

Lake and Peninsula School District 2008-2009 Chignik Bay, Perryville, and Chignik Lagoon Schools

About Our District

The Lake and Peninsula School District is located on the Alaska Peninsula and comprises an area, in square miles, roughly the size of the state of West Virginia. The District is a component unit of the Lake and Peninsula Borough. The central office of the District is located in King Salmon, approximately halfway between Port Alsworth the northern most school and Perryville, the southernmost. None of the school sites can be reached by roadway; all transportation is by means of boat or small planes.



Chignik Bay

Inquiry Question

How can our teachers work together to improve writing instruction, and begin a peer reading and revision process for our students?

What was our process or strategy?

1. Teachers met and created a checklist for students to follow while peer editing. Check lists followed district grade level standards.
2. Teacher introduced the checklists and worked through peer editing process with their students as a group.
3. Teachers worked with teachers at 3 other schools to trade student work between them.
4. Students followed checklists and made editing comments on papers
5. Students began re-write on edited work to turn into their teacher.

Why was this logic model chosen?

Our schools range in size from 14 to 26 students. Due to the small size, many of our schools do not have a peer that is working at the same writing level. One of the districts level standards requires students to receive a peer edit prior to submitting work for credit.

How is the model working?

The project allowed students to trade work with other students at other sites who were in the same level. But teachers found this difficult because the three sites had their own design for peer editing prior to the project.

For students who did become involved in peer editing, it was found that they were able to provide relevant, insightful, and detailed information to their peers.

After trading the first set of papers between schools, the teachers decided to table the project until April.

What is the long term goal of the project and what will our success indicator be?
Editing was one of our district's lowest scores on the previous SBA exam. Our goal is to raise student awareness about the editing process, and increase skills as students become aware of what is required in a successful piece of writing.
Over the next year we would like to see a 10% increase in SBA editing scores.

Perryville



Challenges

In a district that has yet to require all schools to use the district adopted texts, it was difficult to encouraging three schools to work together for a common goal through a common process. Every school felt they had their own needs that were not being met, and finding a middle ground took some time. After a process had been established by the teachers and administration, there was a constant struggle getting teachers to participate. Some felt their students were too advanced to participate, others felt it took precious time out of an already busy day. Teachers decided to table the project until the last week of April.

No input from the students was gathered.

Project to resume in April.

How was the Leadership for the Project divided?

The goal was to have a homogeneous program between the three sites. We felt the best way to achieve this was to divide the leadership between the three schools. The principal started the initial meeting and recounted the goals for the project, as well as going over what the project intention and outcomes looked like. The schools then each took turns leading the three schools in weekly meetings. This was to help ensure that all parties felt they were heard and had input into the project.

What happened with such a large shared leadership was that each site looked at their opportunity to lead as an opportunity to sway others into non participation for a variety of reasons. The discussion was no longer being lead with the final goal in mind, rather the goal became to end the project before any definitive data could be gathered on the usefulness of the project.

When we return to the project in April our leadership style will change to the election of one or two individuals who will work to keep the group focused on working towards a final outcome.

