Comprehensive Progress Report

Mission:

Vision:

Goals:

‗ Activity in the last 12 months

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Curriculum

Effective Practice:	Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.

	KEY	1.01	School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff are all using district adopted curriculum materials.	Full Implementation 04/04/2019		

Core Function:	Assessment

Effective Practice:	Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

	KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school administers the MAP assessment three times a year for grades K-12.	Full Implementation 04/04/2019		

Core Function:	Instruction			
Effective Practice:	Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
KEY **3.02**	**School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Supplementing core reading curricula, including materials that students have background knowledge on. Working on pacing with students who rush through. Using intervention materials, including Exact Path, for all students in increments of 30 minutes or less. Continuing with Wolf Club, in which students can get extra help after school.	Limited Development 03/07/2019		
How it will look when fully met:				
Actions				
Notes:				
KEY **3.03**	**School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	School staff use research-based instructional practices, programs and materials. This has been shown through review of lesson plans/units of study and walkthrough data.	Full Implementation 04/04/2019		

KEY	3.04	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school is going to implement DIBELS for formative assessments. Teachers use classroom formative assessments.	Limited Development 04/04/2019		
How it will look when fully met:		The school will implement DIBELS as part of the RTI process for formative assessment in Elementary. Classroom teachers in grades 5-12 will continue to monitor progress with classroom data, including data from Exact Path.		Naomi Winters	12/19/2019
Actions			0 of 1 (0%)		
	4/4/19	Implement DIBELS progress monitoring		Naomi Winters	12/20/2019
	Notes:				

Core Function:	Supportive Learning Environment				
Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.				

KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff has created PBIS expectation matrix and some behavior incentives.	Limited Development 04/04/2019		
How it will look when fully met:		Staff will have consistent behavior expectations and provide supports. Staff will receive training in Love and Logic, and Trauma informed practices. Behavioral data will be traced through SWIS to monitor success.		Naomi Winters	12/19/2019
Actions			0 of 1 (0%)		
	4/4/19	Love and Logic training		Naomi Winters	12/20/2019
	Notes:				

	KEY	4.05	School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Wolf Club is provided for students as an opportunity for students in need, but students do not regularly participate. Opportunities in the classroom are provided for students to extend learning	Limited Development 04/04/2019		
How it will look when fully met:			Students in need will participate in Wolf Club after school. The program will be adjusted to make it more appealing to students and incentives for participation will be provided.		Naomi Winters	12/20/2019
Actions				0 of 1 (0%)		
		4/4/19	The Wolf Club program will be adjusted to make it more appealing to students and incentives for participation will be provided.		Naomi Winters	12/20/2019
		Notes:				
	KEY	4.06	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Review of walkthrough data shows school and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.	Full Implementation 04/04/2019		
	KEY	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.(348)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Parents are informed about student progress. We need to improve student attendance.	Limited Development 04/04/2019		
How it will look when fully met:			Student attendance will improve to 75% or more students with and attendance rate of 90% or greater		Naomi Winters	03/20/2020
Actions				0 of 2 (0%)		
		4/4/19	Provide incentives for attendance		Naomi Winters	12/20/2019
		Notes:				

		4/4/19	Involving CSC and troopers with chronic absenteeism		Naomi Winters	12/20/2020
		Notes:	Student attendance will improve to 75% or more students with and attendance rate of 90% or greater			
	KEY	**4.08**	**School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/11/18 Every school year, we begin with a back to school event, during which the lead teacher leads an activity to help gauge the needs and desires of the community for the school. This year, each person in attendance at the open house was asked to write down the three most important things for the school to address in the year. From that, the school staff met and created a list of the community desires and used them to make plans for the school year. The middle school students play a big role in organizing activities, especially activities that involve fundraising or activities in which they will be traveling. We also talk monthly during CSC meetings about community wants and needs.	Full Implementation 05/10/2018		