

Comprehensive Progress Report

Mission: Together we create a safe, respectful and culturally sensitive environment where learning, preserving, and applying values create lifelong learners and promotes the community and individual success in the future they choose. Quyumta taqutukut uitankegcinarqelriami atunem takaqulluta qanruyutnun nissngaluta, elitelput umyuaqluki, aturluki qanruyutet taqsuunata-llu eliqurluta, yuullgutput umyuaqluki wankutnek-llu cali aulukluta piyumilput picirrluki.

Vision:

Goals:



! = 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:

March 25, 2020, All staff are using the district approved curriculum for core instructional times. Supplemental material are also being used such as Accelerated Reader and other intervention materials during I-time. The alternative program (Pathways) is using approved Plato courses. Attendance is better overall and this has helped with the pacing of material but pacing and attendance are still a concern.

November 13, 2017- All staff are using district approved core curriculum material with supplemental use of district approved intervention material. Teacher also supplement the material through intervention time, academic games (file folder games), and additional repetition for practice and mastery of content. There are still subjects that struggle with following the pacing schedule. This is complicated by low attendance which requires that the teacher repeat material. The addition of new staff makes yearly initial review of curriculum a requirement and makes deeper understanding and application of the curriculum more difficult. Lack of background knowledge has increased the time required to complete a lesson in detail resulting in inability to follow pacing guides.

Some classes are having difficulty adhering to the pacing guides published in the district approves curriculum. While the curriculum is being partially implemented, the pacing guide has not been completely followed yet. 12/15/15 - All staff have participated in regular inservices on the curricula. Administrators reviewed the progress in each classroom to ensure that the District approved curricula is being implemented by each teacher on a regular basis. The Administrators meet collaboratively with the staff to review the curricula on a monthly basis. The District held a Curriculum Camp in the spring of 2014 and 2015 to ensure that curricula and resources are aligned with state standards.

Limited Development
10/19/2014

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	All district staff will use district approved research based curriculum that are aligned with Alaska Content Standards. When fully implemented the staff will be able to follow pacing and scope adopted with the district approved curriculum. The staff will actively participate in the curriculum development and review process at the district level.			Michael Lee	11/30/2022
Actions			0 of 3 (0%)		
1/2/17	Task 2- Elementary staff will review the Reading Mastery data twice per year to ensure that the grouping of students is being effective. Elementary staff will use Reading Mastery as the core curriculum and Corrective Reading as an intervention. The elementary staff may use supplemental material for additional practice in addition to Reading Mastery and Corrective Reading.			Tobe Gurley	11/30/2021
	<i>Notes:</i> This is an ongoing task.				
2/25/15	Task 1 - Establish subject-area groups that meet across the district to review the curriculum and pacing guides. These will meet following the district schedule during the Monday early release Professional Development time.			Tobe Gurley	11/30/2021
	<i>Notes:</i> This is an ongoing task.				
11/14/17	Task 3- Admin will conduct review of lesson plans and application through walk through observations to ensure that the district approved curriculum is being implemented.			Tobe Gurley	11/30/2021
	<i>Notes:</i> Walkthrough observations will be documented in I-observation. This is an ongoing task.				
Implementation:			11/13/2017		

<p>Evidence</p>	<p>12/15/2015 All staff have participated in regular inservices on the curricula. Administrators reviewed the progress in each classroom to ensure that the District approved curricula is being implemented by each teacher on a regular basis. The Administrators meet collaboratively with the staff to review the curricula on a monthly basis. The District held a Curriculum Camp in the spring of 2014 and 2015 to ensure that curricula and resources are aligned with state standards.</p> <p>12/15/2015 All staff have participated in regular inservices on the curricula. Administrators reviewed the progress in each classroom to ensure that the District approved curricula is being implemented by each teacher on a regular basis. The Administrators meet collaboratively with the staff to review the curricula on a monthly basis. The District held a Curriculum Camp in the spring of 2014 and 2015 to ensure that curricula and resources are aligned with state standards.</p> <p>2/23/2017 We are seeing slow but steady improvement in the Reading Scores of the students who participate in the program.</p>			
<p>Experience</p>	<p>12/15/2015 We reviewed the curriculum with the District committees and revised the pacing guides according.</p> <p>12/15/2015 We reviewed the curriculum with the District committees and revised the pacing guides according.</p> <p>2/23/2017 Reading Mastery is a dynamic program, well suited to our goals.</p> <p>11/13/17 We are utilizing all district approved curriculum.</p>			

Sustainability	12/15/2015 We will continue to monitor the progress of each class and make adjustments as needed.			
	12/15/2015 We will continue to monitor the progress of each class and make adjustments as needed.			
	2/23/2017 The Reading Mastery program requires daily teaching, and regular monitoring through testing.			
	11/13/17 We will continue to provide training on the approved curriculum and intervention material.			

Core Function:	Assessment
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Effective Practice:	Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.
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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
		<i>Initial Assessment:</i> 3.20.20 The school uses MAPS testing according to the district's scheduled testing windows. More frequent assessments include the chapter test, reading mastery monitoring, and Star reading assessments.	Full Implementation 03/25/2020		

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

Initial Assessment:

3/25/20 The attendance barrier is starting to improve. We have 86% currently and this is higher than we have had in the past 7 years, although it still needs to be higher. Attendance is still a barrier to receiving core instruction. We also need to ensure that new teachers will have training on the approved curriculum and behavior interventios.

2/8/19 In addition to continuing the items under 11/14/17, we have identified attendance as a primary barrier to students receiving core instruction. We are establishing an attendance and behavior liaison position that will work with families to improve attendance.

11/14/17 - We have implemented Safe and Civil CHAMPS as building-wide expectations delivery system. All staff are using district approved the curriculum for all core subjects. Identification of low performing students is following the RTI model. We have placed a lot of emphasis on better implementation of tier 1 structures to reduce the number of students that need tier 2 and 3 interventions. We have implemented tutoring 3 days a week to benefit low performing students. We have added 30 minutes of intervention time in grades k-5. We have 2nd step being implemented in K-8.

Limited Development
11/14/2017

How it will look when fully met:	When fully implemented no students will fall through the cracks. There will be processes in place to systematically identify students that are not meeting standards or expectations. All students will be receiving core instructions with supplemental materials that can ensure that they are successful at meeting the standards. Attendance will be at or above 95%.		Tobe Gurley	11/01/2022
Actions		0 of 6 (0%)		
2/18/19	An attendance and behavior liaison position will be created and staffed. The staff member will contact parents about attendance each day. The staff member will be responsible for drafting reports to tribal court for attendance violations and submitting to administration. The staff member will also serve as the point of contact for parents if extended trips are planned to determine if an education need can be established and if the trip can be counted as a student activity or excused absence. The staff member will also work with the administration in developing attendance incentive nights if attendance goals are met.		Tobe Gurley	03/01/2022
<i>Notes:</i> This has been beneficial for the school but staffing has been a challenge.				
11/14/17	Task 1- All students will receive core instruction using district approved curriculum in a manner that is academically engaging and follows best practices. This will be monitored through weekly walk through observations.		Tobe Gurley	11/30/2022
<i>Notes:</i> This is an ongoing process.				
11/16/17	Task 3- Teachers will increase the Opportunities to Respond through the use of various academic strategies.		Tobe Gurley	11/30/2022
<i>Notes:</i> The SSOS coach will assist with the data collection if we receive another SSOS coach. This was a huge benefit if we can get another one.				
11/16/17	Task 4- Professional development will be provided to assist staff in the differentiation of material so that all low performing students can be successful.		Tobe Gurley	11/30/2022
<i>Notes:</i> Reading is built into the curriculum. Additional PD on math and other subjects are needed.				
9/16/18	Task - 5 Students will complete the Star Assessment in AR. This will be used to ensure they are reading independent books within their zone of proximal development. Competitions will be developed to help motivate the students to read outside of the school day.		Tobe Gurley	12/01/2022

Notes: Star has been bought as an additional resource for teachers to use in the classroom.

11/14/17 Task 2- Staff will identify students that are failing to meet the required standards using the core curriculum and implement a team approach to find supplemental resources that can assist in making them successful.

Tobe Gurley

11/30/2023

Notes: This is part of the RTI process and progress monitoring program in the school.

	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>3.25.20 Togiak continues to use the Marzano model to focus professional development and coaching opportunities for staff. Other programs that Togiak continues to implement include CHAMPS (behavior support), Second Step (SEL), and the district adopted curricula which is evidence based. We do need to ensure that we provide training for new staff on currently used programs.</p> <p>12/10/17 Togiak currently uses Marzano model for professional development and evaluation of certified staff. We are in the early stages of implementation of Safe and Civil Schools (SAC) for a school wide positive behavior management system. All staff have received basic training on Marzano and SAC Schools material. Togiak School is using district approved curriculum material for all classes with additional supplemental material for intervention. Togiak School is implementing Second Step as a Social Emotional Learning (SEL) program in the elementary grades K-5 weekly. All program curriculum materials are research based. Grades K-5 have fully implemented Reading Mastery and Go Math. Grades 6-12 have fully implemented language arts, social studies, math, and science.</p>	Limited Development 12/10/2017		
<i>How it will look when fully met:</i>			All curriculum materials, intervention materials, practices and programs will be research based. All staff will be able to implement the programs and materials with fidelity. There will be an observation system in place to ensure that the material is used with fidelity in all classrooms.		Tobe Gurley	12/31/2022
Actions				2 of 5 (40%)		
	5/10/18		Site leadership staff will attend professional development in the area of leading and supporting effective instruction in rural Alaska (ALSI).	Complete 06/01/2018	Michael Lee	05/31/2018
<i>Notes:</i> During this time, Togiak leadership will meet with their SSOS coach to evaluate effectiveness of the plan of service and begin development of 2018-19 plan of service.						

9/16/18	Provide one hour of extra duty pay per month to facilitate additional professional development time with certified staff that will be centered around the implementation of Love and Logic and CHAMPS from Safe and Civil School.	Complete 05/20/2019	Michael Lee	08/01/2019
	<i>Notes:</i> This will allow the staff time to collaborate and discuss the implementation of material that we have already purchased. Love and Logic, Champs, and 2nd Step. This was completed by May 2019. This was not written into the 2019-20 school year SI grant.			
12/10/17	Weekly walk through observations will be used to document the use of the curriculum and programs being implemented with fidelity.		Tobe Gurley	04/30/2022
	<i>Notes:</i> These will be stored in iObservation. This is an ongoing task.			
12/10/17	All new staff will receive basic introductory training on SAC Schools and curriculum material that is used for the grades that they teach.		Tobe Gurley	12/01/2022
	<i>Notes:</i> This is an ongoing task.			
12/10/17	Returning staff will receive supplemental training on how to use the curriculum for intervention and enrichment.		Tobe Gurley	12/31/2022
	<i>Notes:</i> This is an ongoing task.			

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
<i>Initial Assessment:</i>	<p>3.25.20 Despite the loss of the SSOS coach in the 19-20 school year, the information listed on 12/7/17 is still accurate. We had improved significantly in data use thanks to the SSOS coach, but we have struggled to maintain the high level of data analysis in her absence. The use of data that is obtained is an area that we will continue to focus on with emphasis on sustaining the use that our SOSS coach provided.</p> <p>12/7/17 - Staff in coordination with the State System of Support coach (SOSS) review the MAPS data to identify areas where instruction has not been effective. K-5 students are evaluated using Reading Mastery and AIMS Web for reading fluency and comprehension. Go Math chapter tests and supplemental quizzes are used in grades K-5 to measure the effectiveness of instruction. Grades 6-12 are evaluated with chapter tests and district wide semester exams. The measurement using multiple formative assessments is currently well implemented, but there needs to be better systematic use of the data to guide and improve instructional effectiveness.</p>	Limited Development 12/10/2017			
<i>How it will look when fully met:</i>	All staff will use multiple formative assessments and implement a systematic method of reviewing the data. This will enable the staff to identify areas of professional growth in which to seek support. When fully implemented the evidence will be that ALL students are improving in ALL areas as determined through multiple assessments over a continuous period of time.		Tobe Gurley	12/31/2022	
Actions			0 of 4 (0%)		
	12/10/17 Staff will participate in district level content area meetings that review progression of the curriculum and methods of delivery. These meetings will highlight areas of weakness that can be supported.		Tobe Gurley	12/31/2022	
<i>Notes:</i> The recurrence depends on other PD activities that are scheduled at district in-service times.					

12/10/17	Staff will continue to use MAPS as one assessment that is used to determine the effectiveness of instruction.		Tobe Gurley	12/31/2022
<i>Notes:</i> This is an ongoing assessment.				
12/10/17	Teams of teachers will review the data from multiple formative assessments to look for areas where the material or delivery methods are being ineffective and will develop strategies to improve these.		Tobe Gurley	12/31/2022
<i>Notes:</i> This is an ongoing task.				
12/10/17	Classroom teachers will use formative assessments to measure the effectiveness of instruction and determine if immediate steps need to be implemented to reteach the material.		Tobe Gurley	12/31/2022
<i>Notes:</i> This is an ongoing task.				

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:

3/10/20 - Togiak School is going create an Engagement & Transition Specialist position to coordinate and facilitate programs supporting “at-risk” students, promote parent and student engagement, create a post-secondary transition program/graduation coach, and implement the school-wide behavior support plan.

1.17.18 We have begun implementation of CHAMPS from Safe and Civil schools as our school wide positive based behavior management plan. We have implemented many different positive incentives for rewarding students that follow our CHAMPS expectations. Although this is being used school wide it is still early in the implementation of CHAMPS.

Previous Entry-

The staff have developed PBIS activities with in each class, but the school does not have a PBIS in place that is school wide. This was identified as an area to work on by the staff. We are currently researching positive based behavior systems to see how they can be implemented in our school. We intend to have a positive based behavior system in place for the 2015-2016 school year. 1/18/16. Over the summer of 2015 staff attended a PBIS training in Oregon. We had an all staff inservice in August where these staff presented the new PBIS strategies to the school. Several strategies were adopted immediately (Husky Bucks, open rest room doors, positive messaging). The RTC program was changed to the PEP room and that room was moved to a new location. A PBIS committee now meets monthly. Overall, the first semester resulted in a positive improvement in the school behavior.

Limited Development
10/23/2014

How it will look when fully met:	After fully implemented the school will have a positive behavior reinforcement system (Safe and Civil Schools) in place that reinforces positive behavior from K - 12th grade. The Student Handbook will be updated and presented to the Community School Committee and ultimately the regional school board. The new expectations for the behavioral system documented in the handbook and discussed with the students to ensure a clear and consistent understanding of the new positive behavior reinforcement system. The students will be able to explicitly state the behavioral expectations for various activities and locations in the school. There will be a significant decrease in the number of students exhibiting tier 2 and 3 behaviors once our school wide structures and expectations are in place.		Tobe Gurley	05/20/2022
Actions		28 of 30 (93%)		
10/23/14	Meet with School Improvement team to discuss what is currently being used as positive behavior intervention program in specific classroom. This is to explore possibilities for use school wide.	Complete 04/13/2015	Michael Lee	01/31/2015
<i>Notes:</i> The school improvement team determined that a positive based behavior system was needed school wide. Although some teachers currently used parts of some system to supplement the current RTP program, the selection of a research based system would benefit the school. This task is complete and additional task need to be created to further explore options.				
12/11/14	Form a committee for selection of a positive behavior reinforcement system that may be implemented in the 2015-16 school year.	Complete 04/14/2015	Sam Gosuk	03/16/2015
<i>Notes:</i> Kyle Schneider may be able to participate in this committee to help get a PBIS or PBIS-like system implemented at the school. 3.4.15 We will be using our school improvement team to do the review for this and then present the information to the entire staff. 4.14.15 Meeting were held with certified staff, classified staff, and students on three occasions. PBIS is being considered with the possibility Kyle Schneider helping with the implementation. The committee has been formed and selection criteria is being made. The committee consist of Sam Gosuk, Dale Richesin, Leo Kasak, and Richard Togiak. Additional teachers are being sought to possilily attend some training on the material this summer.				

11/23/15	Provide initial training for all certified staff regarding the PBIS process. This training will be led by a PBIS facilitator with experience implementing PBIS in rural Alaska. A district specialist will also provide support during the training. The Togiak PBIS team that received training during the summer will also present and lead breakout sessions designed to create a PBIS process specific to Togiak's needs.	Complete 09/04/2015	Kyle Schneider	08/22/2015
<i>Notes:</i> Kyle will work with the Togiak administration, Togiak PBIS team, and PBIS facilitator as he coordinates this training.				
12/11/14	After selection of a new positive behavior reinforcement system, purchase the resources, supplies, licenses, etc. necessary for effective implementation of the behavior system. The required resources will be funded with the School Improvement grant (\$10,000). The Initial \$10000 will be used for training of selected implementation members during the summer of 2015.	Complete 08/28/2015	Kyle Schneider	09/01/2015
<i>Notes:</i>				
1/15/15	After selection of a new positive behavior reinforcement system, plan staff development for implementation of the new program for the 2015-16 school year. The professional development necessary for effective implementation will be supported using School Improvement funding (\$10,000).	Complete 05/15/2015	Kyle Schneider	10/31/2015
<i>Notes:</i> The principal and four teachers representing various grade levels will be attending a PBIS conference in Oregon this summer. The four teachers will be part of the PBIS school committee that will meet on a monthly basis to work with other staff to identify interventions for students based on data. A PBIS facilitator has been contacted and has agreed to help with the implementation of PBIS at Togiak School for next school year. The facilitator will provide two days of training to all staff in the fall of the 2015-2016 school year, and at least three follow-up implementation visits throughout the year. The Northwest PBIS Network will be providing consultation services.				
5/13/16	Organize a parent engagement event centered on PBIS.	Complete 12/20/2016	Tobe Gurley	01/22/2016
<i>Notes:</i> Either go to the community of Togiak or provide transportation to the Togiak School to get parents engaged with the purpose, idea behind, and procedures for PBIS.				
12/23/16	The PBIS team will meet every two weeks to review SWIS data, design plans to address identified needs, evaluate the effectiveness of those plans, and make revisions as necessary.	Complete 01/14/2017	Tobe Gurley	01/29/2016

Notes: The PBIS team will receive compensation to meet outside of the regular contract day in order to review SWIS data, develop and implement plans to address identified needs, and make revisions as necessary. There will be a total of two-days of compensation which will allow for frequent meetings to review data. This could be 14 1-hr meetings (based on a 7 hr work day) or some other configuration.

12/11/14	Student handbook updated with most current information and submitted for approval to CSC and School Board.	Complete 03/01/2016	Larry (Dale) Richesin	04/01/2016
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Notes: 1/18/16. The Student Handbook committee has met 3 times and almost completed its task. After a final edit, it will be presented to the CSC in January or February for approval.

11/23/15	PBIS facilitator will travel to Togiak quarterly to work with the Togiak PBIS team, teachers, administration, and classified staff about the implementation, provide training in Tier I and Tier II PBIS strategies, and to facilitate revisions to the process as identified as necessary by the PBIS team.	Complete 04/15/2016	Kyle Schneider	05/01/2016
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Notes: Kyle provided a great deal of support to staff and helped make revisions to the process as necessary.

11/23/15	District specialist (Kyle Schneider) will travel to Togiak six times throughout the year for extended stays (3 to 5 days) to follow-up during collaborative sessions regarding data analysis, progress on meeting timelines of implementation, determining revisions to the process, and providing support to all staff as necessary.	Complete 04/15/2016	Kyle Schneider	06/01/2016
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Notes: Kyle's work as a facilitator in the initial implementation of PBIS at Togiak School was critical to the process. Having someone look at data and processes from outside of the school provides important information

11/23/15	A transition plan will be created to move the entire responsibility to the PBIS process to the Togiak PBIS team and site administration.	Complete 05/11/2016	Sam Gosuk	06/01/2016
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Notes: Tobe Gurley, Dean of Students at Togiak School, will be the point of contact/facilitator of PBIS at Togiak School during the 2016-2017 school year.

The list of possible activities and needs was reviewed and prioritized as best as possible considering a number of factors including, the high turn-over rate, budget limitations, needs of returning staff, data collection, and the needs of PEP room staff. The activities to be funded next year to continue the support of Tier I and Tier II are as follows:

1. Three PBIS Core Team members to attend national PBIS conference in October
2. Continue working with PBIS facilitator (Marilyn Rosene) to provide training to all staff for one full day in the fall and training to the PBIS Core Team/PEP staff members at a different time in the fall.
3. Provide job shadowing opportunities for PEP staff at Dillingham City School District.
4. Purchase carbon copy forms to make the quick checkout process more efficient.
5. Plan and implement an open house or open houses to communicate and engage parents in the PBIS process.

5/13/16	Organize for the PBIS facilitator to provide 1.5 days of training to staff at the beginning on the 2016-17 school year.	Complete 08/10/2016	Jon Clouse	07/22/2016
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Notes: Marilyn Rosene will travel to Togiak to provide a full day inservice to all staff about current PBIS process in Togiak. She will also provide a 1/2 training to PBIS Core team, including PEP room staff members. She might provide training to all classified staff during a teacher work day during the fall as well, if the timing can be aligned. She will be consulting with PBIS Core team to determine training needs.

5/13/16	Organize for job shadowing for the two PEP staff members with Dillingham City School District.	Complete 10/14/2016	Jon Clouse	09/16/2016
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Notes: Two PEP staff members will travel to Dillingham to job shadow the counselor at DCSD elementary school to get additional strategies on working with Tier II students.

Only one of the PEP staff members were able to participate. But the Dean of Students traveled to another school within the district to observe their PBIS process.

5/13/16	Prepare for three PBIS Core team members to attend the National PBIS Leadership Conference in October, 2016.	Complete 09/30/2016	Tobe Gurley	09/30/2016
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Notes: Three team members will attend the national conference to gain knowledge on effective strategies for implementing Tier II and Tier III interventions but also keep the Tier I supports in place and ongoing. These three members will use the information to revise the plan for PBIS implementation at Togiak School as necessary and train Togiak staff on applicable content from the conference.

5/13/16	Order quick daily checkin/out forms and the SWIS web-based data collection system.	Complete 01/20/2017	Tobe Gurley	12/01/2016
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Notes: The checkin/out forms have been ordered. The SWIS system is online.

12/22/16	Coordinate training for instructional aides in the area of PBIS Tier I classroom management strategies in early January 11, 12, and 13, 2017.	Complete 12/30/2016	Jon Clouse	12/30/2016
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Notes: Jon Clouse will facilitate discussions with Togiak Leadership to determine classroom management needs (occurred on 12/21/16). Then coordinate training with PBIS Facilitator, Marilyn Rosene. January 11th will be training with instructional aides. January 12 & 13 will be time for the PBIS Facilitator to observe and have post-observations conversations with instructional aides.

12/22/16	Coordinate professional development for all certificated staff in PBIS Tier I classroom management strategies on January 14th, 2017.	Complete 12/30/2016	Jon Clouse	12/30/2016
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Notes: Jon Clouse will facilitate discussions with Togiak Leadership to determine classroom management needs (occurred on 12/21/16). Then coordinate training with PBIS Facilitator, Marilyn Rosene. The purpose is to provide support for staff to address Tier I behaviors in their classroom as Togiak School transitions away from the PEP room.

12/23/16	Coordinate meeting times for PBIS team to review SWIS data, design plans to address identified needs, evaluate the plan, and make revisions as needed.	Complete 01/14/2017	Tobe Gurley	01/14/2017
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Notes: The PBIS team will receive compensation to meet outside of the regular contract day in order to review SWIS data, develop and implement plans to address identified needs, and make revisions as necessary. There will be a total of two-days of compensation which will allow for frequent meetings to review data. This could be 14 1-hr meetings (based on a 7 hr work day) or some other configuration.

12/23/16	Coordinate a schedule for the PBIS Facilitator, Marilyn Rosene, to provide follow up training/coaching for classified and instructional staff in relation to PBIS Tier I classroom management strategies.	Complete 02/01/2017	Jon Clouse	02/06/2017
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Notes: This will include two separate trips to Togiak between February and April, 2017 after the Jan 11-14 professional development.

4/13/17	Togiak Leadership Team consisting of the principal, assistant principal, and teacher will attend a Safe & Civil School Conference in order to effectively implement CHAMPS.	Complete 07/20/2017	Jon Clouse	07/31/2017
<i>Notes:</i> Jon Clouse will assist in the process for getting staff to the conference.				
4/13/17	All staff will attend an on-site training with a Safe & Civil Schools trainer during the on-site fall inservice time occurring in August, 2017.	Complete 08/18/2017	Jon Clouse	08/21/2017
<i>Notes:</i> Jon Clouse will assist with making the training occur. The lead will be Michael Lee, Principal of Togiak School beginning in the 2017-18 school year. Michael Lee will coordinate the times with the trainer.				
4/13/17	Coordinate a schedule for the PBIS Facilitator, Marilyn Rosene, to provide an outside lens for the implementation of school climate initiative, provide training in SWIS, and if necessary provide support and coaching to staff on classroom management	Complete 08/14/2017	Jon Clouse	10/20/2017
<i>Notes:</i> This will include three separate trips to Togiak between August and November, 2017.				
10/29/17	Identify the teacher that will serve as the CHAMPS Coach for Togiak	Complete 10/17/2018	Michael Lee	11/01/2018
<i>Notes:</i> For the 2018-19 school year, Richard Coppin has been selected as the CHAMPS Foundation team leader/ coach.				
10/17/18	All elementary classes K-5 (11 classrooms) will be allowed to purchase \$400 worth of positive behavior incentives for their classroom. These will be used within the token economy systems that they have already established in their rooms (class dojo, point systems, ect).	Complete 05/01/2019	Michael Lee	11/01/2018
<i>Notes:</i> This is for positive reinforcement of specific targeted behavior.				
10/17/18	School wide common area behavioral expectations will be recognized by awarding husky bucks. The husky bucks can be returned for small rewards (such as dum dum suckers). Weekly drawings will be done from all husky bucks returned for larger items such as water bottles or \$5 AC gift cards.	Complete 11/06/2018	Michael Lee	11/01/2018
<i>Notes:</i> Funds from the 1003 grant will be used to purchase the prizes that are used to reinforce the positive behavior. This is an ongoing task despite the 1003 grant no longer being used to support it.				
10/29/17	All staff will attend an on-site training with a Safe & Civil Schools trainer for the implementation of CHAMPS.	Complete 10/17/2018	Michael Lee	11/30/2018

Notes: Jon Clouse will assist with making the training occur. The lead will be Michael Lee, Principal of Togiak School beginning in the 2017-18 school year. Michael Lee will coordinate the times with the trainer. This training will occur in February, 2018. The next training will be in August, 2018.

10.17.18 After initial implementation, we have reduced the frequency of the onsite trainer to once a year. We are using more resources to conduct site based training using our own staff.

11/6/18	Vince Henry will attend Restorative Justice Professional Development to assist Togiak School in continued improvement toward discipline and behavioral practices that reinforce positive self image, learning of SEL based lessons, and overall improvement of school climate through character education activities.	Complete 01/01/2019	Vince Henry	12/01/2018
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Notes: Vince will take material learned from the conference on restorative justice and assist Togiak Admin in ensuring that the disciplinary practices at Togiak are effective in long term growth of the students and school.

10/29/17	Coordinate a schedule for the SWIS Facilitator, Marilyn Rosene, to provide support for the implementation SWIS data system, data collection, and to provide training in SWIS to core team.	Complete 10/17/2018	Jon Clouse	12/01/2018
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Notes: This is a follow up visit from the fall. This activity will occur in February or March, 2018.

10-17-18: We have most staff trained in use of teh program. We will need time each year for new staff to be trained as followup.

3/25/20	Champs expectations will be reviewed after each exteneded break during schools sessions.		Tobe Gurley	05/01/2022
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Notes:

3/25/20	Champs Expectations will be reviewed between transitions of different instructional types in classrooms 90% of the time as observed through walkthrough observations.		Tobe Gurley	05/01/2022
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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
<i>Initial Assessment:</i>		<p>3/10/20 - Togiak School is going create an Engagement & Transition Specialist position to coordinate and facilitate programs supporting “at-risk” students, promote parent and student engagement, create a post-secondary transition program/graduation coach, and implement the school-wide behavior support plan.</p> <p>2.2.19 The participation in afterschool activities have increased as well as the number and type of activities. We are working to expand the afterschool activities and incorporate additional requirements that include cultural, academic, and physical activities. All activities require passing eligibility (sports-based district policy) for the fun activities or one must use 1/2 of the time doing an academic activity to be eligible for other fun activity (band, fab lab, gym, lego robotics, or e-sports). We currently offer after-school tutoring but there is limited participation.</p>	Limited Development 04/13/2017		
<i>How it will look when fully met:</i>		All students that need additional support or extended learning opportunity will participate regularly in effective after-school extended learning opportunities. The engagement in school and perceived importance will have improved through increased engagement.		Michael Lee	05/18/2020
Actions			0 of 2 (0%)		
	1/17/18	Togiak School will provide extended learning opportunities for students 3 times per week. A variety of activities will be offered. For nonacademic activities, students must be eligible to participate following the sports eligibility guidelines or a student must spend 1/2 of the afterschool time doing academic support material prior to being allowed to participate in nonacademic activities. Examples of activities include but are not limited to academic tutoring, fab lab, band, robotic or Lego competition, e-sports, weight lifting, or green house / hydroponic support.		Michael Lee	05/01/2020
<p><i>Notes:</i> Extended learning opportunities can be expanded to things other than homework help. For example music, science labs, chess, ect.</p>					

1/17/18	In the elementary, through the use of a standard form, teachers will provide information to tutoring supervisor about what material needs to be completed during the extended school day opportunity. Academic games that target specific deficiencies will be used to supplement interventions in class.		Michael Lee	05/20/2020	
<i>Notes:</i>					
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

<p>Initial Assessment:</p>	<p>3.25.20 In addition to the information on 12/7/19, the school has started to use Yupik in as many of the classrooms as possible for command words such as requesting to go to the bathroom or sharpening your pencil. There has been an effort to include Yupik in general activities as much as possible. Many of the bulletin boards are done in dual languages.</p> <p>12/7/17 - There has been a large effort to include cultural activities year round and not as once a year events. There are currently Yup'ik instruction in K-5 4-5 days a week. There are middle school and high school classes 5 days a week. We have the Yup'ik values posters in almost every classroom. Traditional Yup'ik activities are included in every exploration week session.</p> <p>We have also been working to ensure the acceptance of ALL cultures. Some elementary classes have used exploration weeks to examine different cultures and languages such as French and Spanish.</p>	<p>Limited Development 03/04/2018</p>		
<p>How it will look when fully met:</p>	<p>All classroom will demonstrate an understanding and appreciation for the diverse cultures across the world. Students will be able to take pride in their native culture in a positive manner without causing disrespect to other students cultures. Staff will understand individual students backgrounds and how this can be used to make teaching more relevant and effective.</p>		<p>Tobe Gurley</p>	<p>03/01/2022</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
	<p>3/4/18 We will start using a a school wide Yup'ik value of the week. This will work in conjunction with out CHAMPS expectations and reinforce the values of the village. It will eb announces each Monday in the announcements and examples given during the week during announcements. Teachers can tie the value of the week into lessons for SEL and Yup'ik instruction.</p>		<p>Tobe Gurley</p>	<p>08/31/2022</p>
<p>Notes:</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
Initial Assessment:			<p>3/10/20 - Togiak School is going create an Engagement & Transition Specialist position to coordinate and facilitate programs supporting “at-risk” students, promote parent and student engagement, create a post-secondary transition program/graduation coach, and implement the school-wide behavior support plan.</p> <p>3.4.18 Currently communication with parents is occurring through VHF announcements, post to the school Facebook page, district new letters, flyers posted in the community and classroom new letters. Progress reports are sent home at each mid quarter and report card are sent home quarterly. Parent teacher conferences are help at the end of the 1st and 3rd quarter. We are using the School Messenger for attendance and messages to the community.</p>	Limited Development 10/29/2017		
How it will look when fully met:			There will be consistent communication from the school administration about school wide initiatives using multiple formats. There will be consistent communication from the teachers about progress in the classroom. Parents will be actively involved in the school through volunteering in the classroom, sporting events, educational fun nights, and opportunities to extend learning. Every child will have a parent present for conferences and we will use a student led conference model. Parents will routinely participate in the CSC meeting, School Improvement Meetings, and Foundations Team meetings.		Tobe Gurley	05/20/2022
Actions				0 of 6 (0%)		
3/25/20	The principal has started a coffee with the principal the last Tuesday of each month.		Tobe Gurley	05/01/2022	<i>Notes:</i> This is an ongoing activity supported by PI funds.	
10/29/17	Have parent representatives attend the CSC meetings, School Improvement Team meetings, and Foundations Team meetings.		Tobe Gurley	05/20/2022	<i>Notes:</i> The goal is to increase the stake holder input in the school improvement process.	

10/29/17	Host family / community nights that focus around holiday events. There can be a Christmas tree ornament making station, a reading Christmas stories station, a station for Yupik Christmas stories, a letter writing station, etc... This will allow events that are fun but still have educational components within them. The goal would be to host 3 or more of these during the remainder of 2017 - 18 school year and then 3 per year there after.		Tobe Gurley	05/20/2022
	<i>Notes:</i> Other nights that target Science, Literacy, Math, Reading, or simply game based can also be used for this task. This is an ongoing task that has been very successful at increasing parent involvement at the school.			
10/29/17	Increase communication with parents and the community by using multiple methods of delivery of information. Post newsletters down town as well as on Facebook.		Tobe Gurley	08/01/2022
	<i>Notes:</i> 3.25.20 The newsletter is currently not being produced on a regular basis but facebook has taken a larger role with parent engagement. Previous: The newsletter is currently being created by Dale. Mr. Lee will start adding a section in each letter that is printed. We will also take advantage of the newsletter resources that the district office has made available as supplemental material.			
10/29/17	Use incentives to encourage participation in parent / teacher conferences. Coordinate potluck events to coincide with the parent teacher conferences. Provide transportation for parents that live down the hill by contracting with TNL for bus services during P/T conferences.		Tobe Gurley	10/31/2022
	<i>Notes:</i> This is specifically targeting the attendance rate at P/T conferences by parents. It has been very effective. This is an ongoing task.			
10/17/18	Parents are encouraged to earn a volunteer t-shirt through volunteering 5hours at the school. This also allows the administration to brief the parents about BBP and mandatory reporting requirements.		Michael Lee	11/01/2022
	<i>Notes:</i> This is currently in practice, but additional shirts need to be ordered. 1003 grant funds will be used to purchase the shirts and help increase parent engagement in the classrooms. This is an ongoing task despite 1003 funds no longer being used to support this task.			

	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
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<p>Initial Assessment:</p>	<p>3.20.20 We have combined the SI teams and Foundations team as they overlap significantly. Participation is still at a basic level but attendance is up. We have the largest attendance and most discussion at the CSC meeting in Dec 2019 with curriculum and PI policy being reviewed. That meeting demonstrates what level of engagement we are striving to obtain at all of our meetins, but this is still an area of improvement.</p> <p>3.4.18 We have met monthly with the School Improvement Team (SIT meetings). This has included parents and students being present at some meetings. The material covered at the School improvement team meetings has been discussed at the CSC meeting each month. The CSC meetings have had some parent and student participation. We have been encouraging the student government to get involved in setting schools goals, plans, and events. Although these have been occurring the participation is at the basic level. The stakeholders have not taken significant steps in active participation and this is an area that we are working to improve. We also have a Foundations Team that will be meeting monthly to review Champs and SAC implementation.</p>	<p>Limited Development 03/04/2018</p>		
<p>How it will look when fully met:</p>	<p>Many events in the school such as spirit weeks, pep rally, assemblies, and restorative justice practices will be led by the student government and the student body. All stakeholders in the community will actively participate in the planning, process, and implementation of goals identified for the school. All stakeholders and staff will work collaboratively to monitor the extent that the goals are being met and adjust as the situations dictate.</p>		<p>Tobe Gurley</p>	<p>05/15/2022</p>
<p>Actions</p>		<p>1 of 6 (17%)</p>		
	<p>9/16/18 Monthly School Improvement Team / Safe and Civil Foundation Team meetings will occur. SI 1003 funds will be used to compensate team members that are working beyond their contract hours with an Extra Duty Contract.</p>	<p>Complete 05/01/2019</p>	<p>Michael Lee</p>	<p>10/01/2018</p>
<p>Notes: Coppin - Chair for Foundations Team 4 other teachers - 1 Sped, 1 Lower Elem, 1 upper elem, and 1 MS/HS 5 teachers x \$500= \$2500</p>				

3/4/18	The student government will be responsible for developing spirit weeks and pep rally for major sporting events. These will happen 1 per month on a minimum basis and be used to announce the next student of the month, employee of the month, and attendance winners.		Tobe Gurley	03/04/2022
<i>Notes:</i> The student-led events have had significant impact on empowering the students to be their own representatives in education.				
3/4/18	Monthly CSC meetings will occur and minutes will be sent to the school board for review. The CSC meeting will include review of short term school improvement goals.		Tobe Gurley	04/01/2022
<i>Notes:</i> This is an ongoing task.				
3/4/18	Administration with input from stakeholders will develop a 5 year strategic plan for school improvement. This plan will be shared and reviewed by the stakeholders.		Tobe Gurley	05/01/2022
<i>Notes:</i>				
3/4/18	Stakeholder meetings will be conducted twice per year. This meeting will go over the current implemented curriculum, the short term goals for this year, and the 5 year strategic plan. This meeting can be used to meet many of the requirements for community input for Federal Programs, but we need to seek input from the stakeholders to ensure that the strategic plan is meeting the needs of the community.		Tobe Gurley	05/17/2022
<i>Notes:</i>				
9/16/18	SI meetings will be publicly posted. School Spirit Gear and other material will be given away as door prizes to parents to encourage attendance. Transportation may be provided.		Tobe Gurley	10/01/2022
<i>Notes:</i> The intention is to make the meeting enjoyable while also doing planning and seeking input from stakeholders. This is an ongoing task.				

Core Function:		Professional Development			
Effective Practice:		Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			
KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, most professional development is determined by the site admin working with the school improvement team. We start each year with an activity that checks to see what each staff member feels that they need assistance in this year and that is used by admin to target professional development also. Data is used to some degree but this area could be strengthened.	Limited Development 03/27/2020		
How it will look when fully met:		Student data will guide the evaluation of what professional development is needed. Professional development will be embedded in the daily activities of the school. Staff will use multiple data points to ensure accurate analysis of the current situation.		Tobe Gurley	03/01/2022
Actions			0 of 2 (0%)		
	3/27/20	The school improvement team will use data to establish professional development plans that align with the 5-year plan.		Tobe Gurley	01/01/2022
Notes:					
	3/27/20	Staff will complete notecard activity that provides an area for support during the school year. This will be used by the admin to evaluate the needs for professional development.		Tobe Gurley	03/01/2022
Notes:					
KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date

Initial Assessment:

3.25.20 5 staff members have completed the classes for a minor in Child Behavioral Health Occupational Endorsement. We are working to build additional peer observations across grade levels in the school.

3.4.18 Evelyn Wilburn has been working with teachers on effective classroom management and other skills as requested by the teacher. Monthly team observations are just getting started and specifically look at ratio of interactions, opportunity to respond, and % of engagement using the data collection methods taught by Karl. Teachers are given the opportunity to record themselves for self reflection or to do peer observations. All staff will participate in district or school lead required professional development. Some staff have elected to participate in additional professional development opportunities outside of the contract day. We currently have 7 staff members completing the Tough Kids training with ASDN and Karl.

There were several teachers who completed additional math and literacy classes sponsored by the district through ASDN during the end of 2017 school year.

All staff are attending professional development through the school and district inservice. The staff are implementing the material in the classroom. Many training events focus on transition to Marzano's model. The staff are still not fully implementing the Marzano model, but are in the process of implementation. 4/12/17 - Job embedded PD was provided to teachers of Reading Mastery. Cindy Paxton spent four days in Togiak establishing groupings, coaching teachers, and working with staff on effective implementation of Reading Mastery. Marilyn Rosene has been coaching certified and instructional aides on effective classroom management techniques.

Limited Development
10/27/2014

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this is fully implemented, staff will naturally be reflective practitioners that use lessons learned from other staff to improve their own skills. There will be a systematic approach to ensure that all staff is active in this process. Skills identified in the staff will be used as strengths through the utilization of house experts. The development of Professional Growth plans will focus on Smart based goals directed to effective classroom practices.			Tobe Gurley	05/01/2022
Actions			1 of 4 (25%)		
5/10/18	School Psychologist with see training in trauma informed related and use that training tto work with students and staff at Togiak School about trauma-informed learning/instruction.		Complete 05/01/2019	Michael Lee	08/01/2019
	<i>Notes:</i> School psychologist to attend Mental Health First Aid training.				
3/4/18	Monthly instruction tours will be used to collect building-wide data in different classrooms. The data collected will be presented to staff without specific identifiable information attached. After the instructional tour, the team will meet to discuss one specific strategy that they each saw that they can incorporate into their classroom. The data collected will focus on the ratio of interactions, opportunity to respond, and % engagement.			Tobe Gurley	09/01/2022
	<i>Notes:</i>				
3/4/18	All staff will develop a professional growth plan using smart based goals that target specific strategies that can be used in the classroom.			Tobe Gurley	10/01/2022
	<i>Notes:</i>				
5/15/15	A procedure for peer observation will be developed, including a schedule for all teachers to participate.			Tobe Gurley	10/01/2022
	<i>Notes:</i>				
Implementation:			03/22/2016		
Evidence	3/22/2016 The I-Observation program has many resources, most of which are based on the Marzano priorities.				
Experience	3/22/2016 We have reviewed the Marzano priorities over the past two years. They offer a helpful rubric for teacher improvement				

Sustainability	3/22/2016 The Marzano priorities are embedded in the I-Observation program, which is now our standard means of Teacher Evaluation. This will be an ongoing effort.			
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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>3/10/2020 - Togiak School continues the partnership with Head Start by offering a classroom for which Head Start students receive instruction.</p> <p>4/12/18 - We are adding an additional kindergarten roundup to include students that are not currently enrolled in head start, which makes the transition to Kindergarten more seamless. The staff from Head Start work closely with the school staff on a professional level that provides a support network and collaboration between Head Start staff and early grade teachers. The school works with Head Start to screen pre-school children during a joint Child Find program.</p> <p>Pre-school students are screened through the Child Find process and are provided with special education services when identified by Togiak School staff. The Head Start program is located within the school which acts as a natural transition into kindergarten. Head Start and school staff interact daily on a professional level. Head Start also utilizes the school facility for parent nights, graduations, and various events throughout the year. 5/14/15 - The school has absorbed two Head Start classrooms into the school making the transition almost seamless because students get used to the routines, procedures, and layout of the school. Head Start and school staff interact daily on a professional level. Head Start also utilizes the school facility for parent nights, graduations, and various events throughout the year. 5/3/16 - Togiak School continues to collaborate with Head Start including collaborating to provide special education services, Child Find, and transition activities. 4/12/17 - Head Start continues to be housed within the school. Students attending Head Start are familiar with the school and expectations. Togiak School continues to collaborate with Head Start including collaborating to provide special education services, Child Find, and transition activities.</p>	<p>Full Implementation 03/17/2012</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>
<p><i>Initial Assessment:</i></p>	<p>3/10/2020 - Togiak School works closely with the district office staff and Federal Programs Department to utilize funding to provide a sustainable and effective school-wide program that utilizes various funding sources including Title IA, Indian Education, Migrant Education, and School Improvement funds. Togiak has a strong partnership with the local Tribal Council, Bristol Bay Area Health Corporation, AVEC, UAF - Bristol</p>	<p>Full Implementation 03/18/2012</p>		

Bay Campus, and BBEDC which supports a variety of school programs.

4/12/18 - Partnership with local tribal court has placed counselor in the school. Alaska State Troopers office have been placed in the school.

The district office assists in coordinating and integrating the various Federal and State services and programs. Partnerships between the school district and Head Start have been established to provide support for students with learning difficulties/disabilities and to provide transitional activities. The Title I-A basic and set-aside programs are used in conjunction with Title I-C (migrant education) program, Title III (Language Acquisition) program, and School Improvement program to provide high quality education to all students at the school, provide support for teachers to become highly qualified, and provide high quality professional development for staff. Carl Perkins funds are used to support CTE courses. In addition, the school partners with the following organizations to implement the school-wide plan: Togiak Traditional Council, Togiak Wellness Committee, Bristol Bay Native Association, UAF-Bristol Bay Campus, and the Bristol Bay Area Health Corporation. 5/14/15 - The district office continues to assist in the coordination of federal and state service programs related to Title IA, Title IC, Title VII, IDEA, School Improvement grant, Carl Perkins, state boarding home program, etc. The school administration works closely with the Togiak Traditional Council, BBNA, UAF-BB Campus, Togiak Wellness Committee, and BBAHC. The result of the coordinated services is providing at-risk students and gifted students opportunities that they would not normally have. 5/3/16 - Togiak School continues to collaborate with district office personnel on the integration of state & federal funding sources such as Title IA, School Improvement, and Migrant Education. Togiak will also continue partnerships with local and regional organizations. We will attempt to strengthen our partnership with BBAHC in order to provide behavioral health services to students. 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.

8.06 All instructional paraprofessionals will meet minimum qualifications. (2119)

Implementation Status

Assigned To

Target Date

Initial Assessment:	3/10/2020 - Instructional paraprofessionals are not hired unless minimum qualifications are met. 92% of core academic courses are taught by highly qualified personnel. 87% of our instructional paraprofessionals meet highly qualified requirements. 3/8/13 - 100% of core academic courses are taught by highly qualified teachers. 100% of instructional paraprofessionals meet highly qualified requirements. 5/14/15 - 100% of core academic courses are taught by highly qualified teachers. 100% of instructional paraprofessionals meet highly qualified requirements.	Limited Development 03/17/2012		
	Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	100% of core academic courses will be taught by highly qualified personnel. 100% of instructional paraprofessionals will meet the requirements to be highly qualified.	Objective Met 04/12/18	Michael Lee	05/15/2013
Actions				
5/12/12	The plan to ensure that all instructional paraprofessionals are Highly Qualified includes: establish a highly qualified plan for every instructional paraprofessional that is not HQ. The plan will outline the support provided to the teacher to fulfill requirement of a plan to achieve highly qualified status. The plan will be for one year (2011-2012) school year. After that year the position will be opened in order to fill it with an highly qualified candidate.	Complete 10/01/2012	Sam Gosuk	05/15/2012
<i>Notes:</i>				
Implementation:		04/12/2018		
Evidence	5/29/2013 Employees checked to make sure that they are highly qualified as part of hiring process.			
Experience	4/12/18 All employees are required to meet the minimum standards to be hired.			
Sustainability	5/29/2013 Make sure that they are highly qualified			

	8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>3/10/2020 - The district provides subsidized housing, various professional development opportunities, and district-wide PLC's to help retain staff. Togiak School incorporates several all staff events to build relationships between the staff.</p> <p>Because rural Alaska is so unique, it is important that we provide accurate information that allows new teachers to better prepare for the challenges and benefits of living in Togiak. In addition, the school staff makes it a priority to help new teachers settle into their surroundings upon arrival to the village. Togiak School utilizes Alaska Teacher Placement as a resource for recruiting and hiring new staff when vacancies arise.</p>	Limited Development 03/17/2012			
<i>How it will look when fully met:</i>	All effective teachers will be retained and accept contracts if offered. New teachers will be effective and able to assimilate into the Togiak Community.		Tobe Gurley	05/01/2022	
Actions			0 of 2 (0%)		
4/12/18	Interview and screening process will provide an accurate depiction of the village and job description.		Tobe Gurley	05/01/2022	
<i>Notes:</i>					
4/12/18	Overall climate of the school will be positive and teachers will feel supported in their efforts. This will be documented by the teacher exit surveys completed at the end of the year.		Tobe Gurley	05/01/2022	
<i>Notes:</i>					