

# Tongass School of Arts and Sciences



**Annual Report  
2018-2019**

Since 2003, Tongass School has endeavored to provide students with a well-rounded education; challenging them to think creatively and critically. Below are highlights from this year's goals.

The Highly Effective Teaching (HET) model is the foundation at Tongass School. This year our principal and five teachers visited another HET school in Kenai, Alaska. (School Goal 1)

Our school adopted Conscious Discipline. This is a social-emotional regulation program strengthening our safe, inclusive, and compassionate learning environment. (School Goal 2)

Listening to both our parent and staff input regarding enhanced safety of our building, we are planning a major remodel of our front entrance. This includes the addition of a 2nd secure entrance to increase safety while maintaining a welcoming atmosphere. (School Goal 3)

A new STEPP subcommittee was formed to focus on enhancing cultural ties among the school, students, families, and the community. Coming together last year to support this endeavor were Alaska Native experts Andrea Moss, Melissa Johnson, Naomi Michalsen and Norman Skan. (School Goal 4)

In the spring of 2018, for the first time, the PEAKS test included the subcategory, "Text Dependent Analysis". Of all measures, this was the lowest subcategory score for most TSAS students. Our recently adopted Wit and Wisdom ELA program has a strong focus on teaching Text-Dependent Analysis. As we continue implementation, we believe our students will show improvement in this measure. (Student Goal 1)

Preschool and Kindergarten students went on Being There Experiences to Stone Tree Vet Clinic, the animal shelter, Deer Mountain Hatchery and Oceans Alaska as they studied pets and their care. These real-world experiences gave greater meaning to their classroom studies. Student Goal 2)

Participation in after-school reader's theater built upon students' unique strengths and talents. Reader's Theater uses auditory learning methods to enhance literacy instruction for students who learn best through hearing information and oral presentation. (Goal 3)

Last year, Tongass School parent and New Path Dance leader, Kevin Clevenger, provided a yearlong residency in our school as a Native cultural instructor. All students learned drumming and dancing and performed these skills in front of Native elders and other guests during Elizabeth Peratrovich Day celebrations. (Student Goal 4)

# Tongass School Of Arts and Sciences

## 2018/2019 SCHOOL STAFF AND APC

### **Administrative Staff**

Marian Gonzales, Principal  
Danielle Miller, Secretary  
Cindy Moody, Health and Office Para  
Danielle Elledge, Building Sub, Community Liaison

### **Teaching Faculty**

Lydia Kline, Special Education Preschool  
Harmony Rushton, Kindergarten/Preschool  
Alexis Gubatayao, Kindergarten/Preschool  
Allyson Sebcioğlu, 1st/2nd Grade  
Carol Stanton, 1st/2nd Grade  
Clint Shultz, 3rd/4th Grade  
Dawn Rauwolf, 3rd/4th Grade  
Jade Wagner, 5th/6th Grade  
Madonna Hall, 5th/6th Grade  
Mark Instenness, Special Education  
Kelly Burke, Music  
Lane Johnson, Counselor, RTI  
Janessa Albertson, P.E.

### **Support Staff**

Matt Hamilton, Artist-in-Residence  
Sandi Blair, Library/Classroom Para  
Sara Pederson, Classroom Para  
Rosalba Elbersen, Classroom Para  
Heather Gause, Classroom Para  
Jenny Dupree, Classroom Para  
Bryana Krantz, Classroom Para  
Janessa Albertson, Classroom Para  
Jacob Creasy, Classroom Para, Computer Tech  
Evelyn Voorhees-Brown, Title I Para  
Amy Bauer, Title 1 Teacher  
Jane Hanchett, ELL Para  
Susan Merrill, Special Education Para  
Amber Warren Special Education Para  
Jessica Wallen, Special Education Para  
Beverly Lazo-Gonzales, Special Education Para  
Adam Gullen, Special Education Para  
Dorrien Hendrickson, Special Education Para  
Lindsey Bergevin Special Education Para  
Cade Browning, Special Education Para  
Ada Castle, Special Education Preschool Para  
Maddyson Crouse, Special Education Preschool Para  
Julie Lawrance, Special Education Preschool Para  
Jamie Morelli, Speech Para  
Roseanne Whickman, Food Service  
JP Iockulu, Building Custodian

### **Academic Policy Committee**

Tina Peckham, President (community)  
Cindy Moody, Vice-President (staff)  
Julie Landwehr, Secretary (parent)  
Brenda Loughman, Treasurer (community)  
Terri Robbins (community)  
Frankie Urquhart (parent)  
Carol Stanton (staff)  
Dominic Pader (parent)  
Dorrien Hendrickson (staff)

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# Our Philosophy & Mission

We believe that a meaningful education includes an instructional program that develops a foundation of skills and knowledge and provides students, according to their developmental level, the freedom to ask and seek answers to important questions; to analyze, investigate and synthesize information; and develop independent opinions and conclusions through inquiry, dialogue and reflection.

The Tongass School of Arts and Sciences believes that:

- Children need a well-rounded elementary education that includes world languages, music, fine and performing arts, physical and health education and social skills development as complementary and equal in value to the study of language arts, mathematics and the sciences;
- The process by which a child learns is as important as what the child produces;
- Children are naturally curious learners with diverse strengths, needs, interests and talents;
- Children need a broad foundation of skills provided through in-depth instruction and investigation of subject areas and themes that connect the subject areas;
- Children need to learn respect and appreciation for the diversity of people, including their languages, cultures and beliefs;
- Children need to learn to take responsibility for their own actions and work successfully with others in a collaborative manner;
- Children need to learn about their community and their relationship and connection to it;
- Children need the support and guidance of positive role models;
- Parents are a vital and integral part of their child's education;
- Children benefit and learn from social interaction with their peers;
- The academic, social and emotional development of children must be addressed within the educational program;
- The school is a learning community that develops respect, responsibility, cooperation and active participation of all members.

## School Mission

The mission of the Tongass School is to provide an educational experience for students that:

- Fosters complex educational opportunities that include real life and real world experiences and builds on themes related to the arts and sciences;
- Effectively applies current educational research to school and classroom practice;
- Respects, values and builds on the individual and unique strengths of students in order to foster a strong sense of responsibility and self-worth;
- Creates an educational environment that provides positive relationships within the classroom, the school community and the community at large;
- Develops respect and appreciation for diversity of people, cultures, ideas and perspectives;
- Increases parental involvement in the education of their children.

# Enrollment and Who We Are

## School Enrollment 2018/2019

The school's PreK-6 enrollment on October 1, 2018 was 182 students, distributed as follows:

Preschool:	22
Kindergarten:	22
1st Grade:	24
2nd Grade:	24
3rd Grade:	23
4th Grade:	21
5th Grade:	28
6th Grade:	18

For state funding purposes, the ADM for 18/19 was 166.95 students.

47% of students qualified for free or reduced price lunches which identifies us as a school-wide Title I school, as compared to 47% the preceding year.

The Tongass School had an attendance rate of 93%. The School District as a whole had an attendance rate of 93%.

3% of Tongass School students qualified for the District ESL Program.

10% of students qualified for Special Education services.

### School Practices:

- Offer free before/after school care to all students
- Partner with Home School families by offering Tongass School of Arts and Sciences options
- Maintain Tongass/District Preschool
- Maintain Preschool/Kindergarten teaching team; Tuition-free to non-District preschool students
- Maintain Federal Breakfast and Lunch Programs
- Maintain Federal Fresh Fruits and Vegetable Snack Program
- Maintain salad bar lunch program

### School Ethnicity by Year

	2018	2018	2019	2019
	TSAS	SD	TSAS	SD
<b>White</b>	46%	57%	49%	50%
<b>Alaska Native/ American Indian</b>	33%	31%	34%	30%
<b>Asian/ Pacific Islander</b>	>1%	10%	7%	11%
<b>Hispanic</b>	>1%	2%	>1%	3%
<b>Multi-Ethnic</b>	12%	8%	8%	7%
<b>African American</b>	2%	>1%	>1%	1%

# Tongass School Financial Report 18/19

## Deposits

1	State Revenue (\$9735. x 166.9 students)	\$1,624,808
2	Borough Revenue (\$4,432 x 166.9 students)	\$739,730
3	One-Time State Funding (173X 166.9)	\$28,940
4	Intensive Hold Harmless	\$170,587
5	2017/2018 Carry Over	\$95,460
6	Medicaid	\$11, 142
7	E-Rate Funding	\$5,571
8	Tongass School Checking Acct. (fundraisers, donations)	\$20,303

## Withdrawals

1	District-wide expenses (i.e. Special Education, central office staff and computer services)	\$583,566
2	Rent and Maintenance (AS 14.03.255(d))	\$190, 212
3	Tongass School Operating Budget	
	<ul style="list-style-type: none"> <li>Regular Instruction: teacher salaries and benefits, services, supplies &amp; materials</li> </ul>	\$980,596
	<ul style="list-style-type: none"> <li>Regular Instruction Classified: paraprofessionals and all substitutes</li> </ul>	\$332,261
	<ul style="list-style-type: none"> <li>Quality Schools</li> </ul>	\$5,300
	<ul style="list-style-type: none"> <li>Bilingual Education</li> </ul>	\$33,888
	<ul style="list-style-type: none"> <li>Guidance Counselor</li> </ul>	\$56,911
	<ul style="list-style-type: none"> <li>Library: services, supplies and materials</li> </ul>	\$1528
	<ul style="list-style-type: none"> <li>Administration</li> </ul>	\$142,633
	<ul style="list-style-type: none"> <li>Office: salary and benefits, services, supplies and materials</li> </ul>	\$77,691
	<ul style="list-style-type: none"> <li>Operations &amp; Maintenance: salaries, services, supplies and materials</li> </ul>	\$46,103
	<ul style="list-style-type: none"> <li>Operations and Maintenance: Utilities</li> </ul>	\$67,799
	<ul style="list-style-type: none"> <li>Construction Transfer</li> </ul>	\$75,000
	<ul style="list-style-type: none"> <li>2019/2020 Carryover</li> </ul>	\$82,676
	<ul style="list-style-type: none"> <li>Total</li> </ul>	\$1,902,460
4	Tongass School Checking Account	\$19,067

## School and Student Goals

### **School Goal Number 1: Highly Effective Teaching (HET)**

Incorporate and apply current educational research and Highly Effective Teaching (HET) into the instructional program

Highly Effective Teaching (HET) is a school improvement model designed to increase student performance. The primary purpose of the model is to grow responsible citizens. For over 30 years, HET (formerly known as ITI, Integrated Thematic Instruction) has been successfully implemented in thousands of schools across America, Europe and Asia. This year, our HET coach worked with staff to develop lessons leading to mastery of science knowledge aligned with Next Generation Science Standards. The HET model is a brain-compatible instructional model grounded on our knowledge of how the brain works and then combining it with effective instructional strategies. Teachers develop classroom management plans that use agreements, procedures, Lifelong Guidelines and Life Skills in order to provide an organized, safe environment for students. We develop curriculum based on the Alaska State Standards. Concepts are changed at least once a trimester. Being There Experiences are tied to meaningful content and teachers refer to these experiences throughout the concept study. As students discover community needs during their study, they are taught to reach out and address these needs through social and/or political action.

HET is comprised of nine body/brain-compatible elements. Our teachers strive to always include these when planning for our students' educational experience.

The nine elements are:

- Absence of threat
- Reflective thinking
- Meaningful content
- Movement
- Enriched, nurturing environment
- Choices based on multiple intelligences
- Immediate feedback
- Adequate time for mastery and application
- Collaboration



The Tongass School of Arts and Sciences is an innovative school that bases educational decisions on current research. The need for children to nourish their bodies in order to be prepared to learn is supported by research. Therefore, the Tongass School participates in the Federal Fresh Fruits and Vegetables Program, the Federal Breakfast Program and the Federal Lunch Program. Before and After School care is offered to provide a safe environment for our students until parents are available. We also know that intelligence is a function of experience and that a child's experiences forge connections in the brain that provide the foundation for spoken language, reading, comprehension of written language, writing and problem solving. Based on this information, we have designed a weekly Enrichment Program to provide our students with a wide array of experiences. Classes are based on the Multiple Intelligences. The staff, administration and APC are dedicated to expanding the learning of our students. Each year the progress of our school is shared with the community and School Board through our Annual Report. This year we presented at the Saxman Community Center.

### **Standard School Practices**

- Provide team planning time as part of the weekly schedule
- Provide an in-house HET mentor
  - ◊ Carol Stanton, founding teacher, is our HET mentor
- Integrate library and theme time
- Integrate art instruction into classrooms
- Maintain shared vision and understanding of multi-age and team teaching with staff and APC members
- Dedicate time to provide research-related training
  - ◊ Using Assessment in Instruction
  - ◊ Small-Group Reading & Math Intervention
  - ◊ State Standards Curriculum Alignment
  - ◊ Envision Math Instructional Routine
  - ◊ Trauma-Informed Schools
  - ◊ Bullying Prevention
- Implement HET training policy
  - ◊ Immersion Walls
  - ◊ Being-There Experiences
- Provide additional staff training, peer mentoring opportunities and team planning time for staff to write curriculum
  - ◊ Scheduled regular RTI Leadership Team meetings
  - ◊ Weekly joint planning time for teacher teams
  - ◊ Lane Johnson is our school mentor for Instructional and Positive Behavior Support
  - ◊ Carol Stanton provides mentorship in HET
  - ◊ Clint Schultz provides mentorship in Envision Math
- Review school goals and analyze the results of the family surveys to set practices for the following year
- Monitor continued HET implementation and progress
- APC will provide support to teachers by: providing clear expectations related to Highly Effective Teaching, defining and prioritizing HET expectations, and reviewing standardized school practices
  - ◊ HET and Charter expectations communicated through annual teacher retreat & staff meetings; monitored through teacher evaluation & coaching processes
  - ◊ APC meetings start with review of current school practices

## **Standard Teacher Practices**

- Progress through implementation stages of the HET model: Stage 1– Body-Brain Compatible Learning Environment; Stage 2– Curriculum is integrated, skills and concepts are taught to mastery and application; Stage 3– Yearlong Theme and Social Action Projects; Stage 4– Theme is integrated increasingly throughout the day, including math and reading instruction, greater focus on Being There/real-world experiences, Stage 5– Implementation of Theme has increased to 90%
  - ◊ All staff operating at stage three or higher
- Educate families about the Highly Effective Teaching (HET) model and the Life Skills i.e. at COLs
- Design visually uncluttered environment per the HET model
- Assist with Annual Report
- Implement Team Teaching and Multi-age Instruction



## **Classroom Themes 2018/2019**

### **Kindergarten/Preschool**

Yearlong Theme: "Animals Abound All Around"  
Organizing Concept: Similarities and Differences

First Component: Move With Me

Topics:

- Star Student /All About Me (characteristics, families, my place in this world)
- Five Senses
- I am a Healthy Kid/My Body Systems
- Needs vs. Wants

Second Component: Play With Pets

Topics:

- Care of Pets
- Animal Families (Animal Coverings, Vertebrates & Invertebrates)
- Mammals

Third Component: Walk in the Woods

Topics:

- Animals in Winter
- Alaska's Three Bears
- Tracks in the Tongass

Fourth Component: Wander the World

Topics:

- 7 Continents
- World Animals

Fifth Component: Fly in the Sky

Topics:

- Birds vs. Mammals
- Bird Characteristics (Eagles, Ravens, Seagulls)
- Lifecycle of Chickens
- Lifecycle of Butterflies

Sixth Component: Swim in the Sea

Topics:

- Ocean Zones & Creatures
- Fish characteristics, types of local salmon
- Animals in Shells (Bivalves/Univalves)



## **First and Second Grade**

Yearlong Theme: Windows on Our Wonderful World

Organizing Concept: Community

First Component : Kid Ketchikan

Topics:

- Who Makes a Community? (School, Community, Citizenship)
- Kid Ketchikan (Community Helpers in Ketchikan, Transportation, Maps)

Second Component : Super Scientists

Concept: Cause and Effect

Topics:

- What Can the Matter Be? (States and Properties of Matter)
- Push and Pull, Hot and Cold (Energy, Forces, and Motion)
- Astounding Astronauts (Solar System)

Third Component : Smarty Plants, Wiggly Worms, and Mighty Mollusks

Concept: Habitat

Topics:

- Smarty Plants (Plant and Seed Parts and Life Cycles, Needs of plants)
- Wiggly Worms (Habitats, Features of organisms, Living things depend on plants)
- Mighty Mollusks (Habitats)



## **Third and Fourth Grade**

Yearlong Theme: Tongass Treasures

Organizing Concept: Interactions

First Component : Treasures Within

Concept: Interactions

Topics:

- Procedures/Life Skills
- Healthy Brain/Healthy Body
- History and Cultures Of Ketchikan
- Erosion/Science Process Skills
- Rocks/Science Process Skills

Second Component : Treasures of the State

Concept: Interaction

Topics:

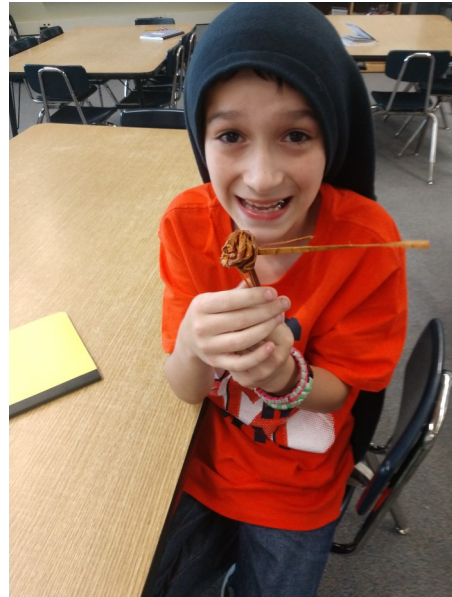
- Geography of Alaska
- Water Cycle/Science Process Skills

Third Component: Searching for Treasure

Concept: Interaction

Topic:

- States and Capitals
- US Geography
- Natural Disasters
- Sea Week
- Solar System



## **Fifth and Sixth Grade**

**Theme:** “On the Lookout for Power”

**Organizing Concept:** Power

**Introductory Component:** Powerful People, Inventions and Innovations

**Concept:** Power

**Topics:**

- Powerful People: Life Skills, Lifelong Guidelines, and Smarts that they used or exemplified
- Powerful Inventions & Innovations

**First Component:** Energy and Exploration

**Concept:** Systems

**Topics:**

**Social Studies**

- Political Systems
- Three Branches of Government
- Exploration and Colonization

**Science**

- Scientific Method
- States of Matter
- Energy
- Force and Motion



**Second Component:** Revolutions and the Requirements of Life

**Concept:** Advantage

**Topics:**

**Social Studies**

- Colonial America
- American Revolution
- Economics (trade, resources, currency)

**Science**

- Force and Motion
- Body Systems
- Genetics (DNA)



**Third Component:** Breaking Barriers and Bonds

**Concept:** Reaction

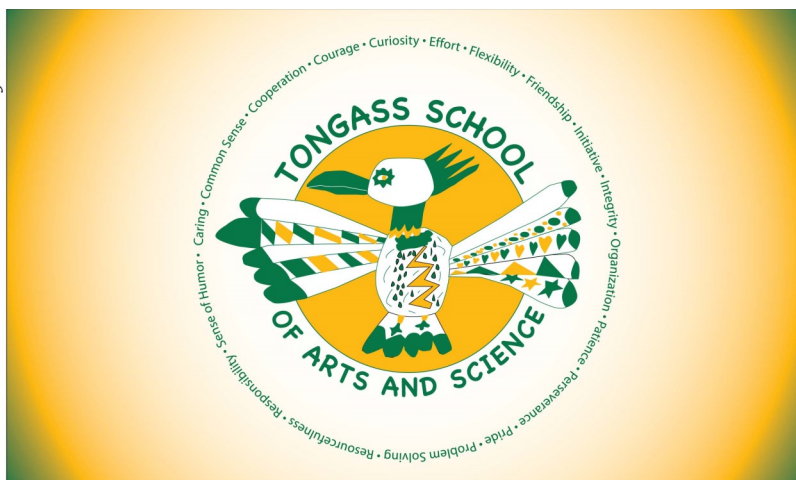
**Topics:**

**Social Studies**

- Slavery
- Build Up to War
- Civil War

**Science**

- Dichotomous key (Classifying Living Things)
- Living Organisms & Their Environments



## Lifelong Guidelines

**Trustworthiness:** To act in a manner that makes one worthy of trust and confidence

**Truthfulness:** To act with personal responsibility and mental accountability

**Active Listening:** To listen attentively and with the intention of understanding

**No Put Downs:** To never use words, actions and/or body language that degrade, humiliate, or dishonor others

**Personal Best:** To do one's best given the circumstances and available resources

## Life Skills

**Caring:** To feel and show concern for others

**Common Sense:** To use good judgment

**Cooperation:** To work together toward a common goal or purpose

**Courage:** To act according one's beliefs despite fear of adverse consequences

**Curiosity:** A desire to investigate and seek understanding

**Effort:** To do your best

**Flexibility:** To be willing to alter plans when necessary

**Friendship:** To make and keep a friend through mutual trust and understanding

**Initiative:** To do something, of one's own free will, because it needs to be done

**Integrity:** To act according to a sense of what's right and wrong

**Organization:** To plan, arrange and implement in an orderly way; to keep things orderly and ready to use

**Patience:** To wait calmly for someone or something

**Perseverance:** To keep at it

**Pride:** Satisfaction from doing one's personal best

**Problem Solving:** To create solutions to difficult situations and everyday problems

**Resourcefulness:** To respond to challenges and opportunities in innovative and creative ways

**Responsibility:** To respond when appropriate; to be accountable for one's actions

**Sense of Humor:** To laugh and be playful without harming others

## **School Goal Number 2: School Community**

Build and maintain a strong sense of school community

The staff members of Tongass School of Arts and Sciences believe that school should be a learning community whose purpose is to develop respect, responsibility, cooperation and active participation of all members.

The Tongass School builds community first at the classroom level, then at the teaching team level and finally as an entire school. Having a small student population helps us to build school community. Students, except for preschool, share one common recess and get to know each other at all grade levels. Our free Before and After School Program provides a safe, enjoyable place for students to play with friends, eat healthy snacks, and work on homework. Friendships and learning opportunities are built through cross-age “buddy programs.” Our school-wide environment offers a healthful, inviting and comfortable setting; includes immersion areas with many resources from which students can learn and which provide a real-life context for that learning; and establishes student and teacher learning spaces that are clutter free, inviting, well-stocked and conducive to focused planning and instruction.

The Positive Behavior Intervention and Support (PBIS) program is highly compatible with the HET model. Students are taught procedures as part of our School Conduct and Management Policy. Both classroom and school procedures are tied to the Life Skills and Lifelong Guidelines. Students and staff work together as a community to address discipline issues, including bullying.

The motto of HET is “Growing Responsible Citizens.” Active membership in the school community helps to foster citizenship and good communication is key to making this happen. Regular class meetings give students ownership in the problem solving process.



### **Standard School Practices**

- Positive Behavior Intervention and Support (PBIS)
  - ◊ Classroom focus on teaching procedures the first two weeks of school
  - ◊ Regular PBIS Leadership Team meetings
  - ◊ PBIS protocols updated and reviewed with teachers and paraprofessionals
  - ◊ Good Attendance Awards
- Staff Appreciation
  - ◊ Plaques awarded to staff, commemorating 5+ years of service
  - ◊ Years of Service pins for staff identification lanyards
- Free Before and After School Program–Homework-Snack-Activities
  - ◊ In the After School Program, students alternate physical activities outside or in the gym, with creative activities/games
- Focus on Wellness
  - ◊ Continue membership in the Alliance for a Healthier Generation
  - ◊ Healthy Future Physical Activity logs
  - ◊ Maintain Bronze Level in the Healthier US Schools Challenge
- Improve physical environment
  - ◊ Purchased movable tables for After School Area
  - ◊ Purchased chairs for conference room
  - ◊ Principal appreciates teachers with gifts of greenery or items for beautification of classrooms
- Teach and implement reduce, reuse, recycle concepts
- Staff retreat before school starts to build community, review HET, review procedures and familiarize all staff with curriculum, supplies and materials
- Integrating the Life Skills
  - ◊ Life Skills assemblies
  - ◊ Life Skills continually reinforced through use of “target talk”
  - ◊ Thoughtful Thunderbirds distributed to students using Life Skills and displayed on Thunderbird mural in entryway, recognized in morning announcements and news note
  - ◊ Student and staff recipients of Thoughtful Thunderbirds participated in marble run
- First and second year teachers will participate in a classroom management training facilitated by the school mentor
- Participate in District Climate Survey
  - ◊ See Results Pg. 18

### **Calendar Items**

- Back-to-School Open House
- Monthly Birthday Celebrations
- Weekly school-wide swimming & 2-week swimming lessons
- Fire Safety Assembly, Halloween Safety
- Student Council elections
- Book Fairs
- Trimester COLs
- Winter Celebration of the Arts
- Battle of the Books
- National Geographic Bee
- Spelling Bee
- Elizabeth Peratrovich Assembly
- Running Club & Girls on the Run
- Dr. Seuss Day
- DaVinci Night
- Family Taco Lunch
- Beach Days
- End of Year Family Picnic
- Sixth Grade Continuation
- Safety Patrol



## **Standard Teacher Practices**

- Thoughtful Thunderbirds awarded to students exhibiting Life Skills
- Positive Behavior Intervention and Support (PBIS) procedures taught first two weeks of school and practiced regularly throughout year
- Hold regular class meetings
- Life Skills assemblies sponsored by each multiage team
- School Wide Winter Celebration of the Arts–
  - ◊ Musical Performance and student art presentation

Results from an annual District student climate and connectedness survey for 2018-2019 demonstrate that a majority of students have positive perceptions of their school as a positive, supportive environment for learning. Each year the fifth grade population is polled in a number of areas related to school climate and connectedness. Results for 2018-19 show areas of strength included perceptions of student risk behaviors. Ninety-six percent of students reported not observing at-risk behaviors in themselves or others. School safety was also an area of strength with 88% of students indicating they felt safe at school as well as traveling to and from school. Greatest opportunities for growth, according to our 5th grade population, is in the area of peer climate. This includes perceptions about how much students help each other, stand up for each other, or treat each other with kindness and respect. Although this came in at the lowest percentage at 47%, perceptions demonstrate that positive peer climate has been steadily increasing from 29% in 2015 to 47% in 2019. The climate and connectedness survey will be extended to third-sixth grades in the upcoming school year.



## **School Goal Number 3: Parent Involvement**

Increase parental involvement and participation in the school community and in the education of their children

The Tongass School philosophy supports the idea that parents are a vital and integral part of their children's education. Parents play numerous roles at school. They are welcome and encouraged to be involved. Our traditional school-wide family events could not happen without them. Not only do parents help to organize events, their attendance is what makes it special for all the kids. They regularly help in the classroom, have lunch with their children, attend assemblies, chaperone Being There Experiences, organize fundraisers, work both in the library and office and serve on school committees. Read Across America could not have been so successful without the community and parent volunteers. They also helped with all of the Student Council activities. The active role that parents play in the governance of the school is a unique and valuable component of charter schools. Parents comprise a third of our Academic Policy Committee.

The curriculum at Tongass School is built upon a yearly theme, which is taught in components and supported by key concepts. It is essential that students and their parents understand the integration of the curriculum and the theme. Teachers post information about themes, components and concepts in classrooms so parents can see what their children are learning throughout the year. They also send updated information home to families in their weekly class newsletters.

Student-led conferences and Celebrations of Learning are very successful in helping parents feel connected to their child's school experience.



### **Standard School Practices**

- Weekly Tongass News Note
  - ◊ Principal's Message includes information on: HET, School Charter, student-led conferences and Title One
  - ◊ Calendar of upcoming events
  - ◊ Summary of APC meetings
  - ◊ Acknowledgement of student accomplishments
- School counselor available for parent questions
- Provide parents with a schedule at the beginning of each trimester which includes dates for Celebrations, school-wide performances/events, conferences and social action projects
- Volunteer opportunities available to parents and community members, with list of opportunities provided throughout the year
  - ◊ Parents and community members volunteered at the school a total of 786 times
  - ◊ Use of electronic check-in for volunteers
- Parents educated on Alaska State Standards through the Tongass School Progress Report
- Include parents in HET training
- Parents are invited to APC meetings
- Include parents in school committees
  - ◊ Parents served on STEPP, Technology, Wellness and Safety, and APC
- Provide videotaped examples of a COL and a Being There Experience for the school website and for reports to parents and school board
- Complete family resource center; with information relevant to school attendance, health, safety, and community resources

### **Standard Teacher Practices**

- Communicate regularly with families through class news notes and school website
- Student-led conferences twice a year
  - ◊ Fall attendance 94%
  - ◊ Spring attendance 91%
- Family surveys provided during Spring Student Led Conferences
- Teachers post themes, components and concepts in classroom area
- Invite parents to participate at all levels, e.g. Being There Experiences, art projects, Enrichment activities, social action projects



## **Family Survey Results**

Tongass School provided parents the climate and connectedness survey for the first time this year. A total of 28 families took the survey. We plan to increase participation by making it a step within student conference procedures.

### **Climate and Connectedness Parent Survey Results:**

- 93% of respondents had favorable perceptions of school safety when asked questions about bullies, community crime, or violence that affects school life
- 86% of respondents agree or strongly agree that their child feels safe at school
- 96% of respondents agree or strongly agree that their child feels safe traveling to and from school
- 74% of respondents had favorable perceptions of cultural identity, cultural responsiveness/sensitivity and instructional equity
- 86% of respondents agree or strongly agree that the school values the language and culture of their family
- 86% of respondents agree or strongly agree that the school teaches about the history and culture of people who live in the community
- 59% of respondents agree or strongly agree that their family's culture is represented in class lessons, materials, posters, and art around the school
- 63% of respondents agree or strongly agree that their child's teacher makes an effort to represent their family's culture in the classroom
- 82% of respondents agree or strongly agree the school does a good job communicating with families
- 89% of respondents agree or strongly agree the school is a welcoming place for families like theirs
- 82% of respondents agree or strongly agree adults in the community support the school
- 36% of respondents agree or strongly agree that adults in the community know what is going on inside the school
- 66% of respondents believe adults in the community encourage youth to take school seriously
- 88% of respondents believe that the school values and welcomes elders



## **School Goal Number 4: Make Community Connections**

Build community connections within the educational program

The Tongass School philosophy believes that children need to learn about their community and their relationship and connection to it.

Our identity as a community school is strengthened by making connections with individuals, agencies and organizations in Ketchikan. To enhance student learning, our education program extends beyond the traditional school setting and school day. Contributing to the larger community reflects the intent of HET to "grow responsible citizens." HET curriculum encourages in-depth study of community issues, leading to a social action project. In HET, hands-on Being There experiences occur as students begin to develop a new area of knowledge. In this way, children develop a common language and basis for learning.



### **Standard School Practices**

- Continue to bring in community representatives through events i.e. Da Vinci Night
- Offer certain Tongass School activities to entire Ketchikan community
  - ◊ Da Vinci Night
  - ◊ Home school students can register for any classes at the Tongass School
  - ◊ Tongass School hosted the District Summer School program
- Attend performing arts events
- Acknowledge ties with current community partners
  - ◊ School news notes
  - ◊ Community partners received thank-you notes from the school
  - ◊ First and Second grade students wrote personalized thank you notes
- Sponsor annual Nancy Mitchel Memorial Scholarship through partnership with her family and the Alaska Community Foundation
- School wide Social Action Project
  - ◊ Penny Power-Funds were raised to purchase food baskets for Tongass families, in partnership with Tatsuda's IGA

### **Da Vinci Night Presenters**

Amanda Kiely- Ketchikan Public Library-slime; Jennifer Bergen- Public Health -germs; Nick- Ketchikan Animal Shelter- pet care and adoption; Winona- Southeast Pediatric Dentistry- sugary drinks; Julie Landwehr, KayHi Science Teacher- squid dissection; David Lindquist-Kayhi- welding simulator; Sarah Pedersen& Michelle Mietz & John Hyde- USFS- salmon dissection; Nick Pader and Kayhi Physics students- physics activities; Dennis Landwehr- USFS- soil color and dirt shirt; Eric Muench& Dian Dwehr- forestry equipment & maps; Scott Walker- Fish and Game- seashell identification; Barbara Morgan- University of Alaska Southeast- sea otter touch tank; Alex Brown- KPU video editing; Ben Limle- USFS- furs and skulls; John Brown- Alaska State Troopers - vehicle; Leif Sivertsen- Kayhi- Bubbles; Jeremy Kastner- USCG- boat; Firefighters- Ketchikan Fire Department- truck; Danelle Landis- Ketchikan Search and Rescue- search dog; Anita Maxwell and Anita M.- History Mystery; Mike Mastin- ROV footage; Connor Eckholm- ocean acidification; Brian Moody and Kyla Ashe- fur table and trapping

### **Standard Teacher Practices**

- Utilize connections with entities from Community Resource List
- Participate in the Alaska Native Brotherhood and Sisterhood annual Elizabeth Peratrovich celebration
- Social action projects stemming from in-depth study of community issues, one per team
  - ◊ Dog biscuits and cards for new pet owners sharing what pets need to survive (PreK/K)
  - ◊ Thank you cards to community members who support our school. (1st/2nd)
  - ◊ Beach Clean-Up (3rd/4th)
  - ◊ Donations to the Homeless Shelter (3rd/4th)
  - ◊ Anti-Bullying Campaign and Random Acts of Kindness Challenge(5th/6th)
  - ◊ Planting bushes and clean up (5th/6th)

### **Community Resource List**

Alaska Sealife Center, Aleutian Ballad, AK State Parks, A &P Chamber of Commerce, Community Connections, Edward Jones, First City Players, Girls On the Run, Great Alaskan Lumberjack Show, Historic Ketchikan, Holland America Cruise Lines, Infinity Jewelry, Island to Island Vet Clinic, KPU, KRBD, KAAHC, KIC, Ketchikan Public Library, Ketchikan Running Club, Fire Dept., Ketchikan Police Dept., Ketchikan Gateway Borough Recreation Center and Pool, Ketchikan Daily News, Ketchikan High School Cheer Team, Ketchikan Search and Rescue, Monthly Grind, Oceans Alaska, Peace Health Hospital, Rotary, RYC, SSRAA, Stonetree Vet Clinic, Studio Max, Safeway, Tatsuda's Grocery, Tongass Federal Credit Union, USCG, UAS, Vigor Industrial, Woodwright Construction and WISH, Deer Mountain Hatchery, U.S. Forest Service, U.S. Post Office, Totem Heritage Center, Totem Bight State Park, Animal Shelter, First Bank, Vigor Shipyard, Northshore Gardens, Wastewater Treatment Plant

## **Student Goal Number 1: Academic Achievement**

Instructional methods in the Tongass School charter continue to be supported by current educational research. Our practices promote neural development and optimize brain functions. On a daily basis, our students integrate the multiple intelligences into their learning. Our teachers translate brain research into action using the nine body-brain compatible elements. In-depth studies linking learning to real world applications and project-based learning make education meaningful to our students.

An integral component of our school program is that students are actively involved in their learning process. Each student reflects on their individual strengths and chooses areas to target for improvement. The Lifelong Guideline of “Personal Best” is a constant standard in all activities at Tongass School. Student achievement is measured on a continuum of learning and students develop a sense of ownership, increased responsibility and skills in self-evaluation through goal setting at student-led conferences. As students progress through the grades, the level of preparation and participation in conferences increases.

Determining the progress of each student individually over time is a foundational piece of our student learning goals. Using a variety of measurements to gauge progress is also foundational. In addition to skill instruction in specific areas for reading, writing and math, our teaching model of Highly Effective Teaching provides additional opportunities to teach and reinforce student skill development during class “theme” time. Because we know children do not begin at the same point or develop at the same rate, monitoring individual student growth is the key to ensuring all students attain mastery of the State Performance Standards. To this end, teachers develop student portfolios which include work samples from each year at Tongass School.

Our intervention team helps identify students who need additional support. The intervention team consists of the classroom teacher, the counselor, paraprofessionals, other resource staff and the principal. The team meets to review student information and create a plan to enable these students to be successful.

Tongass School utilizes standards-based report cards to measure academic growth in the areas of reading, writing, science, and math. The Alaska Grade Level Expectations are statements that define what students should know and be able to do at the end of a given grade level. Teachers mark progress on each area of the report card using emerging, developing, proficient or advanced to indicate the student’s current level of progress toward meeting the Alaska Standards and Learning Targets by Grade by the end of the year. The report card also assists staff in knowing where individualized instruction is needed.



### **Standard School Practices**

- Student Intervention Team support for students at risk either academically or behaviorally
  - ◊ Added Title I Teacher
- Response to Intervention delivered in classroom
  - ◊ AimsWeb Math and Reading Benchmark Assessment three times a year
  - ◊ Progress Monitoring individual assessments as needed
- Analyze attendance data and make parent contacts as needed
  - ◊ Chronically Absent Students 14.91%
  - ◊ Written attendance plan outlining protocols for supporting good attendance and for improving attendance in cases of absenteeism
- Review school-wide assessment model
  - ◊ Electronic report card and assessment data
  - ◊ Standards-based report card descriptors reviewed and revised as needed
- Provide research based, HET compatible instructional programs
- Provide paraprofessional support in classrooms
  - ◊ Added three new classroom paras
- Administer state standardized assessments and review results
- Offer in-house mentor program to provide teachers with on-going support
  - ◊ HET, Carol Stanton
  - ◊ Math, Clint Shultz
  - ◊ PBIS, Lane Johnson
- Revise teacher professional development and student instruction based on assessment data
  - ◊ Science, new NGSS Standards & curriculum mapping
  - ◊ Wit and Wisdom
  - ◊ Safe and Healthy Schools
  - ◊ Highly Effective Teaching
- Meet Adequate Yearly Progress and increase proficiencies
  - ◊ 2018-2019: Third-Sixth grade students participated in PEAKS statewide assessment
  - ◊ Continue to use AIMSweb assessment data for Kindergarten-Sixth grade students
- Analyze and improve proficiency rates for Alaska Native and Economically Disadvantaged subgroups
  - ◊ See disaggregated data table

### **Standard School Practices cont.**

- Classroom teachers and administrator review current science curricula across all grade levels and the 2-year rotation of science instruction to determine that all curricula is aligned to state standards
  - ◊ Two representatives on District Science Committee
- Continue to implement a school-wide technology plan
- Review curriculum
  - ◊ Piloted & adopted Wit and Wisdom ELA program, grades 1-2
  - ◊ Reviewed Science curriculums

### **Standard Teacher Practices**

- Small groups for reading instruction and math instruction which includes manipulatives
- Provide Theme-based Science and Social Studies instruction
  - ◊ Teacher designed curriculum, based on state standards
  - ◊ Integrated with reading, writing and math
  - ◊ Utilizes community resources, Guest Teachers and Being There Experiences
  - ◊ Hands on, experiential learning activities
- Student-led conferences with goal-setting
- Student Assessment Portfolios include the student progress reports and other as-



### **HET Compatible, Research Based Curriculum Materials**

- ◇ Harcourt Storytown-reading, K
- ◇ Wit and Wisdom, ELA 1-6
- ◇ Envision Math, K-6
- ◇ Step Up to Writing, K-6
- ◇ Handwriting Without Tears, K-2
- ◇ Keyboarding, 2-6
- ◇ Spelling: Words Their Way
- ◇ Quaver Music Curriculum PreK-6th

### **Schedule of Curriculum Review**

Curriculum Content Standards	TSAS Last Revision	District Last Revision
Science	2017-2018	2011-2012
Art, PE, Music	2017-2018	2017-2018
Health	2012-2013	2012-2013
Language Arts	2018-2019	2014-2015
Mathematics	2015-2016	2015-2016

Performance Evaluation for Alaska's School (PEAKS) Annual Statewide Testing Results					
Percentage of Students Proficient and Advanced					
School 17-18	District 17-18	State 17-18	School 18-19	District 18-19	State 18-19
<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
School 45%	District 49%	State 42%	School 36%	District 47%	State 39%
3rd 50%	3rd 43%	3rd 37%	3rd 17%	3rd 42%	3rd 37%
4th 46%	4th 54%	4th 42%	4th 50%	4th 44%	4th 40%
5th 28%	5th 41%	5th 41%	5th 34%	5th 44%	5th 39%
6th 60%	6th 56%	6th 50%	6th 47%	6th 49%	6th 46%
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
School 65%	District 40%	State 37%	School 64%	District 44%	State 36%
3rd 73%	3rd 47%	3rd 44%	3rd 59%	3rd 59%	3rd 43%
4th 73%	4th 53%	4th 48%	4th 65%	4th 50%	4th 45%
5th 61%	5th 41%	5th 43%	5th 72%	5th 49%	5th 40%
6th 30%	6th 37%	6th 37%	6th 58%	6th 37%	6th 35%

Tongass School & District Disaggregated PEAKS Scores				
ELA	ELA	ELA	ELA	ELA
Alaska Native	School 17-18 17% (30)	School 18-19 17% (41)	District 17-18 35% (358)	District 18-19 29% (357)
Caucasian	67% (31)	50% (41)	57% (604)	56% (600)
Economically Disadvantaged	16% (32)	15% (48)	34% (497)	32% (327)
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
Alaska Native	School 17-18 47% (30)	School 18-19 38% (41)	District 17-18 27% (358)	District 18-19 30% (358)
Caucasian	83% (31)	83% (41)	47% (604)	51% (600)
Economically Disadvantaged	31% (32)	45% (26)	26% (497)	32% (487)
Key: Numbers in parenthesis indicates total of students tested				

In the spring of 2018, for the first time, the PEAKS test included the subcategory, “Text Dependent Analysis”. Of all measures, this was the lowest subcategory score for most TSAS students. Our recently adopted Wit and Wisdom ELA program focuses strongly on Text-Dependent Analysis. As we continue implementation, we believe our students will show improvement in this measure.

PEAKS Proficient & Advanced Science Results  
4th Grade

TSAS 2018	District 2018	State 2018	TSAS 2019	District 2019	State 2019
77%	60%	44%	55%	53%	45%

Tongass School continues to move toward fuller implementation of the Next Generation Science Standards. These standards provide the framework for new Alaska Science Standards. In the Spring of 2018, a science committee was formed to investigate new curriculum programs aligned to the standards. Committee members reviewed programs over the spring and summer and plan to pilot two of these programs in the fall of 2019.



## **Student Goal Number 2: Real World Connections/In Depth Knowledge**

Gain in-depth knowledge and make connections through experiential learning and real world experiences

The Tongass School philosophy states that children need a broad foundation of skills provided through in-depth instruction and investigation of themes that connect the subject areas. Some specific examples include PreK-K visits to Stone Tree Vet Clinic and the Animal Shelter as a way to learn in-depth about pets and their care. In School Safari Day and viewing the San Diego Zoo Webcam gave students an opportunity to learn about and observe animals from other parts of the world. Travel to the Deer Mountain Hatchery and Oceans Alaska let students observe and learn about the aquatic creatures that share our local ecosystem.

Being There Experiences continue to be a primary aspect of student learning and enable students to make real-world connections. Tongass School staff teach skills and assess achievement through student projects and Being There Experiences. Immersion walls in each classroom set the context for targeted concepts and provide a place for students to show what they've learned.

Guest teachers, including parents and community members, help connect learning to the real world. By sharing their in-depth knowledge and expertise, guest teachers enhance students' understanding of key concepts.



### **Standard School Practices**

- Bring in individuals or organizations to provide arts and science experiences
- Provide swim lessons for every student



## Standard Teacher Practices

- Guest teachers will share their areas of expertise with students on a variety of topics
  - ◊ See list on page 35
- Each class will have an immersion wall
  - ◊ Staff created immersion wall rubric
- Each year, every class will have at least three Being There trips as introductions to their topics of

Team:	Tri-mester	Components	Being There Experiences
PreK-K	1	Move With Me	Ketchikan Rec Center, KIC, Parent Volunteer-Nutrition, Nurse Practitioner Peace Health, High School Culinary Chef, Commercial Diver, Alaska Marine Highway, KPD, Dentist, School Staff (job share)
		Play With Pets	Stone Tree Vet Clinic, Animal Shelter, Parent Volunteers (bring a pet day)
	2	Walk in the Woods	Discovery Center
		Wander the World	In School Safari Day, San Diego Zoo Webcam
	3	Fly in the Sky	Rainforest Sanctuary
		Swim in the Sea	Rotary Beach, Deer Mountain Hatchery, Oceans Alaska
1st/2nd	1	Kid Ketchikan	Ketchikan Fire Dept, Police Dept., City Hall, Infinity Jewelers, KAAHC, First Bank, A&P Grocery, U.S. Post Office, M.V. Tazlina, Ketchikan Medical Center, USCG, Saxman Native Village, KRBD, Discovery Center, Boat Harbor, Ketchikan Public Library, Recreation Center, School Neighborhood, Tourist shops, Cruise Ship docks
	2	Super Scientists	Wastewater Treatment, Vigor Shipyard
	3	Smarty Plants, Wiggly Worms and Mighty Mollusks	North Shore Gardens, City Park, School grounds, Discovery Center, Tatsuda's IGA, Rotary Beach
3rd/4th	1	Treasures Within	City Park
	2	Treasures of the State	Ketchikan Creek
	3	Searching for Treasure	Rotary Beach
5th/6th	1	Power of the People	Mural Naming
	2	Energy and Exploration	Taquan Air
	3	Breaking Barriers and Bonds	Deer Mountain Hatchery , Ward Lake, Cruise Ship Visit, Law Day, Rotary Beach

## Guest Teachers

Preschool and Kindergarten:

Falene Reeve- Nutrition: Green Smoothie Making

Lisa Bezenek & Employee -KIC Dentist, Tooth Fairy

Lindsay Swaim & Jason Evison—Dentist

Shannon Updike- Nurse

Matt Allen & Michelle Leitz-Salmon dissection (Deer Mountain Fish Hatchery)

Parents Volunteers-Bring a Pet to School Day

Sarah Pederson- Dog

Lindsay Swaim- Snake

Karen Voelz- Dog

School Job Visitors

Lane Johnson- counselor

Cindy Moody- nurse

Sandi Blair- Librarian

Cameo McRoberts- High School Culinary Teacher

Connor Eckholm- Oceans Alaska

Alan Dale- Commercial Diver

Wendy Chatham- Alaska Marine Highway

Lori Padron- Chicken Incubation

Mike Mastin- Underwater Camera Presentation

First and Second Grade:

Lane Johnson- 2nd step

Jenny Dupre- Infinity Jewelers

Leslie Swada -SE Discovery Center

Ketchikan Police Officers

Ketchikan Fire Fighters

City Mayor and Clerk

Master Gardener Deb—North Shore Gardens

Mike McMahon and Lloyd Ruaro

Post Master General

Kathleen Light—KAAHC

Marty West—Ketchikan Medical Center

Chris Nutt—USCG

Albert- Saxman Native Village

Deb Turnbull—KRBD

Sierra Callis—Vigor Shipyard

Ann Marie Meiresonne—KPL

Barb Morgan—UAS

Dennis Landwehr—US Forest Service

Katherine and Debbie—Tatsuda's IGA

A&P Grocery staff



## **Guest Teachers cont.**

Third and Fourth Grade:  
Lane Johnson—2nd Step  
Tina Peckham—Lego Robotics

Fifth and Sixth Grade:  
Keaton Beal — Expert Student Baker  
Seth Marrs & Trent Birch – Expert Carpenters  
Saori Ohuhara—Japanese Expert  
Daina White—Tongass Federal Credit Union  
Lane Johnson—2nd Step

School-wide:  
Jazz Cabaret  
Kevin Clevenger Alaska Native Dance and Song  
Lauren McCueWearable Art Show

Enrichment Program Guest Teachers:  
Tina Peckham, Robotics  
Daina White==Tongass Federal Credit Union



**Student Goal Number 3: Individual Interests and Talents**

Develop creative avenues of interest and talent that strengthen individuality and self worth

The Tongass School philosophy supports the belief that children are naturally curious learners with diverse strengths, needs, interests and talents.

We continue to promote a school culture rich in arts, sciences and experiential learning. Classroom instruction in the HET model is designed to strengthen and develop the unique ways that each student learns.

Teachers design instruction and applications of knowledge to develop multiple intelligences. Beginning in the primary grades, students are exposed daily to activities which target the eight intelligences. Music and movement are used throughout the day. Independent and group activities use words, pictures and numbers. The natural world is addressed in all the themes.

Each student completes an individual inventory to help them in identifying their areas of strength. Most students discover strengths in multiple areas. Student choice is an integral component of HET, particularly in the intermediate grades. Students choose from a menu of applications of knowledge to demonstrate their acquisition of Conceptual Key Points, Significant Knowledge Key Points and Skill Key Points. Research shows that brain-compatible applications support the different ways students learn.

Choice applications of knowledge (projects) continue to be offered on a regular basis in class. Generally, such applications include creative writing, drawing/art and movement/drama as a way to access and develop the multiple intelligences while demonstrating concept acquisition. Students produce dramatic plays and skits, including writing songs, choreography and stage design. It is a general practice that students get to select how they will demonstrate what they have learned about a topic.

Tongass School provides a well-rounded curriculum with weekly instruction in art, library, health and Enrichment classes. Students attend P.E. and music classes twice per week. These instructors collaborate with classroom teachers to connect and integrate skills. School assemblies and extracurricular activities are an avenue to expand and support individual student strengths and interests.



### **Standard School Practices**

- Pursue donations/grants for artistic and creative opportunities for students
- Meet needs of Advanced Learners
- Provide students with the opportunity to explore and refine their Multiple Intelligences through Enrichment Program
  - ◊ Over the course of the three trimesters, students had the opportunity to choose from the following list of classes: Science Activities; Legos; World Stories and Paper Art; Yearbook; Board Games and Puzzles; Running Around; spring related gardening, science, and engineering projects; Candy Experiments; Money Smarts, Rain Collection & Gardening; Maker's Lab Outdoors, Movement & Native Youth Olympics; STEAM Challenges; Make and Take Crafts; Read, Create and Eat; Creative Building; National Geographic Bee; Recycling & Green Gardening; Lego Robotics; Candy Experiments; Let's Learn Spanish; Creative Sewing; Yoga, Reading and Meditation; Stand Up Paddling; Battle of the Books; Public Library Exploration; Yearbook; STEM Challenges; Gardening; Stop Motion Art & Photography; Nature Art; Maker Lab experiments; Fabric Arts
- Staff given opportunity to share areas of interest and expertise with students
  - ◊ Teach Enrichment classes
- Provide band instruments for all 5th/6th grade students
- Participate in academic competitions
  - ◊ Battle of the Books Club Winners: (3/4) Zeren Sebcioglu, Emma Landwehr, Foster Rushton, and Dylan Noble; (5/6) Abby Elberson, Gisele Noble, and Lily Pader
  - ◊ National Geographic Bee: School Champion Daniel Tabb (4th grade) Competed at state Geobee in Anchorage.
  - ◊ Spelling Bee: 1st Place Tongass, River Colvell
  - ◊ Safety Patrol
- Student Council
- Offer extracurricular student clubs
  - ◊ Running Club
  - ◊ Girls on the Run
  - ◊ Afterschool band and choir
- Offer opportunities to showcase student work in community

### **Standard Teacher Practices**

- Learning Styles Inventories
- Inform families about the choices offered children within the classroom
- Student learning projects are incorporated into at least three Celebrations of Learning per school year (see descriptions page 40)
- Specialists collaborate with classroom teams to make connections between their lessons and the classroom themes



## **Learning Projects (LP) and Celebrations of Learning (COL)**

Celebrations of Learning are opportunities for students to showcase newly acquired skills and concepts. Classrooms hold them once per trimester and invite Tongass students, families and community members to attend.

### **PreK/K:**

LP: Move With Me—All About Me books, Self Portrait. Body system projects and activities

COL1: Songs, & Body Mapping , sharing student learning, body system activities to do

LP: Play With Pets - Writing piece about pet needs with illustrations

LP: Walk in the Woods—Writing piece about what animals do in winter w/ art piece , Bear Mobiles

COL2: Teddy Bear Picnic– Songs & Body Mapping, sharing student work and learning

LP: Wander the World-Continent /My Place in this World Map

LP: Fly in the Sky - Life Cycle of a Butterfly science notebook with a 3-D model of the life cycle of a butterfly, Lifecycle of a chicken model, informative writing about chick life cycle, Native Bird Art projects with facts

DaVinci Night 3-D models of chicks' life cycle, chicks and butterflies to observe and hold, Unit packet of art projects on display, student created theme wall of lifecycle

LP: Swim in the Sea-Ocean Zone Cumulative Poster w/ ocean creatures,

COL3: Songs & Body Mapping , show student projects and learning

### **1st/2nd Grade:**

COL 1: Kid Ketchikan—Built model city in classroom to operate “Dragon City” with businesses and services such as a movie theater, coffee shop, pizza parlor, police department, and vet pet shop. Students and parents bought goods and services in the town.

C OL 2: Super Scientists - Projects and learning shared at Conferences. Students shared art, writing and hands on science activities about states of matter, balance and motion and space. Blast Off! The musical presented to the school and families.

L P: Smarty Plants, Wiggly Worms and Mighty Mollusks— Interactive plant writing project, Scientific response to observations and experiments with plants and worms.

### **3rd/4th Grade:**

COL1: Treasures Within — Projects and learning shared at Conferences. Students shared their knowledge and understanding with their peers and families. Students showed their rock cycle projects and related artwork.

COL2: Treasures of the State — Students created state maps with information unique to each state. At our C.O.L., students shared math skills, survival stories, and their individual social studies project, “My Place in the World.”

COL3: Searching for Treasure —Students created dioramas showing their depiction of a natural disaster, such as tsunamis, tornadoes, avalanches, and wild fires. Students created personal books illustrating the sea creatures and characteristics found in the different tidal zones.

### **5th/6th Grade:**

COL1: Energy and Exploration– Students shared their branches of government models, science experiment boards as well as their writing and art projects. Students and their parents created edible atoms.

COL2: Revolutions and the Requirements of Life– Students built and shared circuit models, Revolutionary War projects, rollercoasters showing potential and kinetic energy, self portraits and electrical art. Students also engaged in hands on centers involving energy and using quills and wax stamping to create letters .

COL3: Breaking Barriers and Bonds - Students shared biography presentations on influential people of the Civil War, Greek mythology skits from music class , dichotomous keys, history of the American flag art projects, and food web environment models.

## **Student Goal Number 4: Respect**

Develop respect and appreciation for a diversity of people, cultures, ideas and perspectives

The Tongass School philosophy encourages children to respect and appreciate the wide range of diversity in our community. Emphasis is placed on teaching children to take responsibility for their own actions and to work successfully with others in a collaborative manner. Student council representatives and officers are elected by their peers. They choose projects and make decisions affecting the climate of our school. Our enrollment policies, our instructional content and our use of guest teachers and presentations all contribute to an overall celebration of diversity.

Tongass School implements community-building strategies that include class meetings. Here students are taught to share appreciations and problem solve. Further, movement breaks are used daily in our classrooms.

The population of Ketchikan is diverse. Our teachers place an intentional focus on the discussion of diversity to underscore its importance in our community. Guest teachers often share their family heritage to support classroom social studies themes. Teaching respect, tolerance and acceptance within our school community is part of our daily practice. Our Lifelong Guidelines, Life Skills and procedures are focused on daily and are geared toward promoting these values.



## **STANDARD SCHOOL PRACTICES**

- Address Bullying as a school, dedicate first Assembly
- Participate in Kanayama Program
- Strengthen ties with local Native community
- Counseling Services
- Develop a school-wide program of activities to foster respect and appreciation for Alaska Native culture and history
  - ◊ Elizabeth Peratrovich Day
  - ◊ Monthly Native Dance instruction for all students provided by Kevin Clevenger
  - ◊ Native Youth Olympics Assembly
- Offer an enrichment class each trimester that maintains and builds upon the Native Youth Olympics
- Tongass School's cultural connections with the community
  - ◊ Spanish Language
  - ◊ World Stories
- Diversity committee
  - ◊ Word/phrase of the week in world languages
- Create a sub-group of the STEPP committee to focus on improving educational outcomes for Alaska Native students
  - ◊ Community members—Andrea Moss, Melissa Johnson, Naomi Michaelson, Norm Skan



### **Standard Teacher Practices**

- Recruit presenters and teachers on topics of diversity
  - ◊ Saori Ohuhara– Japanese Exchange Teacher
  - ◊ Kevin Clevenger– Alaska Native Dance and Language
- PBIS leadership team implemented respectful response & Stop-Walk-Talk school-wide procedures
- Continue school-wide recognition of PARTT motto (personal best, active listening, respect, truthfulness, and trustworthiness)



## **Glossary of Tongass School Terms**

**Aimsweb** - The commercial assessment and data management program utilized in our district for determining student progress with academic interventions.

**APC (Academic Policy Committee)** - The governing body for Tongass School.

**Applications** - Projects, reports, demonstrations, or learning activities that students choose to complete to further their understanding of key concepts, skills, or significant knowledge key points.

**Being There Experiences** - A study trip at the starting point for curriculum integration, students leave the classroom and visit sites that provide conceptual context. These experiences provide a foundation for powerful learning for all students, which equalizes opportunity.

**Body Brain Compatible Elements** - The principals of HET are put into practice in the classroom by providing Absence of Threat/Nurturing Reflective Thinking, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application

**Body Mapping** - Choreographed movements, which enhance learning and remembering a key concept or significant knowledge key point.

**Celebrations of Learning** - The opportunity for students to demonstrate mastery and application of concepts and content. Parents and community members are invited.

**Guest Teachers** - Any person who comes to Tongass School or a learning setting to share experiences and/or expertise with our students. This could be substitute teachers, parent volunteers, community leaders, visiting students, etc.

**Life Skills and Lifelong Guidelines** - The backbone of agreements about how youth and adults at school will treat each other. The result is a calm, respectful environment that creates the required emotional climate for powerful learning.

**Multiple Intelligences** - The nine types of intelligence identified by Howard Gardner are: Naturalist, Musical, Logical-Mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-personal, and Spatial.

**PBIS (Positive Behavior Intervention and Support)** - a tiered program of supports for helping students be socially and academically successful. Tongass School has an Intervention Team, which utilizes the PBIS principles.

**Peace Posture** - Away to stand or walk keeping your hands to yourself

**Procedures** - A set of specific expectations for behavior in a specific setting. Having established routines ensures a threat-free environment and allows students to gain optimal benefit from an experience.

**RTI (Response to Intervention)** - A three tiered program of academic intervention, using research based materials.

**Immersion Wall** - The topic from a yearlong theme component is presented in words and pictures created by the students.

**Smarts** - Multiple intelligences. Areas of knowledge in which every person demonstrates differing levels of strength. The recognized "smarts" are Number, Music, People, Word, Picture, Self, Nature, or Body Smarts.

**Target Talk** - Teacher use of the vocabulary specific to the Lifelong Guidelines and the Life Skills. A teacher recognizing a student for showing caring is using target talk.

**Thoughtful Thunderbirds** - Given to students to reinforce the use of Life Skills by staff or students.

**Thunderbirds** - Tongass School mascot.

**Tribes** - A model designed to create a positive school or classroom environment.

**Yearlong Theme** - The central organizer for integrated curriculum in the HET Model. It is the concept that organizes all the other concepts, significant knowledge key points and skills to be learned for the year.