

Comprehensive Progress Report

Mission: United, we create a safe and culturally sensitive environment in which learning, preserving, and applying values encourages everyone's future success.

Vision: United, we create a safe and culturally sensitive environment in which learning, preserving, and applying values encourages everyone's future success.

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:		1/21/19- All classroom teachers are utilizing the district approved and adopted curricula, which has been aligned with Alaska Content Standards and are research based.		Full Implementation 01/21/2019		

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:	1/21/19- All grade levels participate in the MAP assessment, which is administered three times per school year (fall, winter, spring). Students are assessed in math (K-12), reading (K-12), language arts (2-12), and science (3-12). In addition, all students in grade 3-9 participate in the annual PEAKS assessment.	Full Implementation 01/21/2019		
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Core Function:	Instruction
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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.
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	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
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Initial Assessment:	1/21/19- All classroom teachers follow district-wide pacing calendars in all subject areas and grade levels to consistently provide core instruction to all students. In addition, the school has a process in place for identifying students in need of interventions and determining what those interventions will be. Starting second semester, some of these interventions are being implemented by a certified instructional tutor.	Full Implementation 01/21/2019		
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	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	1/21/19- All classroom teachers are utilizing the district approved and adopted curricula, which are research-based practices, programs, and materials. Students are grouped in various ways throughout the day based on student readiness, interests and leaning needs as appropriate to the subject or topic.	Full Implementation 01/21/2019		
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	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
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<p>Initial Assessment:</p>	<p>1/21/19- Teachers use both formal and informal assessment tools to measure effectiveness of instruction. Teachers use pre and post classroom assessments, MAP assessment data, PEAKS assessment data, and daily homework to assess student needs. Teachers are consistently and regularly measuring the effectiveness of their instruction by using a variety of monitoring tools to determine whether their instruction is having the desired effect on student learning.</p> <p>11/30/17: Full Implementation Teachers use both formal and informal assessment tools to measure effectiveness of instruction. Teachers use pre and post classroom tests, MAP assessment data, PEAKS assessment data, AimsWeb data, and daily homework to assess student needs. Teachers are consistently and regularly measuring the effectiveness of their instruction by using a variety of monitoring tools to determine whether their instruction is having the desired effect on student learning.</p>	<p>Full Implementation 11/30/2017</p>		
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<p>Core Function:</p>	<p>Supportive Learning Environment</p>
<p>Effective Practice:</p>	<p>Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.</p>

	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
<i>Initial Assessment:</i>			<p>1/22/19- A major push this year has been promoting our hashtag, #TheEagleWay, and really focusing with staff on sharing a positive school story in all platforms.</p> <p>3/30/18- In addition to continuing the communication procedures and expectations that have been in place for a number of years, the school leadership and staff are focusing on promoting a positive image of the school through a school Facebook group and a social media hashtag.</p> <p>3/06/17- Communication procedures have remained the same. In addition to the items listed below, the school principal maintains a school Facebook page to alert parents of events at the school and special achievements of students.</p> <p>2/03/16 - The procedures listed on 5/11/15 continue to be the methods of communication with parents and community members. One change is the five positive contacts per week, which is still supported but not required.</p> <p>5/11/15 - Some programs and procedures are in place to communicate with parents about learning expectations, student progress, and ways to reinforce learning at home. An Open House and Parent/Teacher conferences are held to communicate learning expectations to parents. Regular progress reports and grade reports are sent home to inform parents about student progress. Some teachers communicate in person or by telephone with parents about student progress, particularly with students that are falling behind. Teachers also make at least five positive contacts weekly with parents and provide records of these contacts to the Assistant Principal. Literacy nights have been conducted to assist parents in reinforcing learning at home.</p>	Limited Development 10/07/2010		
<i>How it will look when fully met:</i>			Staff members will continue to share positive stories about school and students on the CIBS Eagles Fan Page.	Objective Met	Meghan Redmond	05/18/2018
<i>Actions</i>				3 of 3 (100%)		
	2/28/11	Monthly Community School Committee meetings will be held with the public notified in advance.		Complete 05/11/2012	Robin Jones	05/14/2012

Notes: Monthly CSC meetings were held each month, with agendas posted in 3 public places. Meetings were open to the public.

2/28/11	At least three Family Literacy Nights will be held throughout the school year.	Complete 04/30/2012	Robin Jones	05/01/2015
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Notes: We will held 3 literacy nights this year.

2/28/11	The Back to School BBQ will be held during the first month of school.	Complete 08/30/2011	Robin Jones	08/30/2015
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Notes: The Back to School BBQ will be held during the first month of school.

Core Function:	Title Programs
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Effective Practice:	Domain 8.0
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	8.04	This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)	Implementation Status	Assigned To	Target Date
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<p><i>Initial Assessment:</i></p>	<p>Head Start children are invited to the school to participate in kindergarten classroom once a month. During this time the Head Start children are exposed to all aspects of the elementary school programs from eating lunch to behavior in the halls and classroom. We will continue to include the Head Start children in school activities when appropriate. 4/22/14 - Head Start has been absorbed into our K-12 facility and our preschool students are exposed to all aspects of the elementary school program. PPVT, Brigance, and ChildFind are administered twice per year and provide valuable data that guides the preschool to kindergarden transition. 5/11/15 - Head Start has been absorbed into our K-12 facility and our preschool students are exposed to all aspects of the elementary school program. PPVT, Brigance, and ChildFind are administered twice per year and provide valuable data that guides the preschool to kindergarden transition. 5/3/16 - Chief Ivan Blunka School continues the partnership with Head Start including working collaboratively to provide special education services, conduct ChildFind, and provide transition opportunities. 4/12/17 - Head Start continues to be housed within the school. There is a transition plan where Head Start students visit Kindergarten classrooms but because Head Start is in the school, children are familiar with the school and the expectations.</p> <p>3/20/18- Head Start continues to be housed in Chief Ivan Blunka School, where those Pre-K students are exposed to the school from a very early age. Chief Ivan Blunka School and Headstart collaborate to provide services to special education students, through the use of ChildFind.</p> <p>1/22/19- A major change to preschool at CIBS this year is the addition of a certified preschool teacher to the program. The focus on student selection changed from income to age and educational need. With the addition of a certified teacher, the focus of classroom activities has also shifted to focus more on pre-academics in addition to social and emotional activities. In addition, every 3 and 4 year old in the community has the opportunity to participate in preschool if parents request. An additional class has been added to accommodate any students on the 'waiting list' for Head Start.</p>	<p>Full Implementation 02/15/2012</p>			
<p><i>Initial Assessment:</i></p>	<p>The district office assists the school in coordinating and integrating the</p>	<p>Full Implementation</p>			
	<p>8.05</p>	<p>Federal, State, and local service programs are integrated and coordinated.(2118)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

03/07/2012

various Federal and state services and programs. In addition, the school partners with the following organizations to implement the school-wide plan: local traditional council, Bristol Bay Native Association, UAF-Bristol Bay Campus, the Bristol Bay Area Health Corporation, etc. We will continue the relationship that has previously been established will all organizations to help strengthen and ensure that all programs are meeting the needs of providing a high quality education to all students, providing high quality professional development for staff, and provide support for teacher to become highly qualified. 5/11/15 - The district office assists the school in coordinating and integrating the various Federal and state services and programs. In addition, the school partners with the following organizations to implement the school-wide plan: local traditional council, Bristol Bay Native Association, UAF-Bristol Bay Campus, the Bristol Bay Area Health Corporation, etc. We will continue the relationship that has previously been established will all organizations to help strengthen and ensure that all programs are meeting the needs of providing a high quality education to all students, providing high quality professional development for staff, and provide support for teacher to become highly qualified. 4/12/17 - The school and district work together to integrate the various programs to the students including Title IA funds for after school tutoring and parent involvement, and migrant funding for migrant family nights and other migrant services.

3/20/18 - The school and district work together to integrate the various programs to the students including Title IA funds for after school tutoring and parent involvement, and migrant funding for migrant family nights and other migrant services. The Indian Education grant supports the Yup'ik Studies program.

1/22/19 - The school and district work together to integrate the various programs to the students including Title IA funds for after school tutoring and parent involvement, and migrant funding for migrant family nights and other migrant services. The Indian Education grant supports the Yup'ik Studies program. In addition to this, Bristol Bay Native Association is split funding the certified preschool teacher position that was added this school year. The Yup'ik Studies program has also secured a mini-grant from Bristol Bay Native Corporation to fund an advanced skin sewing course. This year, the school is also working with Alaska Native Tribal Health Consortium and Bristol Bay Area Health Corporation to provide ATV Safety training to all students K-12 by the end of the school year.

	8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>All core content teachers and instructional paraprofessionals are highly qualified. 4/22/14 - All core content teachers and instructional paraprofessionals are highly qualified. 5/22/15 - All core content teachers and instructional paraprofessionals are highly qualified.</p> <p>3/20/18- All instructional paraprofessionals have met the Alaska Paraprofessional Qualifications.</p> <p>1/23/19- All instructional paraprofessionals have met the Alaska Paraprofessional Qualifications.</p>	Full Implementation 03/07/2012		
	8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date

Initial Assessment:

We have a new school and teacher housing that provides a fantastic place to work, with updated resources at the teachers disposal and the housing provides as better quality of life. We have developed PLC's to help enhance teacher collaboration across the curriculum. Professional development is also an area that we focus heavily on. We try and bring outside presenters to help keep the teachers up to date on the latest practices that are being used within the educational community. We also use team building activities, such as overnight camping trips, staff dinners, etc, to help forge strong relationships between the staff, to help open up lines of support to staff members. 4/22/14 - Teachers engage in meaningful collaboration at regular PLC meetings. Employee of the Month recognizes teachers and classified staff for their efforts. The Mentoring and Orientation Into Rural Education programs help teachers transition to the rural lifestyle. 5/11/15 - Teachers engage in meaningful collaboration at regular PLC meetings. Employee of the Month recognizes teachers and classified staff for their efforts. The Mentoring and Orientation Into Rural Education programs help teachers transition to the rural lifestyle.

3/20/18- Chief Ivan Blunka School has achieved 100% certified staff retention for the 2018/2019 school year. All 13 certified staff members have signed contracts to return next school year. The administration have worked throughout the year to encourage staff morale and improve the school climate with this 100% retention goal in mind.

1/23/19- THE CIBS staff retention rate continues to be higher than average compared to other schools in the district and state. Returning school staff have dedicated themselves to welcoming new staff and ensuring all feel welcome in the community and school. After retaining 100% of staff last school year, we actually added two new positions (certified preschool teacher and certified interventionist).

Full Implementation
04/05/2012