

## 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:**



! = 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:		5/18/21- All classroom teachers are utilizing the district approved and adopted curricula, which has been aligned with Alaska Content Standards.	Full Implementation 05/18/2021			
	1.05	School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)(SWP)	Implementation Status	Assigned To	Target Date	

<b>Initial Assessment:</b>	5/21/21- This school year, several member of the school staff participated in a comprehensive review of the district reading curriculum. A new curriculum was chosen that will better meet the needs of students and will be fully implemented next school year. Many modifications had to be made to curriculum this school year due to COVID-19's impact on the school day and year. Teachers ensured that all learning needs of all students were met by these modifications.	Full Implementation 05/21/2021		
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<b>Core Function:</b>	<b>Assessment</b>
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<b>Effective Practice:</b>	<b>Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.</b>
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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
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<b>Initial Assessment:</b>	5/21/21- 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 05/21/2021		
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<b>Core Function:</b>	<b>Instruction</b>
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<b>Effective Practice:</b>	<b>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.</b>
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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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<b>Initial Assessment:</b>	5/21/21- 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 and after-school targeted tutoring at the elementary and secondary level.	Full Implementation 05/21/2021		
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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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<b>Initial Assessment:</b>		5/21/21- 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 05/21/2021		
<b>KEY</b>	<b>3.04</b>	<b>School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.  5/21/21- 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		

<b>Core Function:</b>		<b>Supportive Learning Environment</b>			
<b>Effective Practice:</b>		<b>Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.</b>			
	<b>4.01</b>	<b>School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		5/21/21- 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 05/21/2021		
	<b>4.02</b>	<b>School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<i>Initial Assessment:</i>		5/21/21- The school master schedules are constantly being re-evaluated to ensure the best use of every staff member's time during the school day to ensure all student needs are being met. The school secretary is well trained to minimize interruptions to classrooms during the school day, and every staff member partners with the secretary to ensure classroom interruptions are minimized.	Full Implementation 05/21/2021		
<b>KEY</b>	<b>4.03</b>	<b>School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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. 5/21/21- In addition to the activities listed last year, this year we have focused on making school a happy, safe place during COVID. Our students have been amazing this year with all of the recognition and positive behavior support they receive.	Full Implementation 05/20/2020		
<b>KEY</b>	<b>4.05</b>	<b>School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<i>Initial Assessment:</i>			<p>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.</p> <p>5/21/21- After-school tutoring has been redesigned this year to be more targeted and focused interventions with individual and small groups of students based on need. Participation in this tutoring is very high, and struggling students are highly encouraged and sometimes required to attend.</p>	Full Implementation 05/20/2020		
KEY	4.06	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			<p>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.</p> <p>5/21/21- This year, we incorporated the local culture into every aspect of the school day. Next year, we are adding a certified Yup'ik teacher to help strengthen our program even more.</p>	Full Implementation 05/20/2020		
KEY	4.07	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<p><b>Initial Assessment:</b></p>	<p>5/21/21- We continue to make great strides in this area, but want to keep this as a focus area.</p> <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>	<p>Limited Development 10/07/2010</p>		
<p><b>How it will look when fully met:</b></p>	<p>Staff members will continue to share positive stories about school and students on the CIBS Eagles Fan Page.</p>	<p><b>Objective Met</b></p>	<p><b>Meghan Redmond</b></p>	<p><b>05/18/2018</b></p>
<p><b>Actions</b></p>		<p><b>3 of 3 (100%)</b></p>		
	<p>2/28/11 Monthly Community School Committee meetings will be held with the public notified in advance.</p>	<p>Complete 05/11/2012</p>	<p>Robin Jones</p>	<p>05/14/2012</p>

*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.

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
<i>Initial Assessment:</i>		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
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<b>Initial Assessment:</b>		<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"> <li>-MAP</li> <li>-PEAKS</li> <li>-curriculum based assessments</li> <li>-teacher observation</li> <li>-student/parent/teacher feedback surveys</li> </ul> <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		
<b>KEY</b>	<b>5.03</b>	<b>School staff embed professional development into daily routines and practices.(353)(KEY)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<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		

<b>Core Function:</b>		<b>Title Programs</b>			
<b>Effective Practice:</b>		<b>Domain 8.0</b>			
	<b>8.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<i>Initial Assessment:</i>	5/20/21 - 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. This collaborative effort has resulted in a certified teacher working as the teacher in another pre-school classroom that focuses on pre-academics and SEL activities.	Full Implementation 05/21/2021		
<b>8.05</b>	<b>Federal, State, and local service programs are integrated and coordinated.(2118)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - The district office assists in coordinating and integrating the various Federal and State services and programs. The Title I-A basic and set-aside programs are used in conjunction with Title I-C (migrant education) program, Impact Aid, and Indian Education to provide high quality education to all students at the school. There is a strong partnership with Head Start that has resulted in an additional pre-school classroom taught by a certified teacher.	Full Implementation 05/21/2021		
<b>8.06</b>	<b>All instructional paraprofessionals will meet minimum qualifications. (2119)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed. The district is a certified parapro assessment center and offers this service to community members via mobile testing center.	Full Implementation 05/21/2021		
<b>8.07</b>	<b>The school will have strategies to attract and retain effective teachers. (2120)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed. The district is a certified parapro assessment center and offers this service to community members via mobile testing center.	Full Implementation 05/21/2021		