity. Our community welcomes students at the Kodiak Wildlife Refuge, University of Alaska's Fisheries and Technology Center, and the United States Coast Guard Base. These facilities give them access to a wide variety of professionals, geologists, chemists, pilots, and biologists.

Arts include music, band, orchestra, visual arts, and drama. General music is part of the weekly schedule. The band and orchestra are structured lessons available to fourth and fifth grade students. Classroom teachers integrate opportunities for visual arts and drama across the curriculum. Assemblies, art and talent shows are used to showcase student accomplishments. The Alaska State Council on the Arts and the North Star Parent Teacher Association have assisted with the Artist in Residence program. It immerses the school community in a long term relationship with talented artists that always leave the school with concrete examples of the talents at North Star. There are 300 ceramic fish that decorate the halls, felted wall hangings that adorn the commons, a large yurt in the library and the memory of a circus performance that was shared with the whole community of Kodiak.

Physical Education classes provide instruction in skills, fitness, and sportsmanship. North Star participates in the Presidential Fitness Program with many students achieving national and presidential recognition each year. The Jump for Heart program is promoted by all grade levels and third, fourth and fifth grade students participate in the annual Kodiak Fun Run, which is coordinated with three other elementary schools.

At North Star technology is utilized as a way to support and enhance learning across grade levels and content areas. Computers are used as tools in assessment and instruction. Two classrooms were involved in the 1-to-1 IBook Computer program, which gives each child in the class a laptop for use in the classroom.

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

North Star's reading emphasizes the use of differentiated strategies. Teachers modify their lessons to accommodate student's needs and performance. The core program provides vocabulary, phonemic awareness, decoding, comprehension, fluency and leveled readers that are the basic foundation for differentiated instruction. The program includes whole group and small group instruction. Children are placed in their small group using many types of data. The leveled readers, worksheets, and phonic skills are written to accommodate six different reading levels. Students can all be working on summarizing or long vowel combinations and the words used in the materials will be at their lexile level.

This program has all the components required to be effective for the students at North Star and appeals to a variety of teaching styles. Experienced teachers supplement or extend as needed and new teachers have a clear set of guidelines to follow as they gain experience. Intervention is embedded in the program and allows at-risk students to be a part of the whole group and receive small group instruction that is at their level in all the components of reading. They are part of the many class discussions and activities. They are no longer left out or disconnected because they were receiving instruction from a specialist and the materials did not relate to what the class was doing.

Each grade level team selects a block of time to have their reading so that reading specialists, aides, librarian, parents and teachers can have assistance with the small group instruction. The full block of time is 30-40 minutes for whole group, 40 minutes for small group and another 20 minutes for what we call "double dose". Double dose is a time for individual instruction on specific skills.

The use of Dynamic Indicators of Basic Early Literacy and Informal Reading Inventories give us weekly and/or monthly progress monitoring data that assures children are making progress toward their individual goals. The structure of the program also creates an environment of collaboration because specialists need to meet with teachers to coordinate schedules and groups. It is a great opportunity for powerful discussions about; interventions, assessments, progress monitoring, philosophy, differentiating lessons and ideas that have proven successful. North Star is connected and moving forward with a common objective, for each child to reach their specific goal in reading.

## **3. Additional Curriculum Area:**

The mission of the Kodiak Island Borough School District is contained in the following statement: The KIBSD, in close cooperation with our diverse island community, exists to provide an educational program of the highest standard that empowers all students to achieve personal and academic excellence while developing their full potential as responsible, productive citizens.

North Star staff and community members know that technology is a necessity in meeting this mission. Technology is used for business and information purposes, but instructional technology is foremost. We are supported in these efforts by Central Office through staff development, funding, technologists, and updated equipment.

Empowering our students by preparing them for a future that is all encompassing in technology is paramount because of our isolated location in the Gulf of Alaska. Computers provide the communication link to the outside world. Computers, video conferences and teleconferences link our school to other Kodiak district schools and off island locations. Students share presentations and compete in various academic activities via this technological avenue. Virtual 'off island' field trips are common throughout students' lessons. We provide students with the skills, opportunities, and technological equipment, so they will be better prepared in the competitive world to become responsible, productive citizens.

Through a grant, we were able to furnish each student in one classroom with laptop computers. Curriculum is integrated through the use of the laptops daily. Portfolios, graphing, research, email, and basic computer skills like keyboarding, data base, and word processing are implemented in the students' lessons.

Through homeroom.com and Skills Tutor parents, students and teachers have the ability to access, from home or school, specific academic information and hone in on their strengths and weaknesses.

#### **4. Instructional Methods:**

Instructional methods at North Star Elementary are as diverse as the students who are served in the school. In 2004, Response to Intervention became a part of North Star's organized effort to help all students achieve to their highest potential. The collection, review and analysis of individual student data are used to inform our instruction. This information allows us to multiply our successes through differentiated instruction that can be modified or supplemented to best meet individual student need. Formative and summative assessment informs our practice and is a collaborative effort between generalists and specialists.

Additionally, there are several tenets of best practice that are frequently employed at North Star which focus on the individual needs of each student. Standards, individual learning modalities, and the child's identified need help teachers determine what to use. These include:

- Process writing
- Basic skill building in reading, writing, and mathematics
- Thematic teaching
- Learning centers
- Conceptualized mathematics
- Cooperative learning
- Peer tutoring
- Computer assisted instruction
- Team collaboration
- Social skills instruction
- Large group, small group, and individualized instruction
- Data driven instruction
- Student led conferencing and goal setting
- Multiple intelligences
- Technology instruction
- Early intervention
- Involvement of parents as teachers

Teachers recognize the value of multiple intelligences in designing lessons to further the development of the individual child. This bulleted list is not all-inclusive, but provides a glimpse of the various ways a child's instruction is modified and supplemented.

#### **5. Professional Development:**

The State of Alaska and districts have high expectations for all students, at the heart of which are aligned standards. The remoteness of Alaska makes state support in professional development essential if children are to succeed in obtaining the standards. The state offers teacher learning opportunities through academies, on-line course work, and ten in-service days for specific district-wide learning needs. Alignment to the state-wide content standards is demanded if state supported.

District-wide, is a three-tiered professional development plan for certified staff which recognizes the diverse learning needs of teachers. The plan distinguishes instruction needed by teachers who are new to the profession

or Kodiak, from teachers who are continuing their learning, to teachers who are engaged in school improvement. It helps the district plan for future trainings since it is driven by recognized teacher needs based upon the data. Monthly, a district-wide educational steering committee meets to discuss and be informed about learning through web-based or community college classes. These discussions lead to specifically designed in-service opportunities for all teachers and paraprofessionals so that they are better equipped to assist all students.

North Star has taken the opportunity to use the information gained at both the state and district level so that there is improved student success. At each grade level, teachers meet weekly for collegial discussions specific to individual students, data, or classroom instruction. Response to Intervention is a way to improve services for at-risk children and has led to improved teaching. Teachers and specialists meet for conversations regarding student progress and instructional methodology on a weekly basis. Understanding the connection between instructional style and student success is critical for successful implementation of the methodology. Problem solving, teacher observations, collegial support, parent, teacher and student interviews are used to support student learning. North Star uses a system to collect data, use data, and improve instruction with children across all curricular areas. The system is inclusive of data gathering, data analysis, and professional conversation for the development of differentiated instructional strategies to ensure student growth and success. The process of ensuring student success is founded in quality professional development at the state, district, and school level for all school personnel.

## **6. School Leadership:**

North Star utilizes a vision centered consensus approach to leadership. Protocol is created, reviewed, and practiced through consensus of all personnel. There is no 'vote' to reach consensus. Discussions continue until all are on board with a programs' direction. All decisions keep North Star's vision in mind.

Extensive staff development using the Montana Behavioral Institute strategies is promoted and supported building and district wide. Staff members have attended this institute in the summer in Montana. When they return, they share this knowledge with others at North Star. Students practice these expectations continuously in all common areas related to school such as the hallways, cafeteria, playground, etc. Parents are appreciative of the consistency throughout the building.

Opportunities, input and collaborative decision making are offered both at the district and school level. At the district level, committees are formed relative to curricular content areas, specific programs, and district planning efforts. At the building level, initial information is shared and meetings are held during the weekly early release for professional development. Reports and concerns are then shared in small groups at bi-monthly and monthly leadership meetings. This input sets the agenda for the monthly staff meetings.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: Alaska Standards Based Assessment  
 Edition/Publication Year: 2004      Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	89	84	92	78
% Advanced	36	40	52	65	44
Number of students tested	45	35	25	26	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	77	89	73		55
% Advanced	35	37	40		9
Number of students tested	26	19	15		11
<b>2. Racial/Ethnic Group (specify subgroup): Alaska Native/American Indian</b>					
% Proficient plus % Advanced	82				67
% Advanced	55				25
Number of students tested	11				12
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Blank spaces are due to non-publishable data because of student numbers less than 10.

Subject: Reading

Grade: 3 Test: Alaska Standards Based Assessment

Edition/Publication Year: 2004

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	89	100	92	77
% Advanced	40	46	56	46	36
Number of students tested	45	35	25	26	45
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	81	79	100		46
% Advanced	31	47	53		9
Number of students tested	26	19	15		11
<b>2. Racial/Ethnic Group (specify subgroup): Alaska Native/American Indian</b>					
% Proficient plus % Advanced	90				58
% Advanced	55				17
Number of students tested	11				12
<b>3. (specify subgroup):</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Blank spaces are due to non-publishable data because of student numbers less than 10.

Subject: Mathematics                      Grade: 4 Test: Alaska Standards-Based Assessment  
Edition/Publication Year: 2004      Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	89	93	71	
% Advanced	43	48	79	25	
Number of students tested	42	27	29	52	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	71	89	100		
% Advanced	29	53	60		
Number of students tested	24	19	10		
<b>2. Racial/Ethnic Group (specify subgroup): Alaska Native/American Indian</b>					
% Proficient plus % Advanced	64			54	
% Advanced	9			23	
Number of students tested	11			13	
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for 2003-2004 see narrative for explanation.

Blank spaces are due to non-publishable data because of student numbers less than 10.



Subject: Mathematics                      Grade: 5 Test: Alaska Standards-Based Assessment  
Edition/Publication Year: 2004      Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	93	75	63	
% Advanced	70	53	52	33	
Number of students tested	30	30	56	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	75	87	61		
% Advanced	50	47	44		
Number of students tested	17	15	23		
<b>2. Racial/Ethnic Group (specify subgroup): Alaska Native/American Indian</b>					
% Proficient plus % Advanced			50		
% Advanced			31		
Number of students tested			16		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for 2003-2004 see narrative for explanation.

Blank spaces are due to non-publishable data because of student numbers less than 10.

Subject: Reading                      Grade: 5 Test: Alaska Standards-Based Assessment  
Edition/Publication Year: 2004      Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	100	81	77	
% Advanced	63	40	37	47	
Number of students tested	30	30	54	30	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	65		
% Advanced	59	40	17		
Number of students tested	17	15	23		
<b>2. Racial/Ethnic Group (specify subgroup): Alaska Native/American Indian</b>					
% Proficient plus % Advanced			63		
% Advanced			19		
Number of students tested			16		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for 2003-2004 see narrative for explanation.

Blank spaces are due to non-publishable data because of student numbers less than 10.