

**To: Kuspuk School District School Board**  
**From: Larry Cobb, Curriculum and Instruction**  
**Re: Board Meeting Report**  
**Meeting Date: February 2017**

### **January In-service**

In-service was completed by site administrators.

### **Battle of the Books**

The Alaska Association of School Librarians has posted the final list of books on the Battle of the Books website (<http://akla.org/akasl/bb/bbhome.html>). Those book sets are currently in the hands of KSD students, divided by the following grade levels: K-2, 3-4, 5-6, 6-8 and 9-12. Practice questions have been released and teachers and students have begun reading books and practicing to prepare for the competition later this school year. The competition has begun.

### **1003a School Improvement Grants**

We currently have 3 schools remaining on the priority list for the state. These schools have to have very specific School Improvement Plans (SIP). Each of these schools are eligible for school improvement grants that are supplied by the state. The application process for these grants directly correlates to the SIP. The 1003a grant provides funding for Teacher professional development, conferences, programs, and supplies as outlined in each SIP. The application for this grant has been completed and I am awaiting the approval of funds from the state.

### **RTI Conference**

Multiple staff members were sent to the RTI (Response To Interventions) in January. The entire conference was paid for from Grant funds. The conference had multiple trainings for staff concerning interventions and teaching strategies to address student needs.

### **ELA adoption**

AMNES Teachers have had one meeting to discuss the ELA adoption. The following is an e-mail sent by Angela Hayden who is the chair for the committee.

# Thank You!

On behalf of the ELA adoption committee we wanted to express our appreciation to all those teachers who graciously shared their class time and their students' writings with us.

Last Friday we as a committee spent a couple hours looking through the grade level samples. Our process was to divide the samples into high, middle, and low for each grade, then only score one sample from each group using the rubric that Aeriale gave us at the January inservice. Therefore, only three samples from each grade level were scored. After scoring, we then recorded commonalities among the samples, listing strengths and weaknesses within each grade level. Below are our observations.

If you gave us your originals and would like them back let me know and I'll be happy to send them. I would highly encourage you to look through the rubric for your grade level(s) and do something similar. The rubric gives detailed descriptors to determine where your students are and where they should be for their grade level. The rubric also explains what student's work might look like if it is 1 or 2 levels below or possible above grade level based on the descriptors. We found it very powerful. I'm sure Aeriale has access to other rubrics for the different writing genres and would be willing to share if you're interested (she shared the informational writing rubric in January).

K—

Strengths: organization, ideas

Weakness: lead, ending, craft, punctuation

1—

Strengths: organization, ideas

Weakness: lead, ending, elaboration, craft, punctuation

2—

Strengths: ideas

Weakness: lead, ending, punctuation, spelling, conventions, overall structure

3—

Strengths: organization of ideas and creativity

Weaknesses: spelling, punctuation, elaboration, structure, lead and closing

4—

Strengths: organization

Weakness: lead and closing, transitions, punctuation, sentence structure

5—

Strengths: organization (paragraphs)

Weaknesses: Introduction paragraph, conclusion, transitions, capitalization, plagiarism (not putting information in their own words),

6—

Strengths: spelling, paragraphs

Weakness: lead, sentence structure (mostly simple sentences)

You'll see that across the board students failed to include an introduction and conclusion, but for the most part students' writings were focused on a central idea and didn't bounce around from topic to topic. The rubric did not specifically address grade appropriate vocabulary, which was something we really saw lacking in the 5th and 6th grades in particular. Not only were the sentences simple, but so was the vocabulary and use of adjectives and strong verbs. This may be more attributed to the high percentage of ELL students, but that's just a speculation.

Please don't hesitate to email Aeriale or myself if you have any other questions about the process or the results.

Respectfully,  
Angela Hayden