

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:		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	3.04	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:		5/20/20- All classroom teachers are utilizing the district approved and adopted curricula, which are research-based practices, programs, and materials. Teachers use the formative assessments included in these programs, as well as best practices formative assessment strategies every single day. Teachers use the data from these assessments to adapt their lessons for the next day, the next week, and beyond.	Full Implementation 05/20/2020			

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	

<i>Initial Assessment:</i>		5/20/20- At CIBS, the elementary school teachers have collaborated to create a common set of classroom rules and expectations. The secondary teachers have done the same thing. All teachers are expected to enforce these expectations and rules in their classroom. As a school, we use positive office referrals to highlight positive behaviors that we see, we use a Yup'ik Value of the Month to reinforce positive behaviors and how they relate to our local culture, and we have a student of the month program as well. At CIBS, we focus on celebrating the positive while still addressing the negative.	Full Implementation 05/20/2020		
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>		5/20/20- At CIBS, the learning environment constantly extends beyond the classroom and the school day. During the second semester of the past two school years, we have employed a full time tutor, who has provided individual and small group tutoring before, during, and after school. Students are selected to participate in this tutoring based on their classroom performance, assessment scores, and teacher recommendation. In addition, teachers offer after school tutoring for all grade levels all school year. Participation in this tutoring is very high, and struggling students are highly encouraged to attend.	Full Implementation 05/20/2020		
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:		5/20/20- One of the main focuses of our school is incorporating the local culture and values into every aspect of our school programming. We teach a full schedule of Yup'ik courses to every grade level, with every secondary student participating in a Yup'ik course one class period every day and every elementary student participating in a 30 minute Yup'ik lesson every day. We also bridge the local culture with our positive behavior system, incorporating a monthly Yup'ik value into our school culture. This value is taught in the general education classrooms, Yup'ik classrooms, and through every space of the school. Teachers also make it a priority to participate in community activities to help them better understand their students and the local culture.	Full Implementation 05/20/2020		
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:		5/20/20- School priorities, goals, plans, and events are collaboratively developed with input from school staff, parents, students, and community members. The school leadership utilizes social media, CSC meetings, Student Council meetings, and staff meetings to gather feedback and ideas before starting to plan. Once plans have been finalized, they are communicated through social media, CSC meetings, student council meetings, staff meetings, VHF announcements, and notes home with students.	Full Implementation 05/20/2020		

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

<i>Initial Assessment:</i>		<p>5/20/20- School staff use many sources of student assessment data as the primary factor for determining professional development priorities.</p> <ul style="list-style-type: none"> -MAP -PEAKS -curriculum based assessments -teacher observation -student/parent/teacher feedback surveys <p>Every year, student assessment data, as well as school climate data, are analyzed to create a new professional development focus for the new school year.</p>	Full Implementation 05/20/2020		
KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>5/20/20- Part of our professional development plan is to revisit topics throughout the school year. During the follow-up activities, teachers are required to share with other staff members how they are integrating the topics into their daily routines and practices in their classrooms. All staff are expected to participate in these activities to demonstrate that they are growing professionally in the goals we have as a team.</p>	Full Implementation 05/20/2020		