



July 26, 2021

Dear Parents/Guardians,

Raven is dedicated to improving our graduation rate and has developed a comprehensive school improvement plan that focuses on steps we will take to support families and students in reaching high school graduation. We wanted to share this information with you and ask for your input for our Raven Graduation Rate Comprehensive School Improvement Plan. First, we wanted to share a little background on the Alaska School Designations. Earlier this year, Alaska's Department of Education and Early Development (DEED) received a waiver from producing accountability designations for schools using data from the 2019-2020 school year. When applying for the waiver, DEED assured the US Department of Education that schools, including Raven Homeschool, would maintain their current designation and would continue to receive supports and interventions consistent with their improvement plan. This means that the designation that Raven Homeschool received for the 2021-2022 school year will not change from the CSI/Graduation Rate designation received in the 2020-2021 school year. For a brief overview of what the CSI/Graduation Rate designation means, please visit the following resources:

- [Brief Overview of Alaska's Accountability System](https://education.alaska.gov/akaccountability/schoolsuccess/accountabilitysystems.pdf)
(education.alaska.gov/akaccountability/schoolsuccess/accountabilitysystems.pdf)
- [Comprehensive Support and Improvement – Graduation Rates](https://education.alaska.gov/akaccountability/schoolsuccess/CSI_Graduation_Rate.pdf)
(education.alaska.gov/akaccountability/schoolsuccess/CSI_Graduation_Rate.pdf)

We value your input and feedback on the Raven Homeschool CSI/GR School Improvement Plan. Please review the plan and action steps and contact Patty White, pwhite@yksd.com, if you have any questions, suggestions, or if you wish to become involved with the Raven Homeschool school Improvement process.

Thank you,

Patty White

Patty White
Assistant Superintendent
Yukon Koyukuk School District

RAVEN HOMESCHOOL SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended
For use with Alaska STEPP



Comprehensive Needs Assessment

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska’s Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for use in a Title I School-wide Plan which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

- A. Summarize the areas the school’s current educational program that need improvement as identified in the chart below. Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	Medium	Raven will continue to monitor score results received to determine areas of need.
	Mathematics instruction for all students	Medium	Raven will continue to monitor score results received to determine areas of need.
	Science instruction for all students	Low	Raven will continue to monitor score results received to determine areas of need.
	Other content area instruction for all students	Low	Raven will monitor all other content area instruction throughout the year on a quarterly basis.
	Support for students with disabilities	Medium	Raven will continue to support students with disabilities and monitor current programs and implementations given to students.
	Support for migrant students	Medium	Raven will continue to ensure that all migrant students reach challenging academic standards to graduate with a high school diploma.
	Economically disadvantaged or low achieving students	Medium	Raven will continue to support economically disadvantaged and low achieving students on a quarterly basis, and helping to identify students who are eligible for this category.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	Raven will continue to support EL students within the program as needed.
Graduation & dropout rate	Ensure students will graduate from high school	High	Based on the data determined during our initial meeting in January 2021, Raven staff examined current graduation plans in Brightways to include “At Risk” indicators and tiered resources. The district will continue to identify students early to increase the overall rate of graduation as well as reducing Raven’s drop-out rate during the upcoming school year. <ul style="list-style-type: none"> 4-year graduation rate was 45.24% in 2019-2020 5-year graduation rate was 57.75% in 2019-2020

Attendance Rate	Ensure that students attend school	Low	School staff will continue to monitor student progress monthly.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Raven will continue to provide adequate provisions of resources and support, both academic and emotional for students and parents in each sub group: <ul style="list-style-type: none"> • Homeless • Foster care • Neglected & delinquent students Raven will continue to work with local agencies and foster positive relationships among the community.
Curriculum	Core curriculum aligned vertically and with state standards	Low	Raven staff will continue to work with students and parents in the implementation of each students' Individual Learning Plan (ILP) to align to state standards.
Instruction	Effective instructional strategies and tiered interventions	Medium	Raven provides and fosters individualized instruction to enable students to achieve their full protentional. Raven has a multitude of vendors and instructional options available for educational choice. Curriculum is modified to meet the needs of individual students according to their Individual Education Plans and to their academic and emotional needs.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	Raven staff and parents review student work and progress on a quarterly basis. Assessment is on-going and designed to meet proficiency towards achievement of the state standards. Students are encouraged to participate in one of the approved assessments for high school: WorkKeys, ACT, or SAT. Raven homeschool participates in the State-Wide PEAKS Assessment in grades 3-9 and 10 th grade Science. Raven also utilizes Let's Go Learn Assessments (DORA/DOMA/ADAM) for Kindergarten thru 12 grades along with the administration of the Kindergarten Profile. Parents are responsible for the following requirements: <ol style="list-style-type: none"> 1. Assessment/Testing Participation 2. Quarterly Grades and Progress Reviews (October, January, March & May)
Supportive Learning Environment	Safe, orderly learning environment	Low	Raven is welcoming, open and provides structure during field trips and workshops. Raven encourages family participation, communication and provides support and services to students, families and staff. Raven's workshops provide strategies and tools to help parents be successful homeschool teachers. Workshops focus on academics, identification of learning disabilities, how to create engaging instruction, and ways to be creative.
Family Engagement	Family & community engagement	Medium	Raven has multiple opportunities for families and students to be involved in the organization and operations of Raven. Each office holds meetings once a month for the Parent Advisory Committee (PAC) to discuss program offerings,

			policy, procedures, and issues related to providing a quality education to our students. In addition, Raven provides quarterly PAC meetings that focus on district wide initiatives and allows for offices and sites to interact.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	Staff have multiple opportunities to participate in local, district, and state in-service programs. Raven hosts monthly Professional Learning Community (PLC) opportunities to strengthen our skills, collaboration, and morale.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Staff meet regularly with district specialists to increase knowledge, skills, and resources to share with students and their families. Staff work to create professional plans to increase and expand areas of interest and expertise within their endorsed teaching areas.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Raven continues to interview qualified candidates for qualified teachers using multiple hiring systems, including the Alaska Teacher Placement portal.
Leadership	Recruiting, training & retaining qualified principals	Medium	Raven has a high rate for retaining teachers and hiring highly-qualified professional within the program.

B. Goals

The following goals will be assumed for each school.

1. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.
2. The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.
3. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.
4. If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English
5. Identify three or four goals to be addressed within the School Improvement Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Graduation & Dropout Rate	<ul style="list-style-type: none"> • Raven’s 4-year graduation rate was 45.24% in 2019-2020 and • The 5-year graduation rate was 57.75% in 2019-2020 	With the implementation of Brightways, Raven will create a graduation plan to include “At Risk” indicators, tiered resources, flagging levels, and build at-risk reports from July 1, 2021 – June 2022.	School staff will use established systems for collecting, managing, analyzing, and accessing data. School staff will use multiple data sources, including state assessment data, to evaluate how

			school programs impact student performance.
Increasing Graduation Rates	<p>During the 2020/2021 school year, Raven had estimated 247 students in senior status (both 4th and 5th year). An estimated 50 students were not eligible to earn a diploma by the end of the academic year due to aging out.</p> <p>For 21-22, Raven has 267 students identifying as seniors, 80 are 12+, while 4 will age out by the end of the school year.</p>	<p>Identify groups for high-yield factors.</p> <ul style="list-style-type: none"> • Failing grades • Failing grades, low credits • Aging out <p>In raising graduation rates, Raven staff will work to identify “At Risk” students and develop a system for flagging levels (similar to an RTI triangle), at-risk reporting.</p> <p>Goal: Increase graduation rate by 9% per year for 5 years to meet or exceed 90% by 2025.</p>	<p>School staff will use established systems for collecting, managing, analyzing and accessing data while implementing a coherent, documented plan through the school year to include frequent contact with parents and students in grades 11 & 12; conducting multiple opportunities for students to participate in meetings for support in completing school and post-secondary planning.</p>
Family/Student Contact	<p>Teachers contact families monthly to review student progress and determine if changes to the student’s learning planned is warranted.</p>	<ol style="list-style-type: none"> 1. Develop the protocol of “At Risk Family Contact”. 2. Hold initial graduation meeting with Juniors (2022 -23 Seniors) to outline graduation planning and track requirements. 3. Hold quarterly meetings with 2020 seniors to track graduation requirements and encourage potential graduates. 4. Increase monthly contact with at-risk students. 	<p>School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.</p>

Alaska STEPP Domains and Indicators

Alaska STEPP Online Tool

In the Alaska STEPP online tool, determine the most important indicators in each of the six domains (Curriculum, Instruction, Assessment, Professional Development, School Learning Environment and Leadership) that will need to be addressed to enable the school to meet the goals identified in the areas of need.

Title 1 schools using Alaska STEPP for the school wide plans must address all 12 Key indicators and assess the required indicators that are particular to a Title School-wide Plan. (See the chart in the Title 1 School-wide Plan Assurances document that aligns the school-wide plan requirements with the Alaska STEPP indicators. {1.01 1.05, 3.03, 4.02, 3.02, 4.02})

Raven's School Improvement Plan address the following STEPP indicators:

1.1, 2.2, 2.4, 3.2, 3.3, 4.3, 4.5, 4.7, 5.5 – see attached document at the end.

Narrative statement

Reflect Schools' Strengths and Needs

Examples: *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*

Need – Classroom management training for increased positive student behavior.

Strength

Raven has highly qualified advisory teachers and counselors holding a bachelor, masters, and/or specialist degree in education.

The program has 3 certified special education teachers to provide monthly special education consultative services to families focused on increasing academic performance, modeling strategies, and assisting with post-secondary planning.

Raven currently has one K-12 counselor and a graduation coach that provide monthly communication with each local office regarding graduation timelines and planning for seniors.

Staff meet monthly with district specialists and leadership to increase knowledge, skills, and resources to share with students and their families.

Certified staff work on individualized professional plans to increase and expand areas of interest and expertise within their endorsed teaching areas.

Raven also hosts monthly Professional Learning Community (PLC) opportunities to strengthen teacher's skills, collaboration, and morale.

Raven staff members have the opportunity to participate in at least one local, district, and state in-service program or workshops focused on Response to Intervention.

Raven advisory teachers provide monthly contact to families focused on academic planning, progress review, and resource recommendations.

Raven sites provide numerous workshops, activities and professional development for families.

Raven counselor/graduation coach meet bi-monthly with leadership team to focus on graduation planning and tracking graduation requirements, identifying aging out students, and reviewing student's post-secondary goals.

Raven utilizes at-risk indicators within Brightways dashboard to identify students who are aging out at the beginning of the academic year.

Needs

Salary

Extended hours beyond contract to plan and prepare for workshops, review data, host meetings/trainings.

Clerical support for counselor & graduation coach

- Identify and build at-risk indicators in Brightways Learning Management System
- Create graduation plan in Online Learning Management System
- Develop flagging levels within Brightways
- Create/build at-risk reporting
- ILP logging & notification system
- Develop Tiered Resources within Plan

Graduation Meetings/Trainings/Workshop

- Materials and supplies
- Funding to attend professional development workshops focused on graduation

Hotel & Travel for Counselor, Graduation Coach, and Raven Leadership

- Graduation Planning/Extended Audit – Transcript review – to outline on track requirements
- Workshops/Trainings/Conferences
- Site Based Graduation Meetings – 1 per quarter per site
- September In-Service focused on graduation planning

Identification and Prioritization (Protocols and Procedures) Internal

2.2	School staff use established systems for collecting, managing, analyzing, and accessing data.
3.2	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low performing students receive additional support to help them meet or exceed the state content standards.
5.5	Sufficient time and resources are allocated to support professional development outlined in the school improvement plan
TargetDate	Action Steps
Sept. 2021	<ul style="list-style-type: none"> • Phase I - 12 and 12+ kids - NOW - ID these At Risk students and begin weekly data board staff meetings - Prioritize and ID the 12 and 12+ students
April 2022	<ul style="list-style-type: none"> • Phase II - Re-enrolls 11 - as these students re-enroll for next year.
June 2022	<ul style="list-style-type: none"> • Phase III - 10, 11, 12 - in the future • Develop the method of identifying StarFish kids. • Develop at risk indicators

	<ul style="list-style-type: none"> Develop the flagging levels (similar to an RTI triangle) and create the protocols that align with each level
June 2022	<ul style="list-style-type: none"> Develop resources and processes for each tier

Increase Contact - External

4.3	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.
4.5	School staff provide extended learning opportunities, and students in need of additional support regularly participate.
4.7	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent involvement.
TargetDate	Action Steps
Aug. 2021	<p>We are increasing the frequency and intensity of the family contact.</p> <ul style="list-style-type: none"> Develop the protocol of “At Risk Family Contact”.
Sept. 2021	<ul style="list-style-type: none"> Hold quarterly meetings with 2022 seniors to track graduation requirements and encourage potential graduates.
May 2022	<ul style="list-style-type: none"> Hold initial graduation meeting with Juniors (2023 seniors) to outline graduation planning and track requirements.

Graduation Plan (Creation, Implementation and Re-assessment)

2.2	School staff use established systems for collecting, managing, analyzing, and accessing data.
2.4	School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.
3.2	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low performing students receive additional support to help them meet or exceed the state content standards.
TargetDate	Action Steps
Sept 2021	<ul style="list-style-type: none"> Create Graduation Plan in Brightways Online Learning Management System - to include At Risk indicators and tiered resources.

Resources and Intervention

1.1	School staff implements the district approved, research based curricula that are aligned with the Alaska Content Standards
3.3	School staff use research based instructional practices, programs, and materials
TargetDate	Action Steps
Jan. 2022	<ul style="list-style-type: none"> • ID external resources appropriate for At Risk students - differs with each local

Identification and Prioritization (Protocols and Procedures) Internal

2.2	School staff use established systems for collecting, managing, analyzing, and accessing data.
3.2	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low performing students receive additional support to help them meet or exceed the state content standards.
5.5	Sufficient time and resources are allocated to support professional development outlined in the school improvement plan
TargetDate	Action Steps
Sept. 2021	<ul style="list-style-type: none"> Phase I – Grade 12 and 12+ students - ID these At Risk students and begin weekly data board staff meetings - Prioritize and ID the 12 and 12+ students
April 2022	<ul style="list-style-type: none"> Phase II - Re-enrolls 11 - as these students re-enroll for next year.
June 2022	<ul style="list-style-type: none"> Phase III - 10, 11, 12 - in the future Develop the method of identifying StarFish kids. Develop at risk indicators Develop the flagging levels (similar to an RTI triangle) and create the protocols that align with each level
June 2022	<ul style="list-style-type: none"> Develop resources and processes for each tier
Increase Contact - External	
4.3	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.
4.5	School staff provide extended learning opportunities, and students in need of additional support regularly participate.
4.7	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent involvement.
TargetDate	Action Steps

Aug. 2021	We are increasing the frequency and intensity of the family contact. <ul style="list-style-type: none"> • Develop the protocol of “At Risk Family Contact”.
Sept. 2021	<ul style="list-style-type: none"> • Hold quarterly meetings with 2022 seniors to track graduation requirements and encourage potential graduates.
May 2022	<ul style="list-style-type: none"> • Hold initial graduation meeting with Juniors (2023 seniors) to outline graduation planning and track requirements.

**Graduation Plan
(Creation, Implementation and Re-assessment)**

2.2	School staff use established systems for collecting, managing, analyzing, and accessing data.
2.4	School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.
3.2	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low performing students receive additional support to help them meet or exceed the state content standards.

TargetDate	Action Steps
Sept 2021	<ul style="list-style-type: none"> • Create Graduation Plan in Brightways Online Learning Management System - to include At Risk indicators and tiered resources.

Resources and Intervention

1.1	School staff implements the district approved, research based curricula that are aligned with the Alaska Content Standards
3.3	School staff use research based instructional practices, programs, and materials

TargetDate	Action Steps
Jan. 2022	<ul style="list-style-type: none"> • ID external resources appropriate for At Risk students - differs with each local