



Sitka
Native
Education
Program



SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

Annual Impact Report

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The year IN REVIEW

Despite leadership transitions and leave within both the Sitka School District and the Sitka Native Education Program, we remained focused on the core of our community: Lingít Aaní

The start of the year began with after-school culture classes for students in kindergarten to 12th grade. Since then, we've expanded our offerings to include drumming sessions every Friday for 2nd to 12th grade students.

Staff members within both the Sitka Native Education Program and Sitka School District are receiving increasingly more opportunities to enhance their proficiency in speaking Lingít. Allocating time for our staff to improve their language abilities will directly influence the extent to which our students incorporate the language into their daily school activities and culture classes.

Last fall, Sitka School District offered workshops for staff that delved into reflective practice strategies and culturally responsive educational approaches tailored to the unique context of Sitka.

Additionally, we celebrated the inaugural year of the SNEP in Schools Project, generously funded by the Sitka Tribe of Alaska. Over the past seven months, dedicated efforts have been directed towards evaluating our educational practices from past to present.

Looking ahead, our focus shifts towards using community and stakeholder input to improve both SNEP and SSD's internal systems. At the heart of our work is ensuring our students, both in school and after school, are receiving a deeply impactful education rooted in cultural values, traditions, and place-based pedagogy.

*Aanch Ga Nook, Jule LeBlanc, Cultural Director
Sitka School District*

SUMMER HIGHLIGHT

The first SNEP Family Camps were a great success as we took an intergenerational approach to learning Haa K̓usteeyí.

WINTER HIGHLIGHT

Students in after-school SNEP started drumming class! We were excited to welcome in 13 students to drum together every Friday.

FALL HIGHLIGHT

Tribal citizens took part in focus groups on bullying, providing valuable insights to the Sitka School District.

[See full report here](#)

SPRING: UPCOMING

Sitka School District and Sitka Tribe of Alaska staff have the chance to participate in a two-day immersive Lingít Yoo X̓'atángi Language Course designed for teachers.

TITLE VI INDIAN EDUCATION ACT FORMULA GRANT

322

students with a 506 form on file this school year

6%

identify as Alaska Native or Two or More Races, but **do not** have a 506 form on file with the district

29%

of our district's students have a 506 form on file

↓ 20.3%

decrease in complete 506 forms from 2019 to present

ABOUT 506 FORMS: ⁱ

Sitka School District secures grant funds according to the count of eligible 506 forms within the designated period.

- In 2019, with 1,207 students, the district received 404 forms.
- For the 2023-2024 school year, out of 1,105 students, 322 students have a 506 form on file.

TITLE VI INDIAN EDUCATION ACT | DATA

PROVIDES FUNDING FOR:

1

Cultural Paras:
(1) Baranof Elementary School
(1) 6th grade at Blatchley
Middle School

2

Part of the Lingít language
teacher's salary to teach
middle school and high school
students.

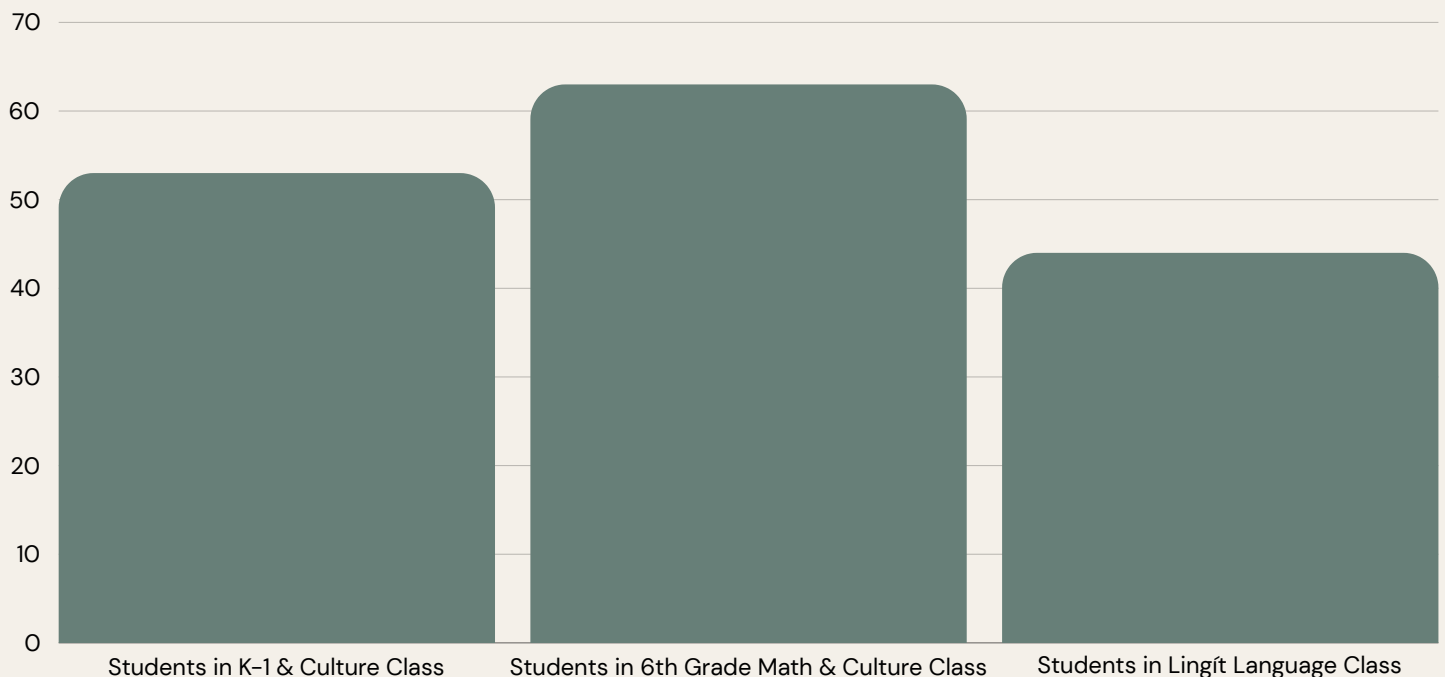
GOALS

Provide academic, social,
emotional, and cultural support for
all students who are identified as
Alaska Native or American Indian.

NEEDS

Due to a drop in enrollment
district-wide and fewer students
with a 506 form on file, we do not
have funding to have a Cultural
Para at Kéet Gooshí Héen.

Number of Students Supported by Title VI Funded Positions



This data includes students who receive academic support during the school day and those enrolled in after-school cultural classes.

SSD | Cultural Department

GRANT INFORMATION

GRANTS

DETAILS

OUTCOME

SNEP in Schools

Funded by STA to promote culturally embedded curriculum throughout our district.

- Create a PK-12 scope & sequence for cultural education in SSD and SNEP, including cultural content, values, and pedagogy.
- Provide professional learning to SSD and STA educators needed to implement culturally sustaining education.

Sealaska Heritage Institute Grants

Focused on culturally integrated science, technology, engineering, art, and mathematics at the secondary level.

- Engage middle & high school students in real world STEAM challenges that builds confidence and interests in post-secondary education and careers.
- Create a career pathway in Northwest Coast traditional arts.

Title VI Indian Education Act Grant

Improve the education opportunities and achievement of Prek- 12th grade Indigenous youth.

- To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
- To ensure that Indian students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures.

This is not a complete list of all objectives and all grants within the Cultural Department

INDIGENOUS STUDENT NEEDS ASSESSMENT

February 7th, 2024 through March 5th, 2024

Survey abstract:

This initiative was designed for families who have submitted a 506 form to Sitka School District.

The data collected aids in meeting the needs of Indigenous students. This allows for tailored support across cultural, academic, social, and emotional domains.

Participation in this survey was anonymous unless individuals disclosed their identity, either to participate in a draw for prizes such as an iPad or Bose headphones, or to volunteer with SNEP in diverse capacities.

Pages 5 to 12 contain summarized data and suggestions derived from participant input.

Methods of dissemination:

- Hard copies mailed to all families with a 506 form on file.
- Emailed all families with a 506 form on file.
- Distributed through Remind.
- Shared throughout Sitka Tribe of Alaska and Sitka Native Education Program media platforms.

Objectives

- Steer the direction of the Sitka Native Education Program.
- Stakeholder input for Sitka School District to prioritize needs for 2024-2025.
- Redirect Title VI funding as needed, based on participant input.

Participant summary

107

Respondents

213

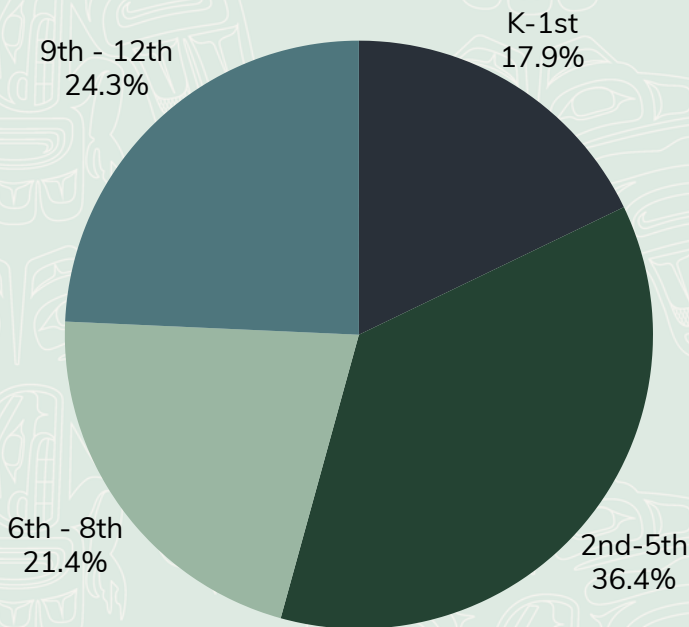
Families contacted

50.2%

Response rate

INDIGENOUS STUDENT NEEDS ASSESSMENT | DEMOGRAPHIC DATA

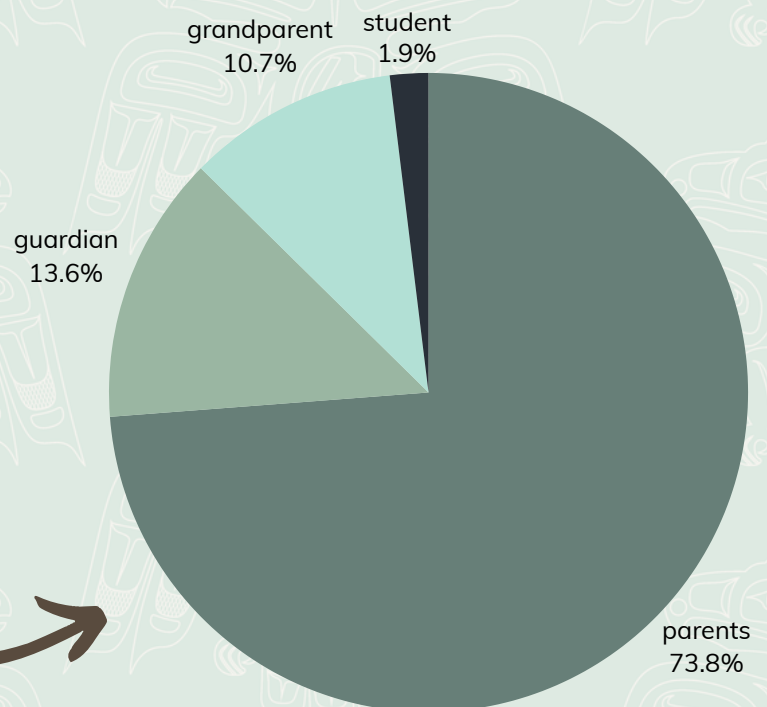
Ages represented:



The survey was completed by families with students in the following grade levels.



Participants:



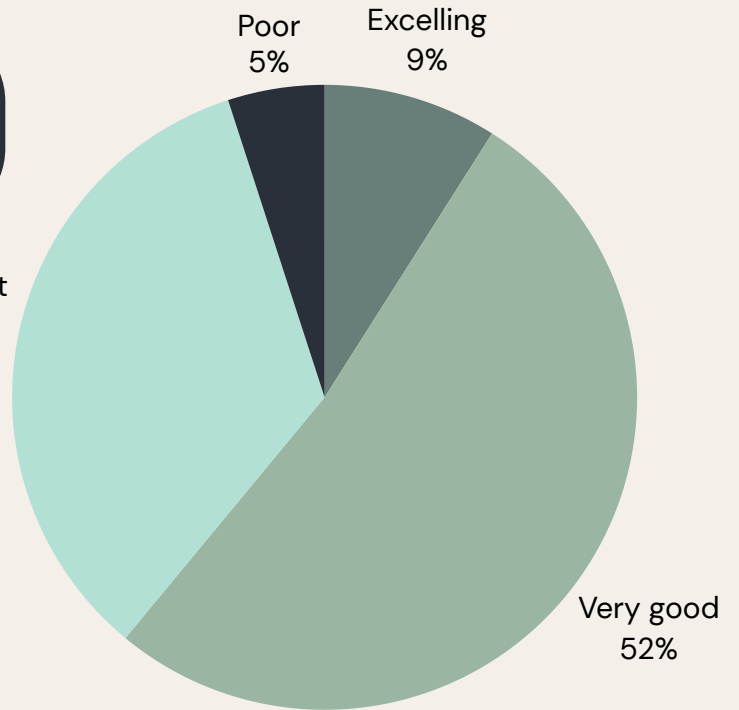
According to the survey data, these are the demographics of the survey participants.



Student CULTURAL IDENTITY

How well do you feel the school district supports the cultural identity of Indigenous students ?

Needs improvement
34%



Are there specific cultural programs or initiatives you would like to see implemented or supported ?

- » *More language learning*
- » *SSD should adopt a Subsistence Academic Calendar similar to other Alaskan school districts to better reflect the subsistence lifestyle of the Sitka/Southeast AK community*
- » *Trauma informed teachers would be great*
- » *Daily including of Tlingit language, culture and worldviews. Would be great to have a Tlingit teachers available all the time but since that is a struggle, it would be great to have all teachers integrate more consistently.*
- » *While we have some of the best cultural integration, our teachers only treat the cultural awareness days/credits/classes as an after thought. They know they have to do it, they know they don't want conflict but it's not really processed or appreciated in my opinion. It's only lip service.*
- » *Incorporating Elder and youth interaction*

ADDITIONAL RECOMMENDATIONS

01

Community Engagement & Involvement

- Incorporating elder and youth interactions
- More technical training with the community for Native youth to learn job skills
- More after school programs/more staff

02

Cultural Awareness for Non-Indigenous Children:

Recommendations include:

- Providing cultural education to non-Indigenous children to foster understanding and sensitivity.
- Incorporating Lingít language and traditions into the school curriculum.

03

Integration of Indigenous Knowledge

- Create more cultural relevant topics in the general curriculum.
- Recognize the significance of cultural identity and its connection to academic success.

04

Critiques and Suggestions:

- Address concerns about the lack of cultural integration and the need to decolonize educational practices.
- Ensure the recognition of historical truths and the celebration of indigenous cultures.

[CLICK HERE TO SEE ALL SUGGESTIONS](#)

PRIORITIES FOR 2024–2025

62

respondents said

* Tutoring and Academic Support

57

respondents said

* Cultural Values Integration

46

respondents said

* Mental Health Supports & College and Career Preparedness

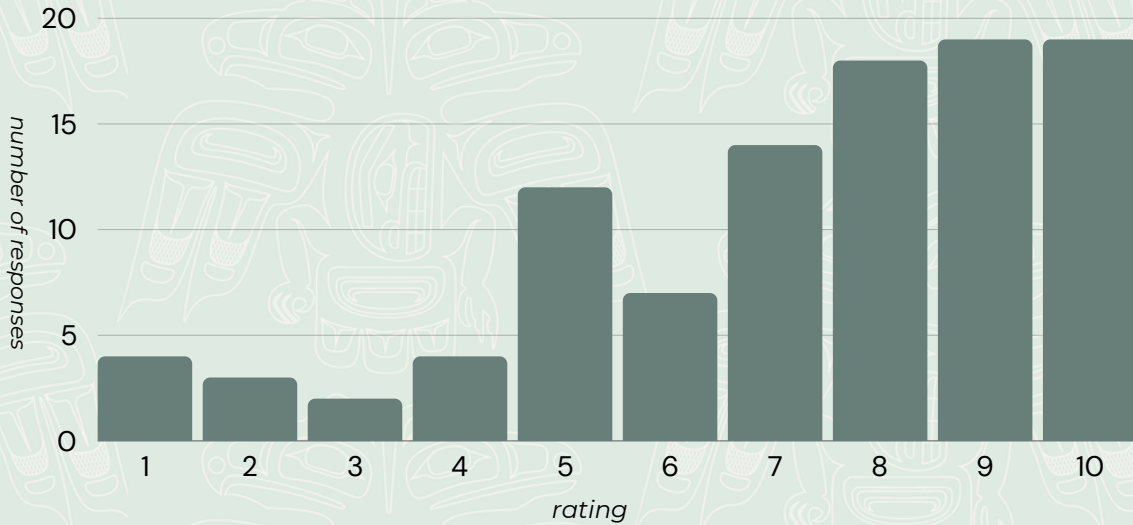
OTHER HIGH PRIORITY AREAS:

- Lingít Language Integration
- Align Curriculum with Native Ways of Knowing (place-based)

[CLICK HERE TO SEE FULL DATA REPORT](#)

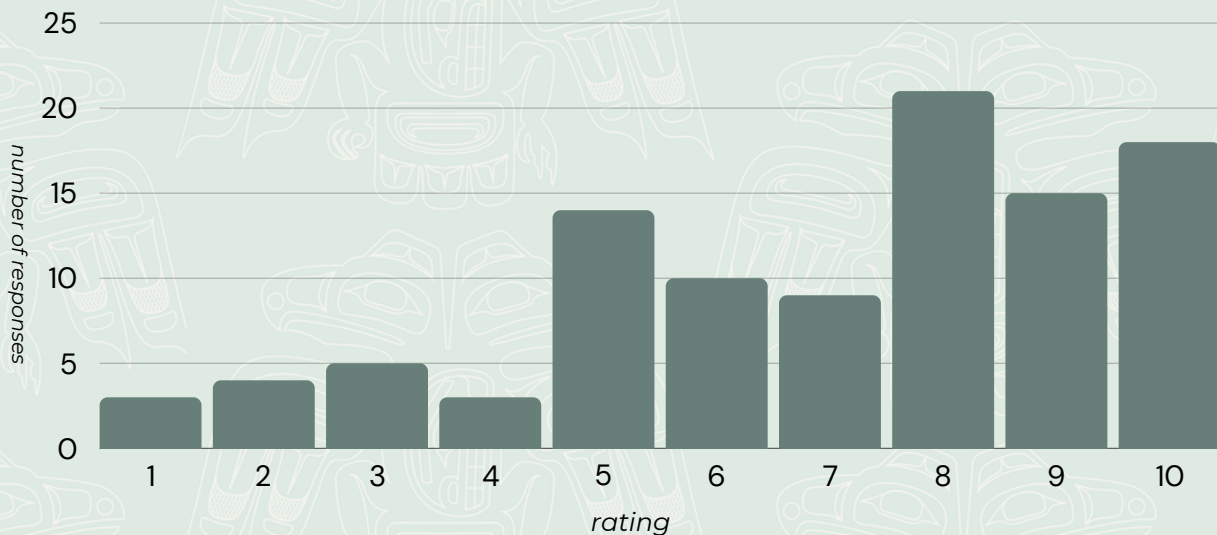
TUTORING & ACADEMIC SUPPORT

On a scale of 1 to 10 how satisfied are you with the current academic support your child receives



MENTAL HEALTH SUPPORTS

On a scale of 1 to 10 how satisfied are you with the current social and emotional support your child receives



How do you think the Title VI Funds could be used to meet the needs of Indigenous students?

Desire for More Cultural Integration:

While some respondents appreciate existing cultural integration efforts, others express a desire for more meaningful integration. Suggestions include incorporating more traditional foods, arts, language, and song into the curriculum- both in school and SNEP after school programs. There's a call for welcoming elders and guest speakers to present in classrooms to enrich cultural education.



70%

of respondents provided an academic recommendation

Hands-on Learning and Exploration:

Some respondents express a desire for more hands-on learning experiences to engage students in cultural exploration. Providing more opportunities for language learning and art is a priority for many.



Community Engagement and Awareness:

Respondents express a desire for increased awareness and communication about available cultural programs and initiatives. Suggestions include enhancing communication about what programs are available and increasing opportunities for family involvement.

Supporting Mental Well-being and Trauma-Informed Education:

There's recognition of the importance of addressing mental health within cultural programs and in school. Suggestions include incorporating conversations around mental well-being and ensuring teachers are receiving trauma-informed professional development.

“

Let the door of Tlingit knowledge flow through the the school

”

[CLICK HERE TO SEE FULL DATA REPORT](#)

Sitka Native EDUCATION PROGRAM

SNEP: In the Past

The Sitka Native Education Program (SNEP) was established in September 1974 with a focus on revitalizing traditional songs and dances, preserving the Lingít language, opportunities to learn traditional arts, providing tutoring, and supporting the C̱ajaa Héen Dancers. SNEP has been consistently funded by the Indian Education Act (IEA) Title IV and the Johnson O'Malley (JOM) Program.

These funds were allocated to address the specific educational needs of Native children, with particular emphasis on cultural preservation and tutoring services. Initially headquartered at the ANB Hall, the program was overseen by a Parent Committee.

SNEP: Today

In 2013-2014, it was decided that the Sitka School District would administer the Title VI funding, with the Sitka Tribe of Alaska overseeing JOM. These two entities collaborate to effectively utilise these funds in continuing and expanding the legacy of SNEP.

An important aspect of this collaboration is the SNEP Parent Advisory Committee, which annually approves the Title VI grant application. Presently, the funding provides support for cultural programs within the school district, after school, and in the summer.

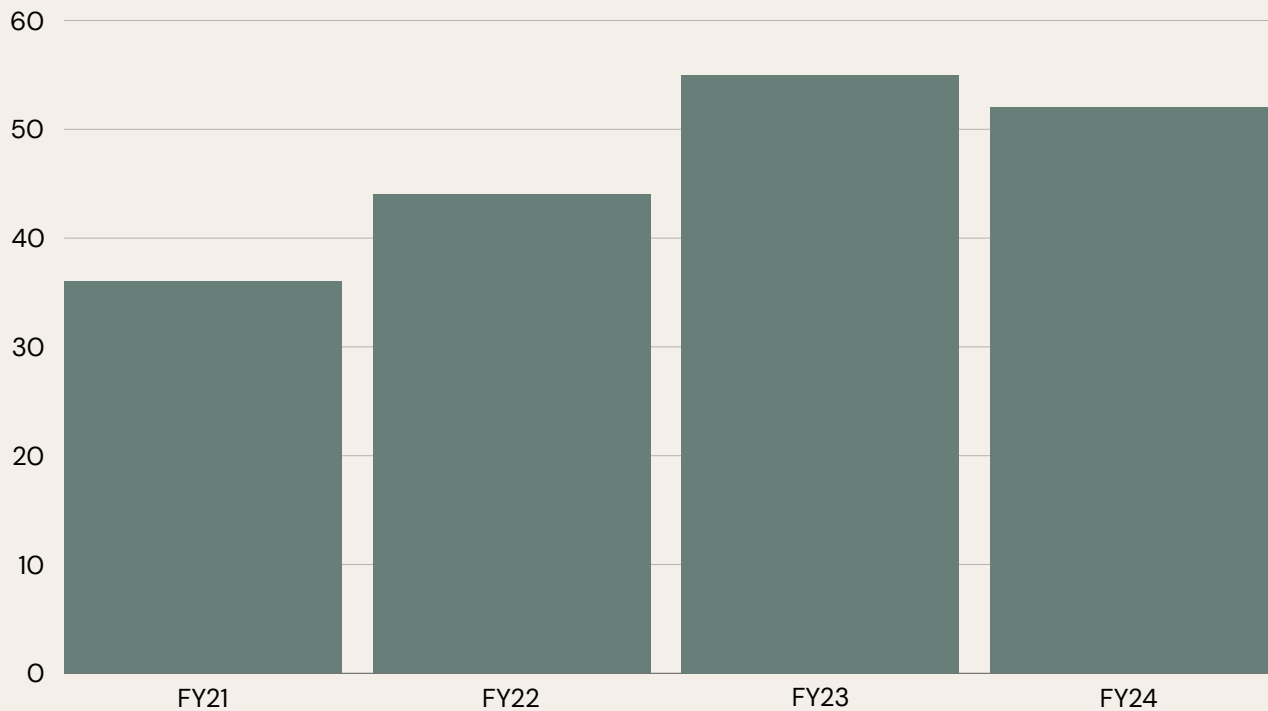


**Sitka
Native
Education
Program**



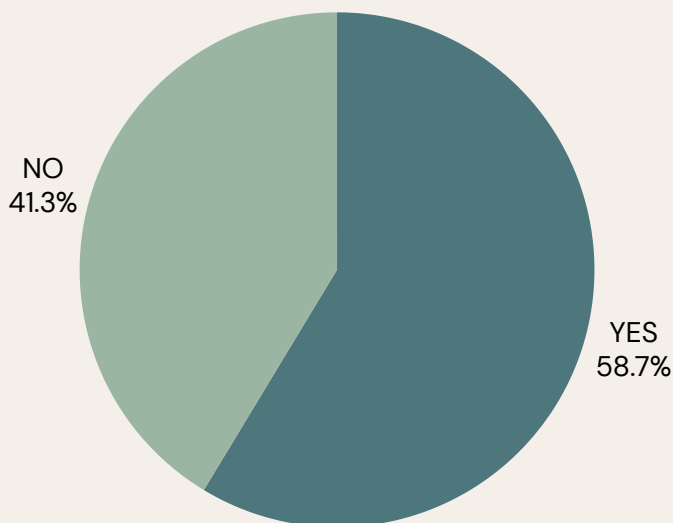
Sitka Native Education Program

ENROLLMENT DATA

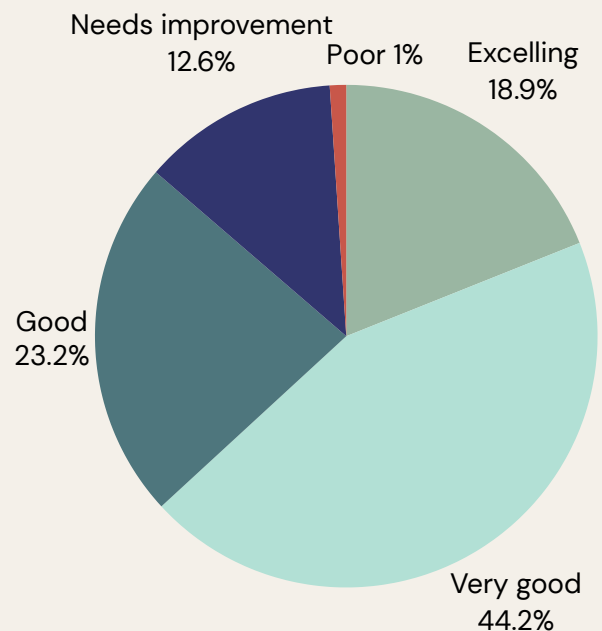


Historical data on students enrolled in SNEP after-school classes

Are any youth (ages 5 to 18) living in your household who attended or used services of Sitka Native Education Program this past school year?



How would you rate the overall quality of SNEP (Sitka Native Education Program)?



BARRIERS TO ACCESSING SNEP

Participants were asked about potential barriers hindering their children's access to SNEP programs. The chart below details the outcomes according to the number of responses received.



“ More of the SNEP program should be integrated across the entire district, in-class, not just limited to an after-school program for a few children. ”

SITKA NATIVE EDUCATION PROGRAM | YOUTH OPPORTUNITIES

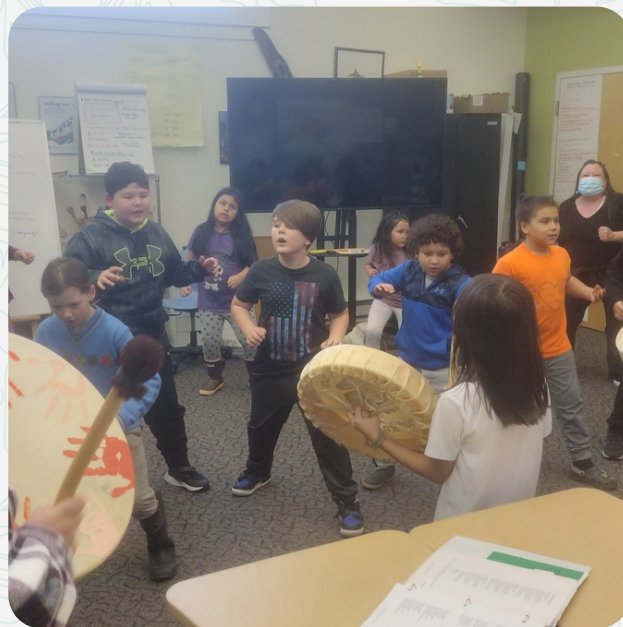


Culture Class

Weekly after-school culture classes are held for students from kindergarten to 12th grade at the Southeast Alaska Career Center and Baranof Elementary School. Students have been practicing traditional arts, singing and dancing. This year, there is a focus on enhancing language throughout our programs to improve students' proficiency in speaking Lingít.

Drumming Class

Every Friday, students in 2nd through 12th grade join drumming class held at the Siginaka building. This year we have 13 students just in the 2nd through 5th grade age range.



Traditional Arts ⁱ Classes

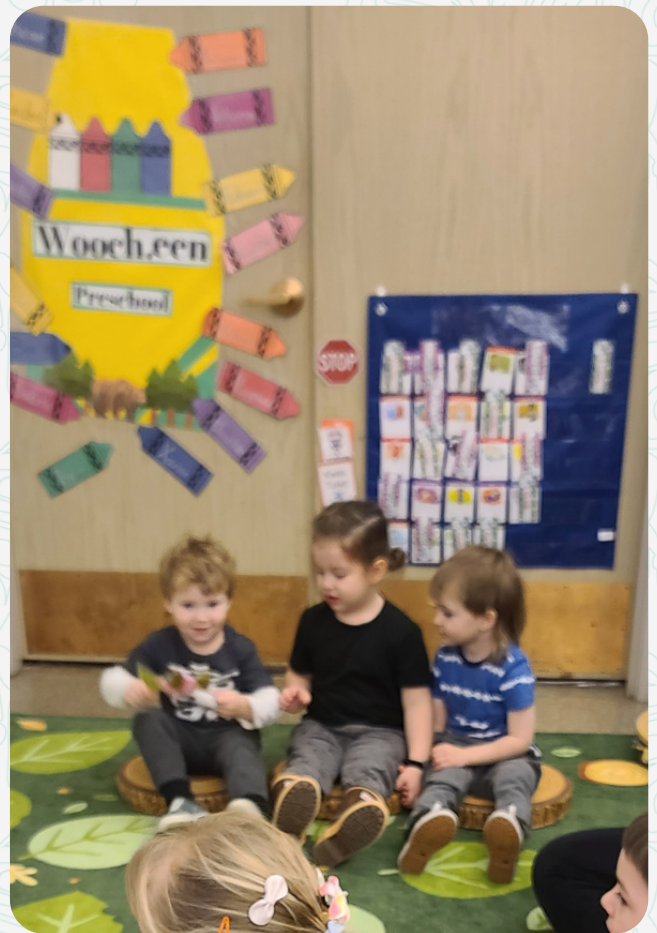
Students at Pacific High School, Sitka High School, and Mount Edgecumbe High School learn traditional arts such as formline on different types of mediums. These classes are made possible by Sealaska Heritage Institute: Box of Treasures Grant.

SITKA NATIVE EDUCATION PROGRAM | WOCH.EEN PRESCHOOL

This school year

Wooch.een is operating at full capacity with 20 enrolled students.

Lessons are developed based on the place-based curriculum map. Staff members guide the learning by using weekly lesson plans that incorporate both traditional tribal values and the introduction of new Lingít vocabulary on a weekly basis.



SITKA NATIVE EDUCATION PROGRAM | SUMMER CAMPS



SNEP summer campers learning how to harvest and process s'ikshaldéen

Summer Camps

Summer camps serve as an opportunity for students, parents, and families to engage in activities such as harvesting and processing subsistence foods, practicing the Lingít language, collaborating on art projects, and Haa Kusteeyí (Our Way of Life).

Watch the video below to get a glimpse into the SNEP summer camps.



2024 Summer Camps

This year's summer camps will occur during the day for rising 1st through 12th grade students June through August.

You can stay up-to-date on summer camp registration at:

www.sitkaschoolsact.org/SNEP-during-summer

SITKA NATIVE EDUCATION PROGRAM | PARENT ADVISORY COMMITTEE

Purpose

The Parent Advisory Committee (PAC) is set up to support the Sitka Native Education Program by:

- Providing input and approving the Title VI application annually.
- Guiding the SNEP afterschool and summer programs.
- Helping with fundraising and events as needed.
- Establishing long-term goals for SNEP.

2024 PAC Goals

- Review outcomes of the Indigenous Student Needs Survey
- Determine priorities for the SNEP goals 2024-2025 in alignment with the survey findings
- Review SNEP summer camps
- SNEP afterschool program
- Appoint a Chairperson

Interested in serving on the committee?

Upcoming Meetings:

- March 26
- April 27
- May 25

Scan QR code



<https://forms.gle/XEiMDpDAmrA7JkTF7>



Sitka School District 2020-2024 DATA REPORTS

ABOUT MAP ASSESSMENT

MAP stands for Measures of Academic Progress.

Unlike traditional standardized tests, the MAP assessment adjusts the difficulty of questions based on the student's responses, allowing for a personalized assessment experience.

It provides valuable insights into each student's strengths and areas for improvement, helping teachers tailor instruction to meet individual learning needs.

Additionally, the assessment is aligned with state and national standards.

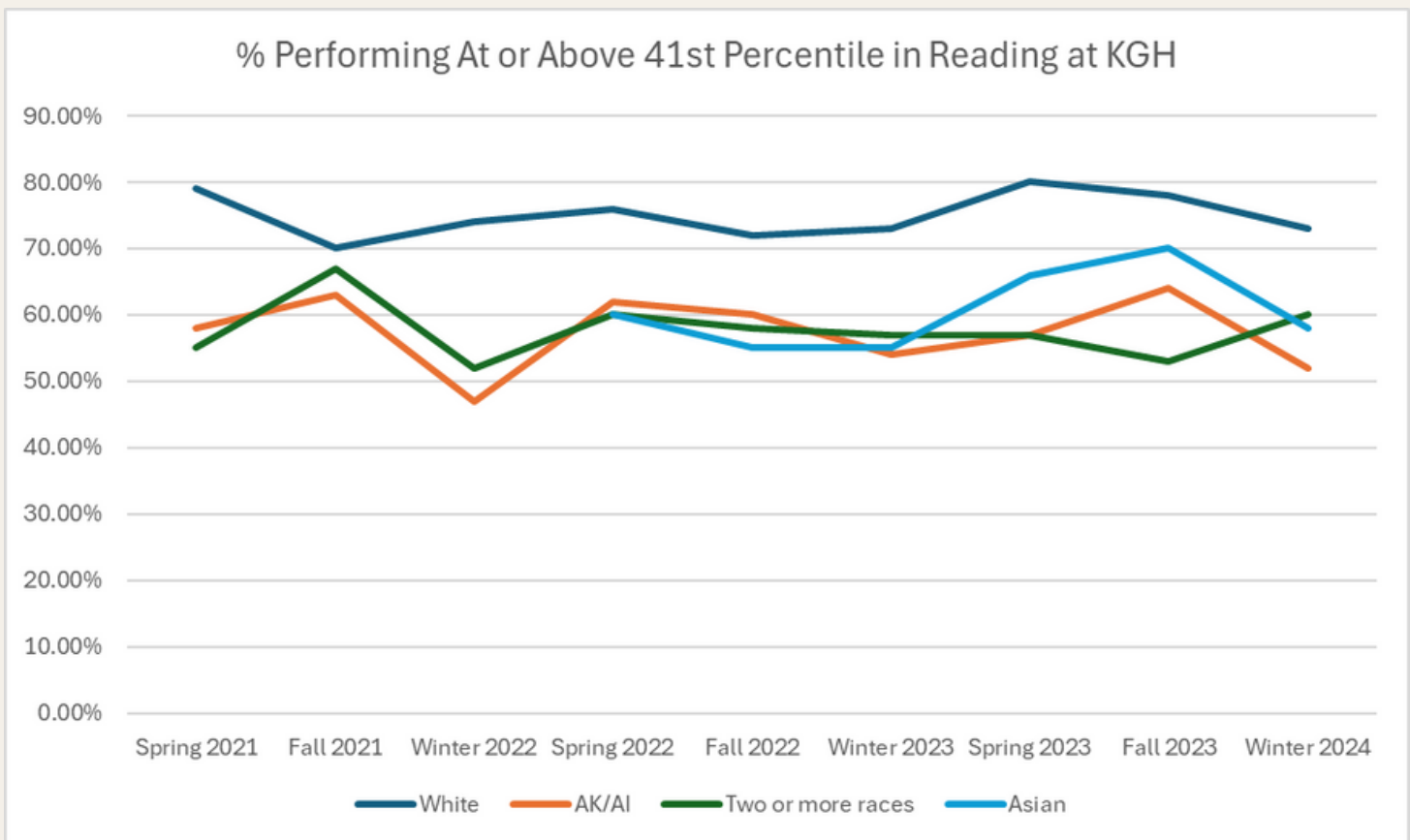
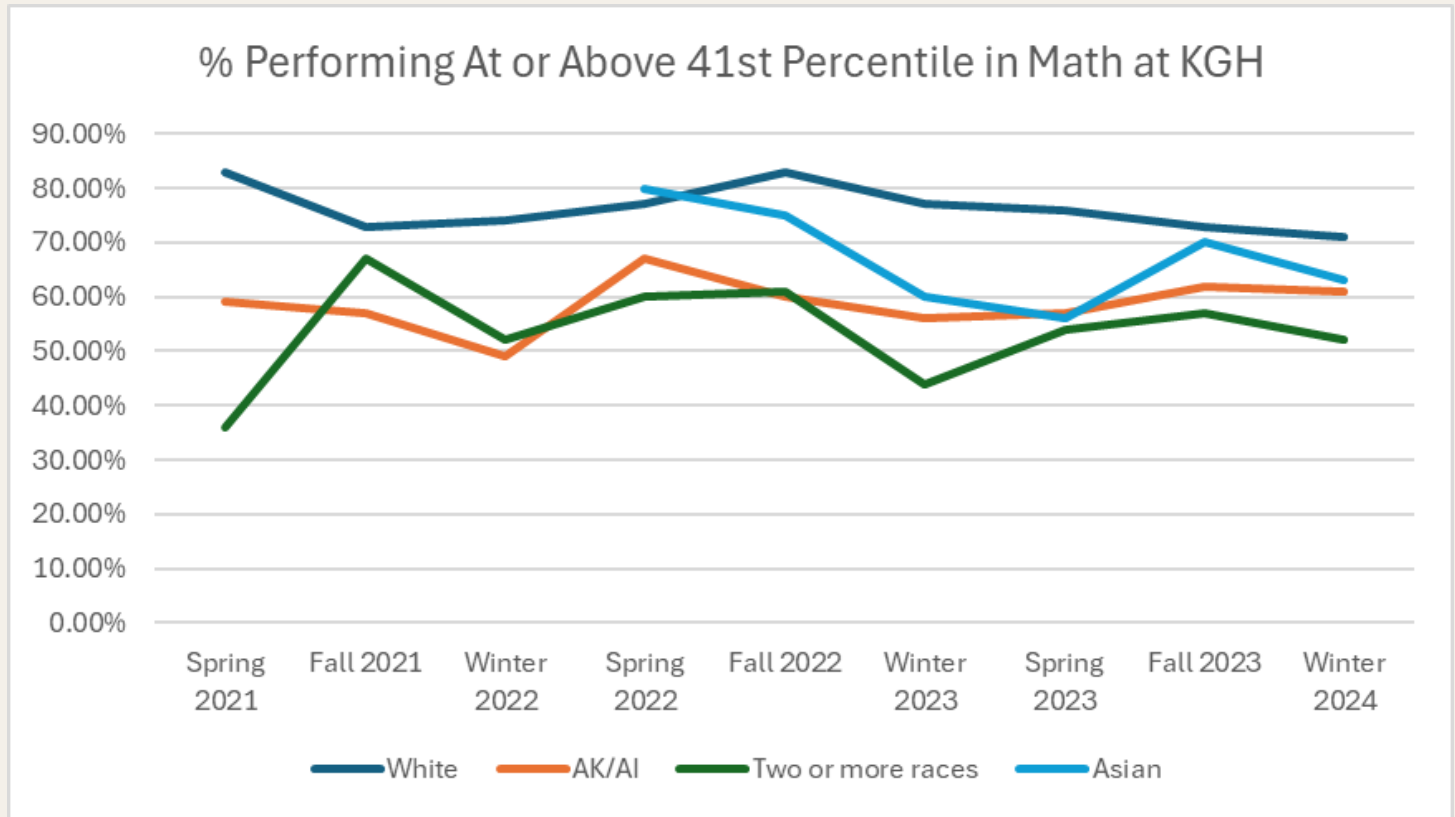
It helps us track academic growth, identify areas where students may need additional support, and celebrate their successes.

About the Reported Data

- The data was collected between Fall 2020 and Winter 2024.
- The analysis currently spans a three-year period, offering limited insight into long-term growth.
- Due to the small student populations, Pacific High School and Baranof Elementary School are omitted from this report to safeguard the confidentiality of identifiable information.
- Kéet Gooshí Héen did not administer the test to all grades from Fall 2020 to Winter 2021
- Sitka High School administers assessments exclusively to 9th to 11th grade students.
- Graduation and dropout statistics are derived from Sitka High School, Pacific High School, and REACH.

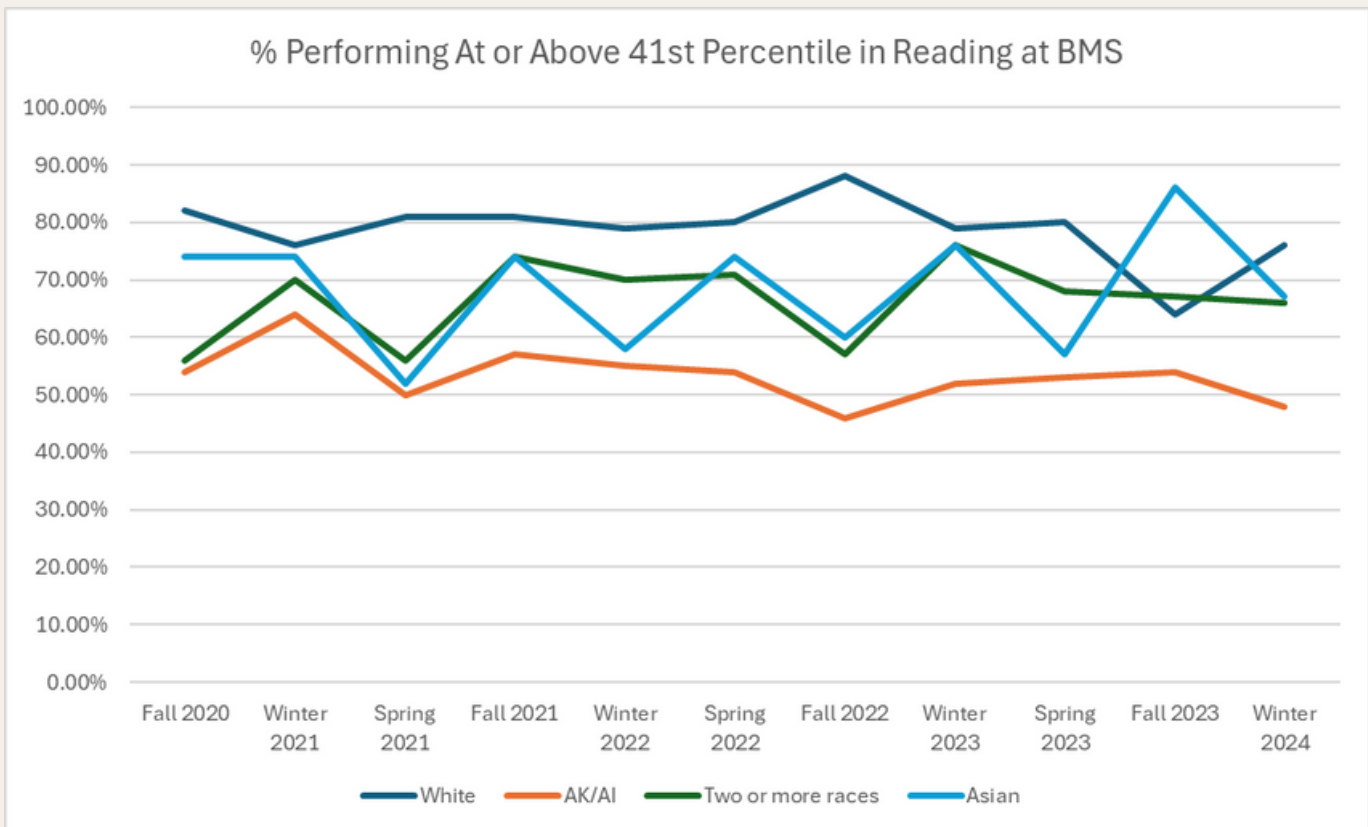
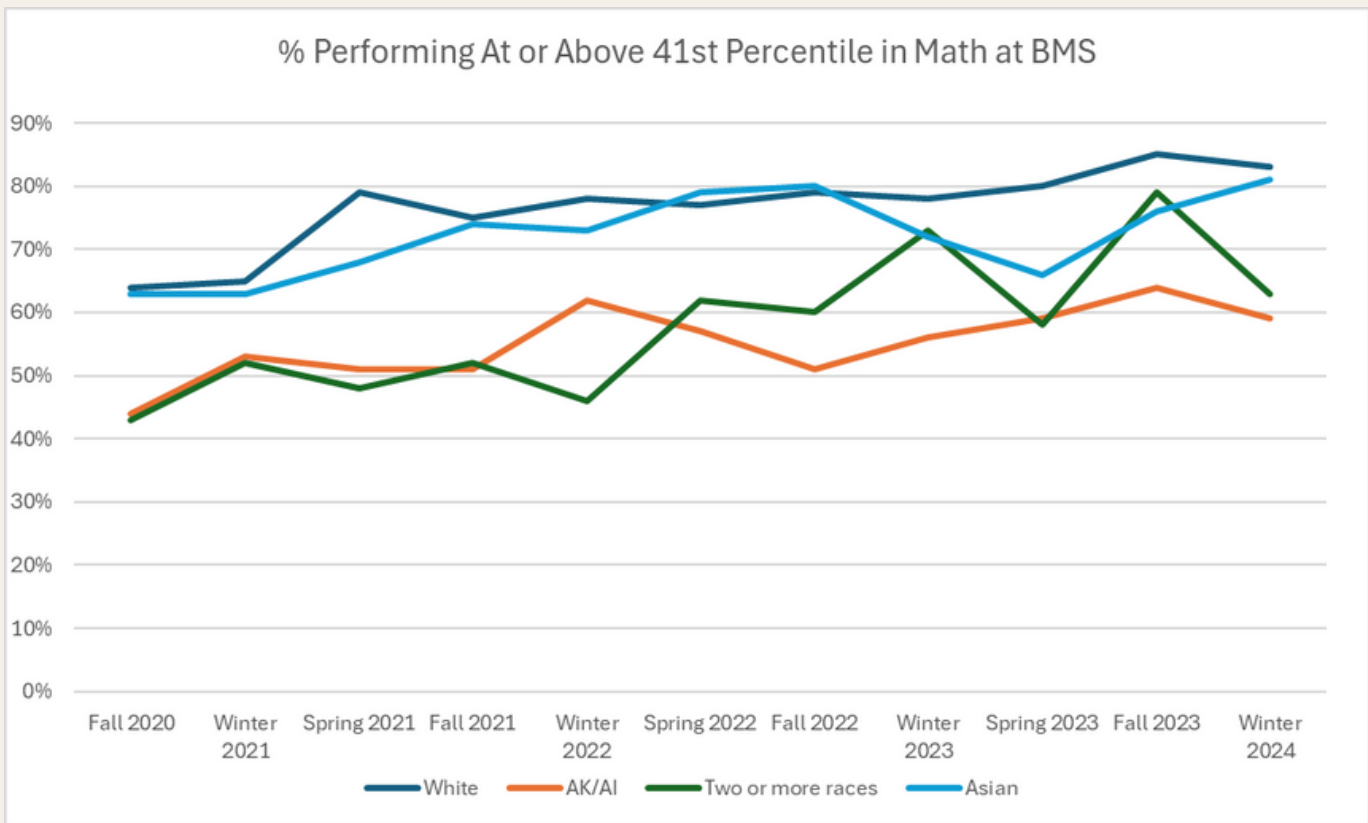
[VIEW THE SITKA SCHOOL DISTRICT ALASKA
REPORT CARD FOR MORE DATA](#)

Kéet Gooshí Héen MATH AND READING 2021 - 2024

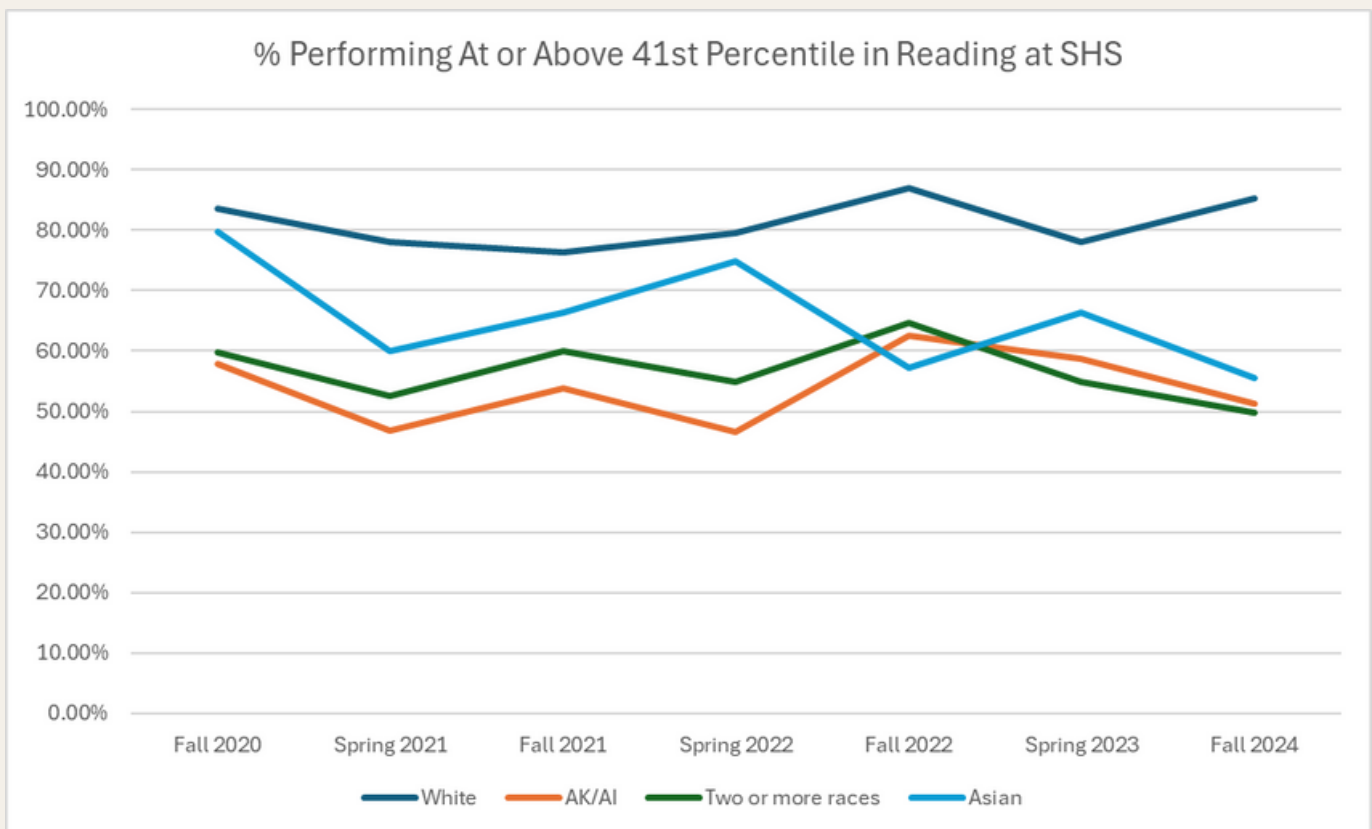
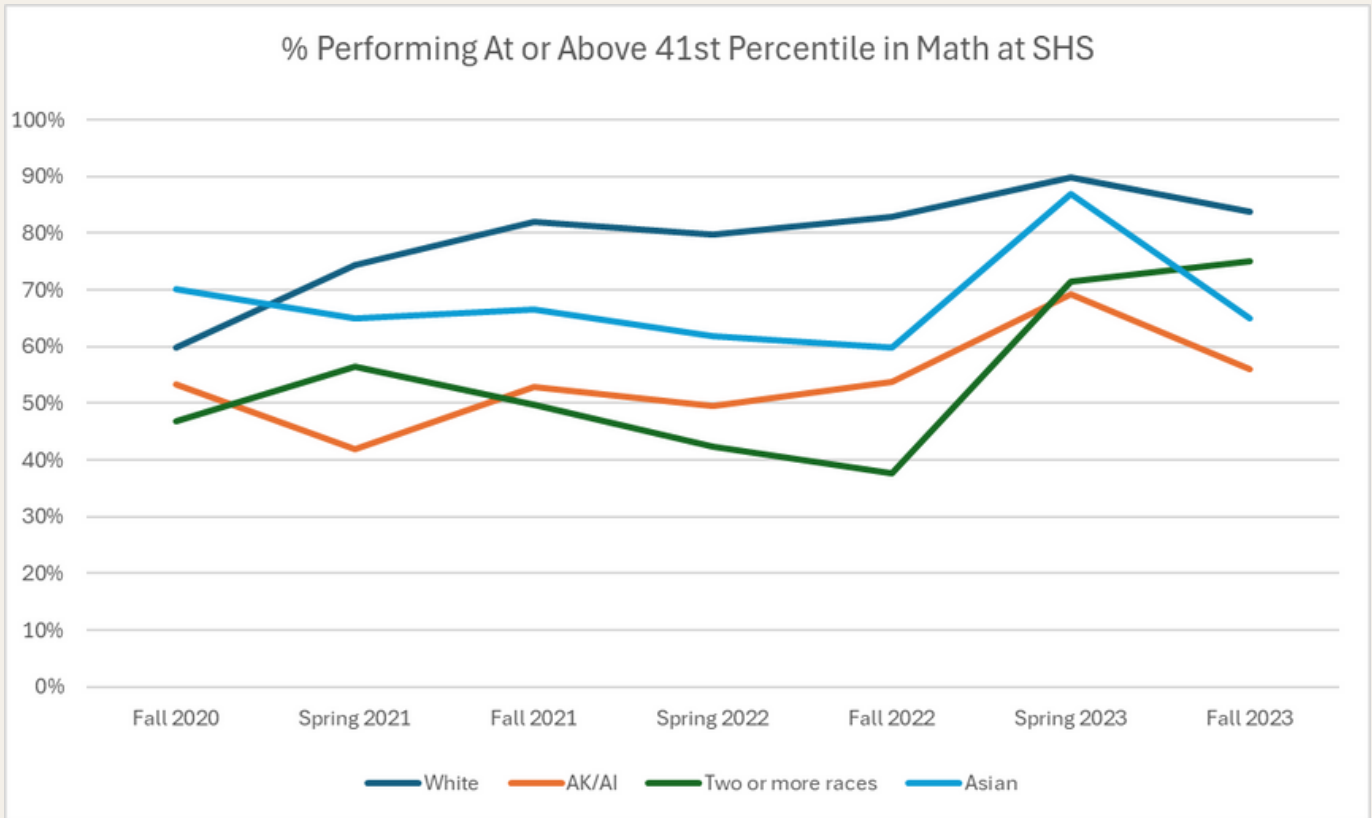


Data collection begins in Spring 2021 due to not all grades testing between Fall 2020 and Winter 2021
The Asian demographic starts in Spring 2022 due to too small of a sample size prior

Blatchley Middle School MATH AND READING 2020 - 2024



Sitka High School MATH AND READING 2020 - 2024

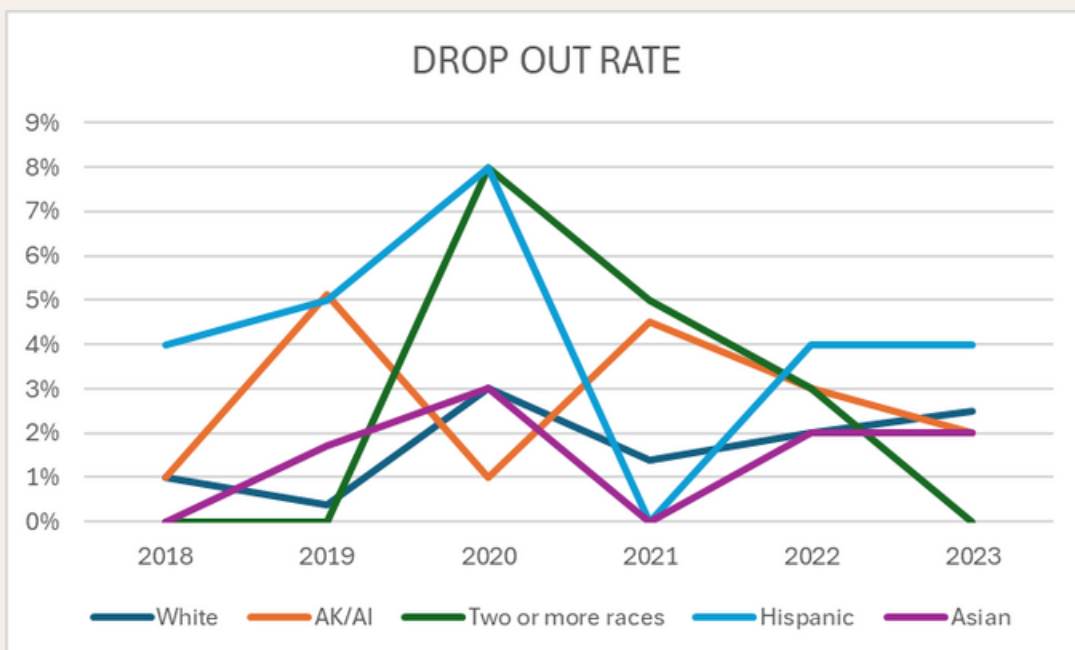
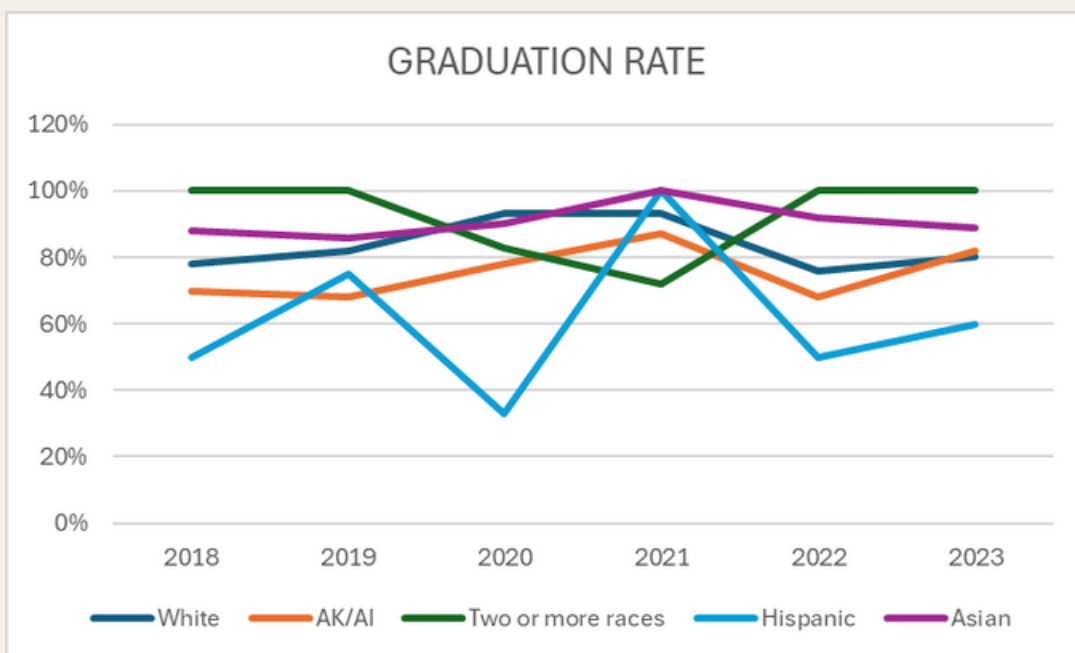


Sitka School District

GRADUATION AND DROP OUT DATA

2018 - 2023

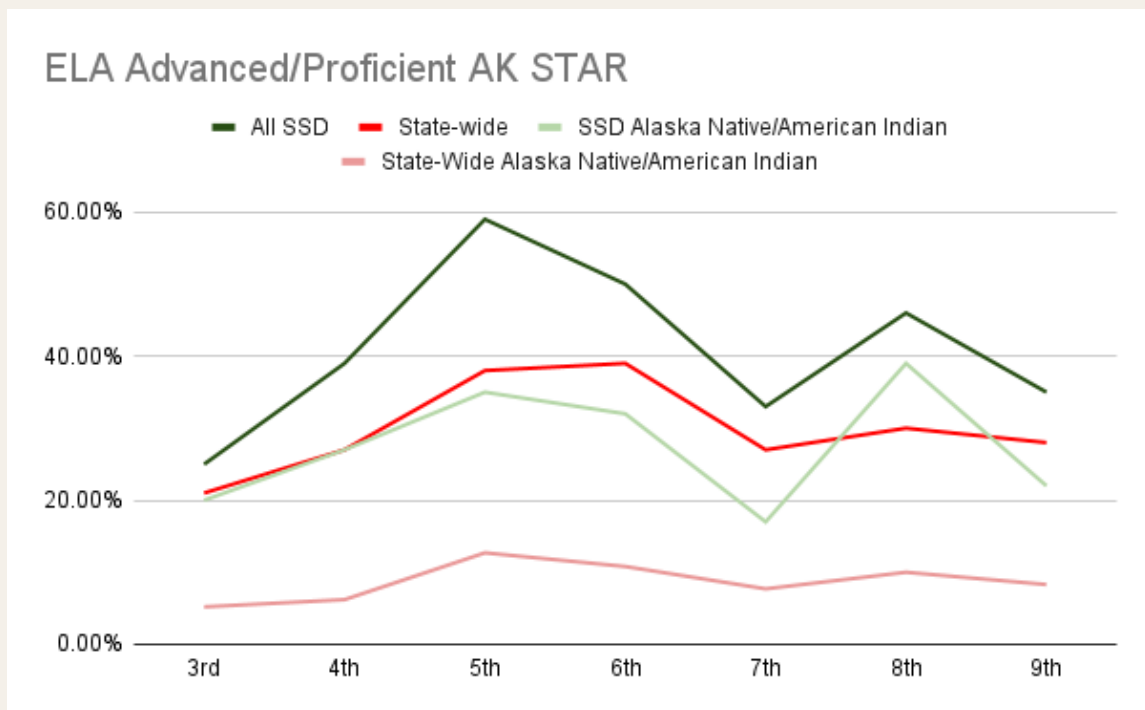
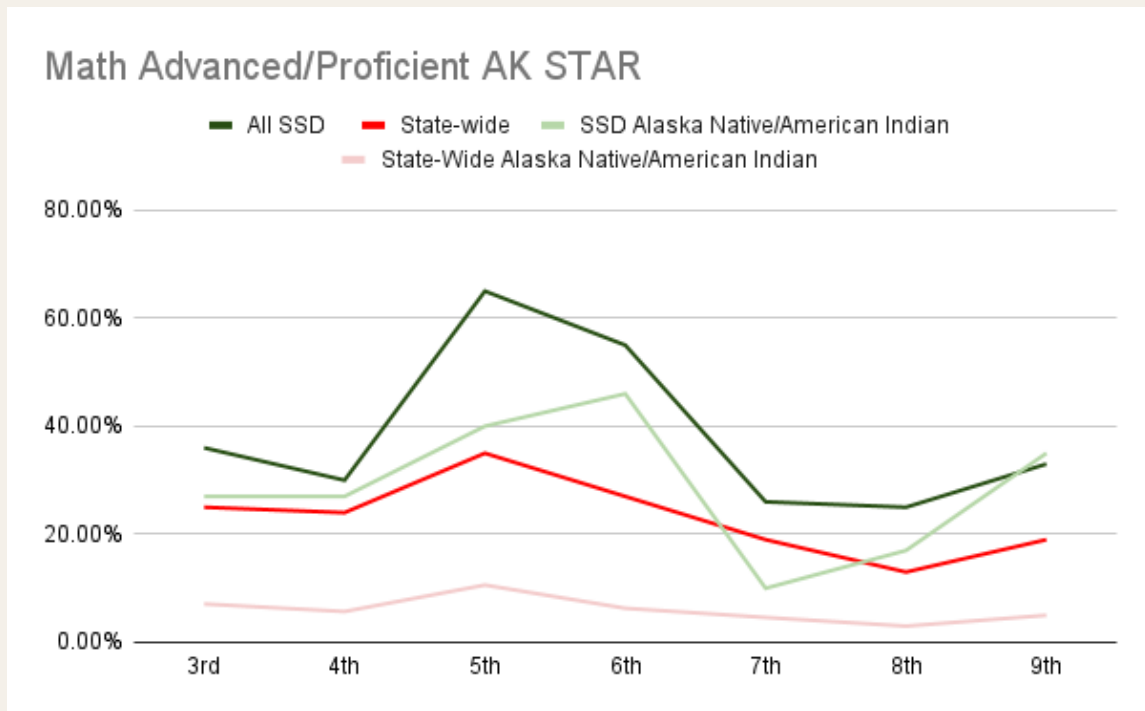
Data Summary: This data includes students who completed high school in 5 years. Additionally, it includes the statistics from Pacific High School, Sitka High School, REACH. It also includes Raven's Way students who do not receive direct instruction from Sitka School District.



*Data sourced from the Alaska Department of Education & Early Development: Report Card to the Public

AK STAR STATEWIDE COMPARISON

The AK STAR summative assessments are administered each spring to students in grades 3-9. The AK STAR assessments were developed to provide information on student achievement, areas of strength and need, and progress toward mastery of the skills and concepts outlined in the Alaska English Language Arts and Mathematics Standards





SNEP IN SCHOOLS PROJECT 2023-2024 UPDATE

GOAL: Improve Alaska Native student educational outcomes by providing a culturally sustaining education in the Sitka School District.

01

Where have we been

- A focus group of retired teachers discussed successes and challenges from the last two decades. 
- Review process for updating cultural kits.
- Reviewing community input from 2016 
- Digitization of cultural content for grades K-5 spanning from the 1980s to 2024.

02

Where are we now

- Provide **professional development** on Lingít Yoo X'atángi, trauma-informed and culturally sustaining teaching practices.
- **Design** the cultural scope and sequence.
- Identify **current cultural integration** at each grade level Kindergarten through 5th grade.
- **Co-create** cultural lessons connected to ELA, math, science, SEL, and cultural standards.

03

Where are we going

- 50% increase in Alaska Native high school seniors' awareness of how school can prepare them for cultural careers, as measured by a survey or interviews
- 75% of SSD and SNEP educators in grade levels and content areas with revised curriculum available, implement it
- 50% of professional learning participants report an improved understanding of culturally sustaining education

SNEP IN SCHOOLS PROJECT IN ACTION

These are examples of lessons developed and taught this school year to advance the district towards equitable education while learning about responsible technology use.

Digital Citizenship Lessons – Learning to be Respectful, Responsible, Safe and Kind.

Understanding AI - understanding bias and limitation and machine learning
Search Coach - How to search to reduce false and misleading information and discover reliable sources.

Standards

*AK Digital Literacy: Digital Citizenship, Knowledge Construction &
AK Computer Science: Safety Law and Ethics*

Tribal Value: Speak with Care

Making a Difference: Learning from Elizabeth Peratrovich

Using student voice to inspire change through Flip videos shared with others.

Standards

*AK Digital Literacy – Creative Communication, Knowledge Construction, Global Collaboration
AK Computer Science: Social Interactions, Community, Global and Ethical Impacts: Culture*

Tribal Value: Live in Peace and Harmony

Alaska Day/Reconciliation Day History

Immersive Media
(360 Photos and virtual field trip to historical sites in Sitka)

Standards

AK Computer Science: Community, Global and Ethical Impacts

Tribal Value: Listen Well and with Respect

Lingít Weekly Phrase of the Week

Students learn a phrase in Lingít every week. It has become an expectation that every week starts with a new phrase!

Standards

Alaska Standards: Digital Literacy: Empowered Learning

Tribal Value: Listen Well and with Respect

Other tasks included:

- Evaluating and assisting Reading Intervention Groups
- Implementing and testing an adaptive Reading intervention program
- Compiling and distributing math and reading reports to be included with report cards

STRATEGIC PLAN ⁱ PROGRESS REPORT

ACTION PLAN 3

IMPLEMENT NEW SIGNAGE TO HAVE LINGÍT NAMES WITH ENGLISH SUBTEXT

- ✓ **Lingít Signs at Sitka High School** ⁱ

Sitka High School is the first school in our district to start to transition to having all of their classroom door and building signs also in Lingít.
- ✓ **Lingít Immersion Language Course for Teachers**

Starting March 30th, 10 staff in Sitka School District will be immersed in the Lingít language as they begin to deepen their understanding of speaking and incorporating the language within the classroom.
- ✓ **Language App for Classroom Boards**

The Sitka School District has a language board app that is available on all devices and classroom boards. This was developed for staff to integrate the language more easily through their classroom.



STRATEGY 2

We will strengthen culturally responsive programming.



GOAL BEING MET:

- *Begin new signage at Sitka High School*
- *Language board app developed*
- *Provide language training*

STRATEGIC PLAN PROGRESS REPORT

✓ Review of Cultural Curriculum 1980s – 2024

Over the last year, resources from as far back as the 1980s have been digitally archived and organised. These resources will be instrumental in building out the new cultural scope and sequence.

✓ Staff Input on the Arts, Culture, and Technology Website

The Arts, Culture and Technology initiative developed a website to support place-based and cultural education becoming more accessible. www.sitkaschoolsact.org

✓ Reflective Practice Group; Sheet'ká Series: Teaching on Lingít Aaní

Last fall, 8 teachers participated in an 8-week long series of reflective conversations and activities to help them deepen their understanding of culturally sustaining education in Sitka.

✓ Cultural Embedded Work at Kéet Gooshí Héen

The technology integration coach at Kéet Gooshí Héen has spent time with 2nd through 5th grade students and staff, modelling culturally responsive lessons embedded within digital citizenship.

ACTION PLAN 6

**BEGIN
DISTRICT-WIDE
EMBEDDED
PROGRAMMING**

STRATEGY 2

We will strengthen culturally responsive programming.



GOAL BEING MET:

Develop district-wide cultural scope and sequence to guide embedded programming

NEXT STEPS FOR THE SITKA SCHOOL DISTRICT

1 Develop a working group formed of families, community partners, tribal government, and district staff. The group will consider areas of need identified by academic data and the Indigenous Student Needs Survey.

2 Leadership team in SSD steer the working group input.

3 Continue to reassess and evaluate progress with district partners and community stakeholders.

We'd like to thank Sitka Tribe of Alaska and our district staff for the continuous *support*

ACKNOWLEDGEMENTS

The work within the Sitka Native Education Program and Sitka School District Cultural Department has been made possible by the contributions of the following individuals:

Elders

Gooch Tláa

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Tuli.aan Shaawát, Caitlin Woolsey
Yakdushí, Jamie Bradley

Community partners

Chookán, Lakrisha Brady
Jan Love
Margie Esquiro
Martha Moses
Pauline Duncan
Rosalind Demmert

In Remembrance

Daasdiyáa, Ethel Makinen
Isabella Brady
Kaal.átk', Charlie Joseph Sr.
Vida Davis



"Even from long ago we cherish our grandchildren; no matter what we value, we offer it up to them"



Kaal.átk' Charlie Joseph Sr.