

Comprehensive Progress Report

Mission:

Mission Statement - What is our purpose? Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.

Vision Statement - What does success look like?

We envision each and every student achieving academic and life success by personalizing the learning process.

Vision:

Success looks like....

- Each and every student: Reach every student by working with each individual, one-by-one.
- Academic Success: Improve achievement for all students, close the achievement gaps, and provide accelerated learning options.
- Life Success: Prepare every student to contribute to society as a competent, confident, caring and curious citizen.
- Personalizing Learning: Provide flexible and adaptive options, pacing, and creative support.

Goals:

1. Student Success: Increase academic achievement and social emotional well-being for all students.
2. Equity and Inclusion: Provide equitable opportunities and an inclusive environment where all students and staff are respected and feel welcome, safe and supported.
3. Communication and Engagement: Ensure students, staff, families and the community are informed, connected and engaged with the District.
4. Workforce and Organizational Excellence: Create an environment that supports the strengths and needs of staff so they can create a safe climate where students thrive.



! = 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
<i>Initial Assessment:</i>		<p>10/13/2019 Staff has implemented all district adopted curriculum as evidenced by teacher lesson plans.</p> <p>10/30/2018 Staff has implemented all district adopted curriculum as evidenced by teacher lesson plans.</p>	Full Implementation 10/31/2018		
	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
<i>Initial Assessment:</i>		<p>10-13-19 To continue full implementation, school staff will use grade level PLCs, SST meetings, and quarterly grade level/Title 1 meetings to review and determine if instruction is addressing student academic growth. Map and Aimsweb data will be used to determine if students are growing at an adequate pace.</p> <p>10-31-18 To continue full implementation, school staff will use grade level PLCs, SST meetings, and quarterly grade level/Title 1 meetings to review and determine if instruction is addressing student academic growth. Map and Aimsweb data will be used to determine if students are growing at an adequate pace.</p> <p>5-2-17 To continue full implementation, school staff will use grade level PLCs, SST meetings, and quarterly grade level/Title 1 meetings to review and determine if instruction is addressing student academic growth.</p> <p>4-14-16 To continue full implementation, school staff will use a variety of tools to determine if the curricula is meeting the learning needs of all students. Evidence will include Storytown Formative Assessments,</p>	Full Implementation 09/07/2013		

enVision Math Formative Assessments, classroom observation, check and recheck, grade level common assessments, discussions in PLCs, SST meetings, and other progress monitoring information. 9-21-15 To continue full implementation, school staff will use a variety of tools to determine if the curricula is meeting the learning needs of all students. Evidence will include Storytown Formative Assessments, enVision Math Formative Assessments, classroom observation, check and recheck, Student Learning Objective progress (SLO), grade level common assessments, discussions in PLCs, SST meetings, and other progress monitoring information. 5-10-15 School staff will continue to use a variety of tools to determine if the curricula is meeting the needs of all students. This will include Storytown Formative Assessments, enVision Math Formative Assessments, classroom observation, check and recheck, Student Learning Objective progress (SLO), grade level common assessments, discussions in PLCs, SST meetings, extended PLC day to review student progress, and other progress monitoring information. 9-10-14 School staff uses a variety of tools to determine if the curricula is meeting the needs of all students. (Storytown Formative Assessments, enVision Math Formative Assessments, classroom observations, check and recheck, discussions in PLCs, Student Support Team meetings, extended PLC day to review student progress, and progress monitoring.) 9/3/13- District content leadership teams for math language arts were initiated last year (2012-13). Content leadership teams for science and social studies were initiated this school year (2013-14). These leadership teams assess and regularly review the curricula in all areas that are subject to SBA testing to ensure the learning needs of all students are addressed. We use PLCs in our building provide a forum to regularly review math and language arts curriculum to align core standards and fill gaps.

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
<i>Initial Assessment:</i>		10-13-19 Teachers use Aims Web in grades k-3 and Map in grades 4-6 to monitor student progress towards state standards. Our goal this year is to do staff data days where subs cover classrooms for grade level meetings to look at data and determine next steps.	Limited Development 11/02/2010		

10-30-18 This continues to be fully implemented. K-3rd grade staff use AIMS Web Plus Universal Screening three times per year (Fall, Winter, and Spring) for reading and math. 3rd-6th grade staff use MAP for reading, math, and writing.

3-1-18 This continues to be fully implemented. K-3rd grade staff use AIMS Web Plus Universal Screening three times per year (Fall, Winter, and Spring) for reading and math. 3rd-6th grade staff use MAP for reading, math, and writing.

5-2-17 To continue full implementation, K-2nd grade staff will use AIMS Web Universal Screening three times per year (Fall, Winter, and Spring) for reading and math, and 3rd-6th will use MAP for both reading and math. For writing, staff will continue to use grade level entry checklists and student samples (fall, winter, and spring) to assess writing progress.

4-4-16 To continue full implementation, staff will continue to use AIMS Web Universal Screening three times per year (Fall, Winter, and Spring) for reading and math. For writing, staff will continue to use grade level entry checklists and student samples (fall, winter, and spring) to assess writing progress.

9-21-15 To continue full implementation, staff will use AIMS Web Universal Screening three times per year (Fall, Winter, and Spring) for reading and math. For writing, staff will continue to use grade level entry checklists and student samples (fall, winter, and spring) to assess writing progress.

5-10-15 Full implementation. Denali Elementary currently has in place RTI universal screening assessments (K-6th) and routinely administers them multiple times a year in reading and math. During the 2015-16 school year, a school wide writing program Write from the Beginning will be implemented as well as continued use of the grade level entry skills checklist and grade level writing prompts and rubrics to monitor student success in writing.

1-1-15 - PLC's developed grade level entry skills in writing for K-6th grade and have shared this across the grade levels. These will be developed into checklists for parents and will be shared at February 2015 parent teacher conferences and with new kindergarten families at spring sign-ups.

9-10-14 - This indicator has been met. Universal screening assessments are administered in August, January, and April in the areas of literacy and math. 3/19/14- During the current school year, 2013-14, all classroom teachers have administered a fall and winter writing assessment. A third writing assessment will be administered in the spring. Currently, there is no universal screening in science. However, we will continue to monitor student progress in science during PLCs.

9/3/13- Indicator viewed, discussed and updated. Progress has been made in creating school wide grade level specific writing assessments

which were initiated May 2013. These will be given 3 times during the current school year. We have universal screening for math, writing, and reading. Currently there is no universal screening for science. 8/17/12 - Indicator viewed, discussed and updated. MyAccess (writing program) has been implemented for grades 5 and 6 for the current school year. Further work on establishing a grade or school screening tool in writing is planned for this year. Teachers administer universal screening through Everyday Math assessments and AIMS assessments. We will reach level 3 when screenings are conducted in all SBA tested areas. Currently we need to implement writing assessments more regularly. There is not a Universal screen for science; this is an area to look at in the future.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

5-2-17 This objective has been fully met since 9-10-14. During this year we have included the MAP assessment for 3rd-6th graders as well. 4-10-15 This objective has been fully met with Universal screening assessments being administered in August, January, and April in literacy and math. 9-10-14 - Universal screening assessments are administered in August, January, and April in the areas of literacy and math. 4-20-14 - Universal screening assessments will be administered multiple times a year in reading, writing and math. Universal assessments are used consistently in reading and math. Identify a universal screening process in the area of writing that can be used on a consistent basis.

**Objective Met
05/15/19**

KC Bodily

05/10/2015

Actions

5/3/17 MAP assessments were added during the 2016-17 school year for grades 3rd-6th.

Complete 05/02/2017

Debbie Hall

08/16/2017

Notes: Data from both AIMS Web and MAP will be used for grade level PLC and Title 1 team discussions.

Implementation:

05/15/2019

Evidence	<p>10/30/2018 Data from AimsWeb and MAP testing are documented and reviewed.</p> <p>10/5/2017 MAP and AIMS Web Plus data</p> <p>5/3/2017 This year, teachers and the Title 1 team were becoming familiar with the MAP data reports and how it works. Both MAP and AIMS Web data was used to follow academic student growth.</p> <p>10/20/2015 Students are currently receiving additional help based on the data from fall universal screening.</p> <p>9/22/2015 AIMS Web data information available at the school</p> <p>9/12/2015 Evidence will be student fall/winter/spring samples.</p>			
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Experience

10/30/2018

Maps and Aims Web testing are being proctored to students 3X per year.

We have implemented both MAP and AIMS Web Plus

5/3/2017

This year, teachers and the Title 1 team were becoming familiar with the MAP data reports and how it works. Both MAP and AIMS Web data was used to follow academic student growth.

10/20/2015

We have continued to administer these universal screenings each year and use the data to make decisions on additional interventions or additional screening for students.

9/22/2015

We have administered the AIMS Web Universal screening yearly three times a year.

9/12/2015

During the 2014-2015 school year, grade level PLC's worked to create writing prompts for fall/winter/spring to assess student growth. All grade levels also developed "I Can" statements in writing as well as writing expectations for the beginning of the year to assess a baseline for students.

Sustainability	10/30/2018 Assessments are scheduled and administered systemically.			
	10/5/2017 Continued training for new staff.			
	5/3/2017 We will continue this model into next school year.			
	10/20/2015 Ongoing use of the AIMS Web program are needed to continue this.			
	9/22/2015 We will continue to administer.			
	9/12/2015 During the 2015-2016 school year, grade levels will continue to work on grade level assessments (rubrics) and creating a portfolio of student exemplars to assess student writing. As a school, Write from the Beginning will be implemented as well as Thinking Maps.			

Core Function:		Instruction			
Effective Practice:		Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
KEY	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>		<p>10/13/19 Based on budget constraints Denali hired an additional .5 time tutor to help support the intermediate students. We have maintained our 2 primary RTI tutors as well as our full time intermediate tutor. We continue to improve our personalized learning.</p> <p>4/5/2019 Denali would like to hire an additional tutor to help support upper elementary students for the fy20 school year.</p> <p>10/31/2018 Personalized learning is utilized to ensure that all students are receiving instruction based on their needs and interests as evidenced by the teacher lesson plans. We also have have two RTI specialists supporting primary students based on need as well as a tutor for the upper elementary students as evidenced by their schedules. Various assessments are used to determine which students receive additional support from these specialists.</p>	Full Implementation 10/31/2018		
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>10/13/2019 Teachers use research-based best practices found in the personalized learning methodology provided to us by Education Elements. CHAMPs is also being incorporated into the school this year.</p> <p>10/31/2018 Teachers use research-based best practices found in the personalized learning methodology provided to us by Education Elements. CHAMPs is also being incorporated into the school this year. Evidence is found in our training sign-in sheets and staff meeting agendas.</p> <p>4/5/2018 The school will purchase research based computer programs to help students grow academically and help teachers and students track their progress. We will also purchase everyday science.</p>	Full Implementation 10/31/2018		

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>10/13/2019 Our district scheduled early out days are used to review student MAP and Aims Web data and develop plans to meet the needs of our students based on shortcomings identified in the data. Teachers also use PLC time to review classroom gathered formative assessment data to meet the needs of our students.</p> <p>10/31/2018 Our district scheduled early out days are used to review student MAP and Aims Web data and develop plans to meet the needs of our students based on shortcomings identified in the data. Teachers also use PLC time to review classroom gathered formative assessment data to meet the needs of our students.</p>	Full Implementation 10/31/2018		

Core Function:	Supportive Learning Environment
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Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.
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KEY	4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>4-5-2019 Staff will continue to use CHAMPS in their classroom management. Personalize learning will also continue to be used to help ensure that students are engaged in their lessons.</p> <p>10-31-18 To continue full implementation staff will use effective classroom management strategies to maximize instruction time. Evidence includes the use of CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives, modeling correct behaviors, visual signals, implementation the components of data driven decisions and target instruction from personalized learning.</p> <p>5-2-17 To continue full implementation staff will use effective classroom management strategies to maximize instruction time. Evidence includes the use of CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives,</p>	Full Implementation 11/04/2010		

modeling correct behaviors, visual signals, implementation of personalized learning in one core subject, and whole classroom discussions or meetings to address problems that effect the whole group. 4-25-16 To continue full implementation staff will use effective classroom management strategies to maximize instruction time. Evidence includes the use of CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives, modeling correct behaviors, visual signals, differentiated instruction/multiple systems of support,and whole classroom discussions or meetings to address problems that effect the whole group. 9-21-15 To continue full implementation staff will use effective classroom management strategies to maximize instruction time. Evidence includes the use of CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives, modeling correct behaviors, visual signals, differentiated instruction,and whole classroom discussions or meetings to address problems that effect the whole group. 5-10-15 - School staff use effective classroom management strategies that maximize instructional time in all classrooms in the following ways: CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives, modeling correct behaviors, visual signals, differentiated instruction,and whole classroom discussions or meetings to address problems that effect the whole group. 10-17-14 School staff use effective classroom management strategies that maximize instructional time in all classrooms in the following ways: CHAMPS, Kagan strategies, preferential seating, visual schedules, explicit expectations for all students, charts, incentives, modeling correct behaviors, visual signals, differentiated instruction,and whole classroom discussions or meetings to address problems that effect the whole group. 9/3/13- Indicator reviewed, discussed and updated. Along with the previously noted effective classroom management strategies, staff use strategies from Randy Sprick's CHAMPS. 8/17/12 - Indicator reviewed, discussed and updated. The overriding theme of "Love, Kindness and Respect" is evident and in place in all classes. (3+) Effective classroom management strategies which maximize instructional time are evident throughout the daily practices and routines. The school follows an overriding theme of "Love, Kindness, and Respect" that is represented by the totem pole, carved by students, located in the center of the playground. The story and message that the totem pole represents is passed on in the Tsimshian tradition by the Sixth graders to the rest of the school at the Welcoming Assembly each year. This theme is reflected in the classroom guidelines which enhance the learning environment. Parents are sent a copy of the school's

"Discipline and Learning" policy which provides information about organizing principals for one's life (Discipline) and outlines behavioral expectations and consequences. This is also included in the parent handbook which covers many areas of the school's operation. The District "Student Rights and Responsibilities" Handbook is also sent home with each student. Behavior is also tracked, with the assistance of the Behavior Specialist, to monitor student behavior both in the classroom and the public areas of the school for the betterment of the overall school environment for learning. Teachers use a variety of instructional strategies to maximize learning including differentiated instruction, and an awareness of learning styles among students. The staff has received training in Kagan Cooperative Learning, SIOP, and other techniques to best meet student needs and enhance their learning. District resources and support are continuously utilized to maximize research based instructional strategies. This year staff also took part in a professional development opportunity on "Understanding the Framework of Poverty" to better awareness for the needs of a significant part of our demographics with an eye towards maximizing the learning opportunities for students. Several staff attended professional trainings focused on the area of "learning and the brain" at several conferences/institutes and brought back insights which were shared with the other staff.

4.02

School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)

Implementation Status

Assigned To

Target Date

Initial Assessment:	<p>10/13/2019 CHAMPs is used throughout the school. The discipline plan was modified in February 2018 to attempt to reduce student behaviors. Student Support Teams are used to address chronically misbehavior students. Administration will continue to work with teachers to ensure they feel supported by school discipline procedures.</p> <p>5/16/2019 Objective Met. See Evidence.</p> <p>10/31/2018 Although used in classrooms, CHAMPs is not fully implemented in common areas of the school. Classified staff has been and will continue to be trained in implementation of CHAMPs and in service time will be dedicated to creating common expectations. Evidence of full implementation will be shown by common area CHAMPs expectations that are posted in the common areas of the building.</p>	Limited Development 09/24/2013		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Staff will have worked together to have developed CHAMPs expectations for common areas of the building. These will be posted through out the building for common area behavior expectations.	Objective Met 10/13/19	KC Bodily	05/31/2019
Actions				
10/31/18	Feb 2nd in-service will devote time to developing common area champs expectations.	Complete 02/01/2019	Pat Tellep	02/02/2019
<i>Notes:</i> We will reevaluate our champs expectations at the beginning of each school year beginning in 2018/19				
Implementation:		10/13/2019		
Evidence	5/16/2019 - staff created common area expectations during our Feb 1 in-service. Signs have been hung in the hallway and all staff use common language.			
Experience	5/16/2019 - staff created common area expectations during our Feb 1 in-service. Signs have been hung in the hallway and all staff use common language.			

<i>Sustainability</i>		5/16/2019 - We will need to train new staff members and refresh our current members on the common language.			
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>		<p>4-5-2019 School staff continually communicate school wide behavior expectations on a daily basis through our Denali School Motto that is recited each morning over announcements and then again in each individual classroom. The motto is posted throughout the building and shared with parents throughout the year in addition to Denali's discipline policies. CHAMPs has also been implemented in classrooms and during school assemblies.</p> <p>10-31-18 School staff continually communicate school wide behavior expectations on a daily basis through our Denali School Motto that is recited each morning over announcements and then again in each individual classroom. The motto is posted throughout the building and shared with parents throughout the year in addition to Denali's discipline policies. CHAMPs has also been implemented in classrooms and during school assemblies.</p> <p>3-18-18 School staff continually communicate school wide behavior expectations on a daily basis through our Denali School Motto that is recited each morning over announcements and then again in each individual classroom. The motto is posted throughout the building and shared with parents throughout the year in addition to Denali's discipline policies.</p>	Full Implementation 03/24/2018		

	4.04	School staff consistently implement a school-wide attendance policy. (345)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>10/13/2019 - We have spent time working with our chronically absent students. However, at this time, we need to devote more time to this. It is a very short range goal that we will be devoting the time necessary to successfully getting students to school.</p> <p>4/5/19 To acheive full implementation and build upon our existing plan school staff will consistently implement a school wide attendance policy and communicate this through the following ways: The district attendance policies are sent off to parents through school wide newsletters, classroom letters and newsletters. Daily phone calls to parents are made for students who are absent. Letters are generated when attendance becomes an issue and phone calls are made home from attendance secretary, counselor, principal, and ANE staff as well. High risk students are identified during the first quarter and staff meet with these students to talk about what help can be provided inimproving attendance. School newsletters and classroom letters remind families of the importance of being at school every day and on time. The school acknowledges attendance quarterly for students with perfect attendance as well as improved attendance (Muffins in the Morning, Breakfast with the Principal, Lunch with the Bunch, etc.) We will be implementing two Attendance Awareness Months (October and March) where we focus on students being at school each day and on time, as well as sending parents information as to the correlation of student success and school attendance.</p>	Limited Development 09/19/2013			
<i>How it will look when fully met:</i>	The school and SSM's will work with families to find solutions to ensure that students with severe attendance issues are able to come to school.		KC Bodily	11/29/2019	
Actions			1 of 3 (33%)		
5/16/19	The school will recognize quarterly perfect attendance at our student recognition assemblies.	Complete 10/13/2019	KC Bodily	10/15/2019	
<i>Notes:</i>					
5/16/19	Staff will identify students with chronic absenteeism and work with the families to help find solutions to barriers that are preventing students from attending school. This will be done by the principal, school counselor, and the FNA Family Service Manager.		Max Wortman	10/15/2019	

Notes:

10/13/19 Our JOM funded family service coordinator will work with our Alaska Native families with chronic attendance issues to help get them to school.

Cecelia Hudson

01/01/2020

Notes:

KEY

4.05

School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)

Implementation Status

Assigned To

Target Date

Initial Assessment:

10/13/2019 - We attempted to implement the before school program, however, our teaching staff felt that it would be more beneficial to have the morning time free to collaborate with the title I funded tutors. We continue to use our after school program to provide support to students who qualify for it.

4/5/2019 In an effort to maximize instructional time Denali elementary will utilize its tutors to run a voluntary before school program. This program will consist of fun educational activities that will help students grow academically. We will also continue to provide our after school program for those students who qualify for it.

10/31/2018 Denali's after school program provides extended learning opportunities for students based on academic needs as identified by AIMS, Map, and Peak test results. This program is well attended by those who qualify for it.

Full Implementation
10/31/2018

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

<i>Initial Assessment:</i>		<p>10/13/2019 Students are treated in a respectful manner by all staff. CHAMPs has been implemented in classrooms to try to ensure positive interactions between staff and students. The diversity of our school is celebrated by staff.</p> <p>10/31/2018 Students are treated in a respectful manner by all staff. CHAMPs has been implemented in classrooms to try to ensure positive interactions between staff and students. The diversity of our school is celebrated by staff.</p>	Full Implementation 10/31/2018		
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>5-16-19 To continue full implementation, school staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance home/school communication, and end-of-year awards. We continue to implement family nights focusing on literacy and science.</p> <p>3-24-18 To continue full implementation, school staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance home/school communication, and end-of-year awards. We continue to implement family nights focusing on math, literacy, science, and school wide learning expectations. We hosted a Parent Boot Camp with both a parenting strand as well as a strand for students.</p> <p>5-2-17 To continue full implementation, school staff communicate effectively with parents about learning expectations, student progress,</p>	Limited Development 09/30/2014		

and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance home/school communication, and end-of-year awards. We will continue to implement the Strong Fathers curriculum throughout the year, and implement family nights focusing on math, literacy, science, and school wide learning expectations. We plan on hosting a Parent University/Parent Camp one Saturday that will have a parenting strand as well as a student strand. We will also implement a Parent Support Group that will meet monthly or bi-monthly to support our Denali families.

4-26-16 To continue full implementation, school staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance home/school communication, and end-of-year awards. We will continue with Parenting is a Mixed-Bag Parenting series on topics that are parent driven, implement the Strong Fathers curriculum throughout the year, and implement family nights focusing on math, literacy, science, and school wide learning expectations.

9-21-15 To continue full implementation, school staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance home/school communication, and end-of-year awards. This year, we will implement a Parenting University (which highlights a parent's specific talent that they can share with other parents and students, as well as a Parenting Mixed-Bag Parenting series on topics including but not limited to ADD/ADHD, Helping Children with Homework, Having a Child with Autism. Family nights will also be planned with the assistance of parent input and involvement.

5-10-15 - This indicator is currently met. School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, Blackboard connect messaging, district app., signed homework packets, use of home/school journals to enhance

home/school communication, and end-of-year awards. School wide parent engagement is highlighted through our Parents as Partners class, Parenting University (which highlights a parent's specific talent that they can share with other parents, Parenting Mixed-Bag Parenting Classes on topics including but not limited to ADD/ADHD, Helping Children with Homework, Having a Child with Autism. Family nights that focus on new technology and how to use it, science and math nights, and literacy nights. 9/30/14 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home through weekly newsletters, back-to-school parent nights, phone calls home, text messages, use of Power School, parent teacher conferences, school monthly newsletters, signed homework packets, use of care journals to enhance home/school communication, and end-of-year awards. Our focus is on staff implementing effective strategies to increase parent engagement. We will be looking at a variety of activities to highlight the many talents of our parents, we are going to offer academic parent nights, and connect with more parents on Power School and via text using the district app.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

When this indicator is fully implemented, we will have offered a variety of activities to highlight the many talents of our parents, will have offered academic parent nights, and will have helped parents connect on Power School and the district app.

Objective Met 05/17/19

KC Bodily

05/15/2015

Actions

9/23/15

We have offered a variety of activities to highlight the many talents of our parents, we have offered academic parent nights, and have helped parents connect on Power School and the district app.

Complete 09/15/2015

Debbie Hall

09/10/2015

Notes:

5/9/17

Host one Parent Camp/Parent University with a parenting strand and a student strand. This would be offered on a Saturday morning in conjunction with our Federal Program staff, Title 1 staff, and business partners.

Complete 11/04/2017

Team comprised of all the above

10/10/2017

Notes: Completed on 11/4/17

5/9/17

Host a parent support group for our Denali families either monthly or quarterly depending on the interest.

Complete 03/24/2018

Tuttle, Wortman, Hall

05/01/2018

Notes:

Implementation:

05/17/2019

Evidence		<p>3/24/2018 A Parent Boot Camp was held on November 4th.</p> <p>9/23/2015 Provided academic family nights, parent involvement in the planning and implementation of Parenting is a Mixed Bag series.</p>			
Experience		<p>3/24/2018 This was an amazing event that was provided for both the Denali and Hunter families.</p> <p>9/23/2015 We continue to identify parents who want to be involved and share their talents with the Denali community and will continue to provide academic family nights.</p>			
Sustainability		<p>3/24/2018 Looking forward to next year, the committee suggests making these smaller events in the evenings.</p> <p>9/23/2015 Continued outreach and staff and parent support.</p>			
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

<p>Initial Assessment:</p>	<p>4-5-2019 We would like to shift our family engagement nights away from school wide nights and focus more on grade level specific nights that allow for more targeted family engagement to the curriculum.</p> <p>To continue full implementation, we have held numerous meetings and provided opportunities for parents and community members to be a part of setting school priorities, goals, plans, and events. These have included participation in Title 1 meetings and on our Title 1 committee, PTA meetings, phone calls home to parents, and meetings with our school business partners. Staff serve on various school committees and have opportunities throughout the year to provide ideas, and suggestions, and set a course for the building. Priorities, goals, plans, and events are disseminated through emails, face to face meetings, school newsletters, classroom newsletters, Blackboard Connect, various apps, and on our digital display board in the lobby.</p>	<p>Full Implementation 03/24/2018</p>		
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<p>Core Function:</p>		<p>Professional Development</p>				
<p>Effective Practice:</p>		<p>Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.</p>				
	<p>KEY</p>	<p>5.01</p>	<p>School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:

5-16-19 To continue full implementation, school staff will use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, grade level formative assessments, progress monitoring, AIMS Web Plus data, and MAP data in PLC meetings and grade level/Title 1 meetings. Discussions with individual staff members and instructional leader also help determine professional development priorities for the school community. Focus will continue to be on on-site PD focused on improving teacher effectiveness and student academic growth and personalized learning.

3-24-18 To continue full implementation, school staff will use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, grade level formative assessments, progress monitoring, AIMS Web Plus data, and MAP data in PLC meetings and grade level/Title 1 meetings. Discussions with individual staff members and instructional leader also help determine professional development priorities for the school community. Focus will continue to be on on-site PD focused on improving teacher effectiveness and student academic growth and personalized learning.

5-2-17 To continue full implementation, school staff will use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, grade level formative assessments, progress monitoring, AIMS Web data, and MAP data in PLC meetings and grade level/Title 1 meetings. Discussions with individual staff members and instructional leader also help determine professional development priorities for the school community. Focus will continue to be on on-site PD focused on improving teacher effectiveness and student academic growth. 4-25-16 To continue full implementation, school staff will use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, grade level formative assessments, progress monitoring, PLC discussions, vertical team meetings. Discussions with individual staff members and instructional leader also help determine professional development priorities for the

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school community. Focus will continue to be on on-site PD focused on improving teacher content knowledge in enVision math, writing assessments and writing process, and understanding of students social/emotional needs. Participation in training to differentiate instruction to meet student needs may also be needed. 9-22-15 To continue full implementation, school staff will use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, AMP results, grade level formative assessments, progress monitoring and SLO information as well as historical trend data. PLC discussions, vertical team meetings, and discussions with individual staff members and instructional leader also help determine professional development priorities for the school community. Focus will continue to be on on-site PD focused on improving teacher content knowledge in enVision math, Write from the Beginning and writing assessments, and SLO's will take place in 2015-16. Participation in training for Read Naturally, LLI, Pinpoint, Number Worlds, Odyssey Math and Elevation may also be needed to differentiate interventions to meet student needs. 5-10-15 - School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. These include reviewing of grade level assessments, statewide test results, grade level formative assessments, progress monitoring and SLO information as well as historical tend data. PLC discussions as well as extended PLC meetings, vertical team meetings, and discussions with individual staff members and instructional leader also help determine professional development priorities for the school community. Focus will continue to be on on-site PD focused on improving teacher content knowledge in enVision math, Write from the Beginning and writing assessments, CHAMPS, and SLO's will take place in 2015-16. Participation in training for Star Reading, Star Math, Read Naturally, LLI, Pinpoint, Number Worlds, Odyssey Math and Elevation may also be needed to differentiate interventions to meet student needs. 1/25/15 - Several classroom teachers and RTI tutors, received training this month in the computer based Read Naturally as both our winter AIMS Web results and conversations in extended PLCs indicated that students would benefit from a "push in" intervention model to build student fluency. 9/30/14 - We are currently using our AIMS Web results as well as the Spring 2014 SBA's to focus professional development on strengthening our RTI Intervention program, strengthening PLCs, and continue to support staff with CHAMPS, SIOP, Kagan structures, and differentiated instruction. Professional development will also be used for staff to visit other schools in our district in regards to PLCs and RTI Intervention programs and trainings.

5/30/14 - It is planned that ~10 staff (teachers, instructional support staff, and principal) participation in professional development opportunities such as the Title I National Conference (Salt Lake City), Association for Supervision & Curriculum Development (Houston), Model Schools (Atlanta), Staff Development for Educators, Professional Learning Communities (Las Vegas), Response to Instruction & Intervention, Council for Exceptional Children, Brain & Learning (San Francisco/Boston), etc. Attendance at any particular conference will depend upon the specific focus of the conference and its applicability to student/school needs. Additional professional development training in Fairbanks for all staff might include Kagan, Learning Styles, Professional Learning Communities, Response to Instruction & Intervention, Autism/Aspergers, technology integration, writing and math strategies, poverty and its impacts). 9/17/13- Indicator reviewed, discussed and updated. This indicator's rating should be changed to a 3. Along with our previously mentioned evidence, Denali is focusing professional development based on the needs of our school. We held a successful "intervention fair" on a professional development day. Many teachers and staff members in our building had been trained (and continue to be trained) on various intervention programs for math and reading. However, few staff and teachers had knowledge on every district approved intervention program. The "intervention fair" allowed for trained staff to relay information regarding the various interventions, giving us a better understanding to what each intervention offered and how they may meet the needs of an individual student. Because of our lower SBA writing scores, Denali has chosen a professional development focus in writing. 8/17/12 - Indicator reviewed, discussed and updated. Staff participate in district wide professional development opportunities and trainings. Staff has received, and continues to so receive, training in both RTI and PLCs, both of which are being implemented in the School and District. These latter efforts reinforce a focus on student achievement data. Student achievement data is considered in determining professional development priorities in light of both current data and opportunities to further improve achievement levels for students. A yearlong professional development plan factoring in both District and School priorities should be created and better delineated. A Task Committee is planned to better focus professional development to meet grade level and schoolwide needs.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:		There will be a clearly delineated professional development plan that reflects school and district priorities as they relate to current and projective student achievement efforts.	Objective Met 05/15/19	KC Bodily	10/15/2014
Actions					
	3/24/18	This has been met	Complete 03/24/2018	Debbie Hall	03/24/2018
<i>Notes:</i>		This has been met			
Implementation:			05/15/2019		
	Evidence	<p>3/24/2018 We have provided over 15 different PD opportunities for staff based on their individual needs as it relates to student growth and personalized learning.</p> <p>PD forms filled out by staff 10/20/2015 In addition to this on site PD that focused on assessments, staff will continue to use multiple sources of student performance as a primary factor in determining professional growth. In addition, PLC discussions, vertical team meetings, Danielson evaluation model, staff meetings, and individual conversations with the principal will help determine PD opportunities both on and off site.</p>			
	Experience	<p>3/24/2018 This has been a very effective means of providing PD for the staff.</p> <p>Teachers have submitted their PD needs for this year. 10/20/2015 This PD was created to meet the needs of both our primary and intermediate teachers through focused groups, classroom observations, and presenter feedback.</p>			
	Sustainability	3/24/2018			
KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>5-16-19 PD has been provided on various classroom interventions including Red-Bird and Map Skills. Teachers use these in their classroom as a way to personalize their learning. Training has been provided in using data in the classroom and learning walks have been used to help teachers gain new ideas for personalized learning.</p> <p>3-24-18 We have continued to provide PD based on individual needs of classroom teachers. This has included learning walks to see PL in action and incorporating strategies in the classroom, taking digital content classes and incorporating them in the classroom. PD regarding looking at data has also occurred and has helped classroom teachers plan instruction that targets needs of the classroom.</p>	Full Implementation 03/24/2018		
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Core Function:		Leadership			
Effective Practice:		Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.			
	6.01	Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.(357)	Implementation Status	Assigned To	Target Date

Initial Assessment:

10/2019: Current implementation efforts and evidence include:

10-31-18 To continue full implementation, we will utilize input from building Leadership Team, Personalized Learning team, staff meetings, PLC meetings, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan.

5-2-17 To continue full implementation, we will utilize input from building Leadership Team, Personalized Learning team, staff meetings, PLC meetings, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan. 4-26-16 To continue full implementation, we will utilize input from vertical teams, staff meetings, PLC meetings, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan. 9-22-15 To continue full implementation, we will utilize input from vertical teams, staff meetings, PLC meetings, Principal Advisory Committee input, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan. 5-10-15 Currently we utilize input from vertical teams, staff meetings, PLC and extended PLC meetings, Principal Advisory Committee input, Title 1 meetings, PTA meetings, individual calls to parents, parent survey results, to facilitate the planning and implementation of our school wide plan. 10/7/14 -After collecting feedback from all staff over the summer and reviewing the spring 2014 parent opinion survey as to what the top three goals should be for the 2014/15 school year, the instructional leader set the stage for focusing on RTI and strengthening PLCs to improve student achievement and success. Resource allocation and staff assignments are currently focused on providing RTI to Tier 2 and Tier 3 students. Staff meetings, PLCs, extended PLC days, Principal Advisory Committee, and Title 1 Committee are all engaged in the planning and in monitoring progress throughout the year. This indicator is currently met. 9/17/13- Indicator reviewed, discussed and updated. 8/17/12 - Indicator reviewed, discussed and updated. The Alternate Governance Team includes parents in its composition. Community members are being invited to provide their perspective on the school improvement plan. Continue efforts to communicate the school's improvement goals to the community as a whole. Move the rubric score to a 3. The principal and

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staff review the data at the start of the school year during the professional development days in August. From this review, the academic goals for the school year are established with the input and accord of the members. These are then brought to the PTA meeting(s) for further review and input from parents. They are revisited during subsequent staff and PTA meetings for regular review, refinement, implementation checks, and reinforcement. They are also shared with the public during the annual school/report card/school improvement meeting in the Fall which allows for additional input and consideration. The school improvement goals are posted on the school's website and are included in periodic Title I newsletters sent home. The District provides disaggregated data information to assist in the process of analyzing the information and setting goals. The District also provides technical assistance in support of school improvement efforts. To strengthen this indicator, continued efforts to simplify the goal statements, publicize them on a broader basis, and refine the monitoring of the goals incorporation in classroom instruction. Additionally, community members, not otherwise associated with the school, need to be invited to review the goals and thus add their perspective to the input and review process.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Community members, not otherwise affiliated with the school, will be invited to provide input to the identification and development of the school improvement goals.

**Objective Met
10/31/18**

KC Bodily

09/15/2012

Actions

10/3/17

We have meet this objective.

Complete 10/03/2017

Debbie Hall

10/03/2017

Notes:

Implementation:

10/31/2018

Evidence

10/31/2018

Experience	<p>10/31/2018 To continue full implementation, we will utilize input from building Leadership Team, Personalized Learning team, staff meetings, PLC meetings, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan.</p> <p>9-10-14 - Collaboratively, the Title 1 Team and the Principal Advisory Committee are overseeing the school improvement plan.</p> <p>11/20/2012 This exchange provided a valuable opportunity to exchange information and perspectives that helps the school to be on track and to be complementary to the community/business needs of our area.</p>			
Sustainability	<p>10/31/2018 To continue full implementation, we will utilize input from building Leadership Team, Personalized Learning team, staff meetings, PLC meetings, Title 1 meetings, PTA meetings, individual calls to parents, and parent survey results to facilitate the planning and implementation of our school wide plan.</p> <p>11/20/2012 Continued opportunities to invite other business and community leaders to provide their perspectives on the school's efforts to best meet the needs of students who will become contributing community members.</p>			
	6.02	Instructional leader(s) regularly assist teachers in understanding the data from various student assessments to improve instruction.(359)	Implementation Status	Assigned To
Initial Assessment:	<p>10-13-19 To continue full implementation, the instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways: differentiated intervention progress, Universal screening information, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed.</p> <p>10-31-18 To continue full implementation, the instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways:</p>	Full Implementation 12/30/2010		

differentiated intervention progress, Universal screening information, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed.

5-2-17 To continue full implementation, the instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways: differentiated intervention progress, Universal screening information, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed. 4-26-16 To continue full implementation, the instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways: differentiated intervention progress, Universal screening information, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed. PLCs will use Assessment in Perspective strategies in writing to assess present level of student skills, design instruction, and then reassess skills to move forward. 9-22-15 To continue full implementation, the instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways: using statewide AMP test results, differentiated intervention progress, SLO development and progress, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed. During the fall 2015-16 school year grade level teachers received PD on Assessments in Perspective as it pertains to student writing. PLCs are using strategies from this PD to assess present level of student skills, design instruction, and then reassess skills to move forward. 5-10-15 The instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways: using statewide AMP test results, differentiated intervention progress, SLO development and progress, and various progress monitoring data. Throughout the year, instructional leader through PLCs and staff

meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed. 10-17-14 The instructional leader regularly assists teachers in understanding the use of student performance data to improve instruction in the following ways. At the beginning of the year, AIMS Web data and SBA's from 2013-14 were reviewed and evaluated to set school wide goals. After AIMS Web Universal Screening was complete, extended PLCs met to discuss data and plan for RTI interventions and to discuss instructional needs. Extended PLCs will meet again in January to look at progress monitoring and growth as well as in the spring of 2015. Throughout the year, instructional leader through PLCs and staff meetings will continue to review data including formative and summative assessments to monitor student growth and refocus instruction as needed. 9/17/13- Indicator reviewed, discussed, and updated. Along with the previously mentioned evidence, quarterly extended PLCs have been implemented for each grade level and include classroom teachers, specialists, and support staff. The new PLC schedule allows for specialists and cross-grade level teachers to meet on a more regular basis if needed. 8/17/12 - Indicator reviewed, discussed and updated. Quarterly extended PLC's are planned for grade level teams to meet with specialists and support staff. The RTI structure has been solidified and in operation. Three additional staff attended the PLC Institute during the Summer. Teachers use formative assessments throughout their instruction to garner insights as to the individual student progress and understanding and then adjusts accordingly to proceed ahead, re-teach, or in other ways to reinforce its application. Some of these are teacher generated, some embedded within the District adopted curricular materials or within the school/teacher selected supplemental resources, and others the results from outside sources (e.g. Kindergarten screening, resource screening, SBAs, etc. Some of the assessments may also be used for summative purposes their overall context provides a guide to the teachers to inform their instruction. This indicator is strengthened through the easy accessibility of benchmark data available to teachers online and the disaggregated data provided by the District staff for both school and teacher use. Formal intervention meetings focus on how to best meet the needs of students and provide an opportunity for a sharing of perspectives and ideas by professionals. The RTI Facilitator and RTI Assistants take time to meet with teachers to review and explain the available data from the AIMS assessments, CORE Diagnostics, and the individual program assessments for the selected interventions used. The RTI format and the weekly PLC team collaborative meetings help to clarify the use of the assessment information for informing instruction for both reactive

and proactive actions. Professional development topics include overviews and information on the various assessments, the data reports, and the resources available. There needs to be continued development of PLCs and the implementation of RTI as a formalized approach to sustain these efforts. As teachers reflect collaboratively on their students -grade level and school wide- their instruction and learning will continue to become enriched for the benefit of the student(s). There is also a need to look at ways to better integrate the knowledge that support staff (e.g. ELL, ANE, SPED, certified specialists) into the PLC discussions. We recognize our Resources Specialists need PLC time.

6.05 Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.(363)

Implementation Status

Assigned To

Target Date

Initial Assessment:

10-13-19 To continue full implementation, the instructional leader will conduct formal and informal observations and provide timely feedback to staff members about their instructional practices by the use of the district assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. The instructional leader communicates feedback on informal observations through informal conferences.

10-31-18 To continue full implementation, the instructional leader will conduct formal and informal observations and provide timely feedback to staff members about their instructional practices by the use of the district assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. The instructional leader communicates feedback on informal observations through informal conferences.

5-2-17 To continue full implementation, the instructional leader will conduct formal and informal observations and provide timely feedback to staff members about their instructional practices by the use of the district assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional

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practices. 4-26-16 To continue full implementation, the instructional leader will conduct formal and informal observations and provides timely feedback to staff members about their instructional practices by the use of the district provided assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. 9-22-15 To continue full implementation, the instructional leader will conduct formal and informal observations and provides timely feedback to staff members about their instructional practices by the use of the district provided assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. 5-10-15 Instructional leader conducts formal and informal observations and provides timely feedback to staff members about their instructional practices by the use of the district provided assessment form. In addition, the instructional leader uses lesson plans, classroom visits, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. 10-17-14 Instructional leader conducts formal and informal observations and provides timely feedback to staff members about their instructional practices by the use of the district standard assessment form and the goal setting form. In addition, the instructional leader uses lesson plans, classroom visit, and PLC conversations to provide feedback and share information and ideas regarding instructional practices. During the 2014-15 school year, school staff will also be learning about the Danielson model of assessment and will be going through the process on a school wide basis. 9/17/13- Indicator reviewed, discussed and updated. 8/17/12 - Indicator reviewed, discussed and updated. The District has a formalized observation and feedback system in place which the instructional leader follows. It involves both standard observation and shared goal setting. In addition the principal regularly does informal observations during weekly distribution of "Proud Paper Panthers", monthly 5-minute classroom walk-throughs, and numerous ad hoc visits. Feedback to teachers from the informal observations is done individually and conversationally as appropriate to reinforce effective instruction or to provide opportunities for reflection on improving instruction. When lesson plan rounds are undertaken (done weekly within the classroom) information is shared about colleagues who may have resources to enhance the teacher's instruction and planning. The lesson plan rounds and informal observations gives the principal a good overview of schoolwide instruction which is periodically shared with staff during faculty meetings or on an individual basis. This area may be

reinforced with a more standardized form of feedback on instructional practice. Also continued efforts to assure the consistency of the classroom walk-throughs on at least a monthly basis would be desirable.

6.06 Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.(364)

Implementation Status

Assigned To

Target Date

Initial Assessment:

10-13-19 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home through SMORE phone calls home; PTA meetings, Title 1 planning meetings, in and out of school conversations; school website, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities.

10-31-18 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home through SMORE phone calls home; PTA meetings, Title 1 planning meetings, in and out of school conversations; school website, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities.

5-2-17 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home (paper and on web page) phone calls home; monthly parent meetings, PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities. 4-26-16 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in

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12/30/2010

a variety of ways including monthly school newsletters home (paper and on web page) phone calls home; parent meetings, PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities. 9-22-15 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home (paper and on web page) phone calls home; parent meetings, PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, and through local media coverage. 5-10-15 This indicate has been met. Instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home (paper and e-copy); phone calls home; parent meetings, PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site; through Blackboard Connect and the FNSBSD app. push outs, and through local media coverage. 2-15-15 During parent/teacher conferences, a table was set-up and both instructional leader and Title 1 staff were available to talk to parents about the program and answer questions while parents filled out the Title 1 Parent Survey form. 10-17-14 Instructional leader consistently builds productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home; phone calls home; parent meetings, PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site; through Blackboard Connect and the FNSBSD app. push outs, and through local media coverage. 9/17/13- Indicator reviewed, discussed and updated. Indicator is still rated a 3. 8/17/12 - Indicator reviewed, discussed and updated. Parents are part of the Alternate Governance Team and help in communicating with other parents. Community members, not otherwise affiliated with the school, are being invited to provide input regarding the school goals and improvement plan. A computer kiosk to assist parents in gaining information about the school and their child's progress is being installed in the Lobby. Move rubric score to a 3. Climate survey results show positive parent attitudes towards Denali. Evidence of effort to solicit meaningful, two-way communication and feedback regarding the school improvement plan was not collected.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Community members, not otherwise affiliated with the school, will be invited to provide input to the identification and development of the school improvement goals.		Objective Met 10/31/18	KC Bodily	09/15/2012
Actions					
10/5/17	Will reach out to local community businesses to become business partners		Complete 09/15/2017	Debbie Hall	05/26/2017
<i>Notes:</i>					
Implementation:			10/31/2018		
Evidence	10-31-18 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home through SMORE phone calls home; PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities. 11/20/2012 Sign in sheet of participants is kept in the Title I binder.				
Experience	10-31-18 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home through SMORE phone calls home; PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities. 11/20/2012 This was a valuable conversation that enlightened both myself and the local business participants.				

<p>Sustainability</p>	<p>10-31-18 To continue full implementation, the instructional leader will continue to build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts in a variety of ways including monthly school newsletters home through SMORE phone calls home; PTA meetings, Title 1 planning meetings, in and out of school conversations; school web site, Blackboard Connect and the FNSBSD app. push outs, through local media coverage, and at parent and family engagement events and activities. 11/20/2012 Additional invitations to other business and community leaders will be extended on a periodic basis. This will both solidify this component of the process and will provide a broadening perspective to our efforts.</p>			
<p>6.08</p>	<p>Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.(358)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>10-13-19 To continue full implementation, the instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Data used will include progress made with multiple tier systems of support interventions, progress monitoring, Universal screening, AIMS Web, MAP, PEAKS, Failure Free Reading Assessments. This data will be gathered and shared with staff at staff meetings, PLC meetings, Leadership Team meetings, and in one-on-one conversations.</p> <p>10-31-18 To continue full implementation, the instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Data used will include progress made with multiple tier systems of support interventions, progress monitoring, Universal screening, AIMS Web, MAP, PEAKS, Failure Free Reading Assessments. This data will be gathered and shared with staff at staff meetings, PLC meetings, Leadership Team meetings, and in one-on-one conversations.</p> <p>5-2-17 To continue full implementation, the instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Data used will include progress made with multiple systems of support</p>	<p>Full Implementation 10/15/2011</p>		

interventions, progress monitoring, Universal screening, AIMS Web, MAP, PEAKS, Failure Free Reading Assessments, Odyssey Math Assessments, writing samples beginning, middle, and end-of-year. This data will be gathered and shared with staff at staff meetings, PLC meetings, Leadership Team meetings, and in one-on-one conversations.

4-26-16 To continue full implementation, the instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Assessments will include progress made with multiple systems of support interventions, progress monitoring, Universal screening, Star Math and Star Reading assessments, Failure Free Reading Assessments, Odyssey Math Assessments, writing samples beginning, middle, and end-of-year. This data will be gathered and shared with staff at staff meetings, PLC meetings, vertical team meetings, and in one-on-one conversations.

9-22-15 To continue full implementation, the instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Assessments will include statewide AMP data, progress made with differentiated interventions, progress monitoring, writing samples beginning, middle, and end-of-year. This data will be gathered and shared with staff at staff meetings, PLC meetings, vertical team meetings, and in one-on-one conversations.

5-10-15 The instructional leader will continue to regularly analyze assessments and other data and use the results in planning for the improved achievement for all students. Assessments will include statewide AMP data, progress made with differentiated interventions, progress monitoring, writing samples beginning, middle, and end-of-year. This data will be gathered and shared with staff at staff meetings, PLC and extended PLC meetings, vertical team meetings, and in one-on-one conversations.

1-25-15 Instructional leader met with grade level PLCs, SpEd staff, Title 1 staff, and RTI staff during an extended PLC day to go over winter AIMS Web results and discuss progress Tier 2 and Tier 3 students had made thus far. Recommendations and changes based on these results were put into place for the second semester of intervention.

10-17-14 During the month of August 2014, the instructional leader analyzed AIMS Web results and 2013/1014 SBA scores as well as feedback from staff and parents to plan for improved achievement of all students. Once the fall AIMS Web Universal Screening was complete, the instructional leader met with RTI staff, classroom teachers, and SpED staff to review where students currently were at and what interventions and instruction needed to take place to move them along in their academic growth. These conversations will continue throughout the year.

9/17/13- Indicator reviewed, discussed

and updated. 3+ Instructional leader continually monitors student academic data and collaborates with staff to analyze assessment and other data. Instructional leader monitors AIMS math and reading scores and PowerSchool data. The new PLC schedule has strengthened collaboration among teachers and specialists and monitoring of student progress across the board. 8/17/12 - Indicator reviewed, discussed and updated. Continue work to form a data group to look at the overall performance of the school. Results from the Spring SBA's and the AYP data is reviewed by all the staff at the very start of the school year prior to students arriving. Grade level specific information is then reviewed by both the "exiting" teachers and the receiving teachers. The principal takes the lead in this process. The District provides a significant resource in disaggregating data to provide insights into areas of success and needed focus. AIMSweb is utilized for universal screenings three times a year. This data is used to help adjust instruction and interventions for students. These screenings are complemented by strategic monitoring and progress monitoring for targeted students. The CORE Diagnostics is also used to obtain more detailed information regarding student learning needs. This information is used by the grade level PLC's which are continuing to develop and grow in effectiveness. The principal often uses professional development days and staff meetings to highlight aspects of the use of data from a variety of assessments.

Core Function:		Title Programs			
Effective Practice:		Domain 8.0			
	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
<i>Initial Assessment:</i>		<p>4-5-19 We would like to host several pre-school to kindergarten transition meetings throughout the year for pre school students who expect to register at Denali the following year. This would be an opportunity for students to become comfortable with Denali as well as give parents suggestions on things they should be doing to help their students growth academically.</p> <p>5-2-17 To continue full implementation, during the spring, kindergarten staff will hold an Open House for preschool students to meet staff, classroom teachers, and to help make the transition into the school setting comfortable. During the course of the school year, family nights</p>	Limited Development 10/15/2011		

are held and preschool aged children are invited to attend and take part in building wide activities. Child care is also available for this age group during parent nights. 4-26-16 To continue full implementation, during the spring, kindergarten staff will hold an Open House for preschool students to meet staff, classroom teachers, and to help make the transition into the school setting comfortable. During the course of the school year, family nights are held and preschool aged children are invited to attend and take part in building wide activities. Child care is also available for this age group during parent nights. 9-22-15 To continue full implementation, during the spring, kindergarten staff will hold an Open House for preschool students to meet staff, classroom teachers, and to help make the transition into the school setting comfortable. During the course of the school year, family nights are held and preschool aged children are invited to attend and take part in building wide activities. Child care is also available for this age group during parent nights. 5-10-15 This indicator is now complete at rated a 3. During the spring, kindergarten staff hold an Open House for preschool students to meet staff, classroom teachers, and to help make the transition into the school setting comfortable. During the course of the school year, family nights are held and preschool aged children are invited to attend and take part in building wide activities. Child care is also available for this age group during parent nights. 9/17/13 Indicator reviewed, discussed and updated. In the Spring, HeadStart and future kindergarten students are invited to Denali Elementary to see the school, visit the classrooms, and meet teachers and staff to help make a more comfortable transition. This indicator should be rated a 3. There are a number of proactive efforts to assist students to make the transition from pre-school to kindergarten. At the District level, Childfind is a significant effort and is complemented by offering services for identified students with special needs through District service such as an integrated pre-school, outreach to other early childhood programs and SPED services at heir local school especially Speech-Language. Transition meetings are usually scheduled between teaching staff for students transitioning from the District pre-school to a regular kindergarten. When a student is entering kindergarten each child is given a Developmental Profile and the teacher meets with each parent to help with the transition for that child and parent. While on occasion, groups from community early childhood programs have visited the school as part of a transition effort, these are at best hit and miss. Improvement in this area could be addressed through a more active effort to reach out to these programs and invite them to visit. Similarly, transition meetings for special needs students can be better scheduled to expedite the exchange of information and facilitate a smooth

transition for a child.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Have a Kindergarten orientation day for in-coming students in the Spring to include an invite to Head Start and other programs. Schedule transition meets for pre-schoolers (SPED) coming in to Kindergarten. Have a parent night (possibly in the Fall and Spring) for parents and children entering Kindergarten the following year.

**Objective Met
03/24/18**

KC Bodily

09/08/2011

Actions

10/5/17

Provide classroom space for FNA Preschool/Head start program here in the building.

Complete 03/24/2018

Debbie Hall

09/29/2017

Notes:

Implementation:

03/24/2018

Evidence

3/24/2018

Parent Boot Camp Strand for Preschool Age Students Partnership between FNA Preschool and Denali

Experience

3/24/2018

During school year 2017-18, we have worked with FNA Head Start to provide a space for their preschool program. Denali parents with preschool aged children are also encouraged to bring their children to all family events to help with the transition into a K-6 school.

Sustainability

3/24/2018

Continued communication with Denali parents and community.

The Denali Literacy Academy is again planned for June 2013 and efforts will be made to identify young siblings of targeted students who may benefit from participating in the Academy.

8.05

Federal, State, and local service programs are integrated and coordinated.(2118)

Implementation Status

Assigned To

Target Date

Initial Assessment:

5-16-19 The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in this effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways

Full Implementation
10/02/2011

through the Drug Free Schools, Counselors, and Behavior Intervention Aides. Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff, Counselor, Principal, and Health Aide to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child. The District has also added Social Service Managers that work with the school to help coordinate resources and help for our families.

3-24-18 The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in this effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways through the Drug Free Schools, Counselors, and Behavior Intervention Aides. Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff, Counselor, Principal, and Health Aide to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I,

Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child. The District has also added Social Service Managers that work with the school to help coordinate resources and help for our families.

5-2-17 The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in this effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways through the Drug Free Schools, Counselors, and Behavior Intervention Aides. Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff and nurse to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child.

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This is supplemented by the active listening and alertness of the Office staff and nurse to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. The school will again offer Parenting Partners Workshops with the support of the District. A team of staff and parents from the school will be presenting these workshops. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child. 5-10-15 The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in this effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways through the Drug Free Schools, Counselors, and Behavior Intervention Aides. Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff and nurse to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. The school will again offer Parenting Partners Workshops with the support of the District. A team of staff and parents from the school will be presenting these workshops. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child. 10-17-14 The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their

active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in this effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways through the Drug Free Schools, Counselors, and Behavior Intervention Aides. Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff and nurse to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. The school will again offer Parenting Partners Workshops with the support of the District. A team of staff and parents from the school will be presenting these workshops. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child. 9/17/13- Indicator reviewed, discussed and updated. 8/17/12 - reviewed, discussed and updated. The District organizational structure provides coordination and implementation of many federal and state programs and works closely with individual schools to ensure their active fulfillment. The Director of Federal Programs oversees the integration and continuity of many of these programs within one department which aides in their coordination and common effort. The District Nutrition Services Director ensures that students at each school have access to the proper nutrition and works with parents to keep them informed about meals, assistance, and nutrition in general. The District further provides support for violence prevention in many ways through the Drug Free Schools coordinator and the provision of School Safety Liaisons, Counselors and Behavior Intervention Aides (in elementary schools). Within the school, there are posters displayed regarding services for the homeless. This is supplemented by the active listening and alertness of the Office staff and nurse to help guide parents to available services as needs arise. We have staff available at the school to help families fill out paperwork for various services if there is a need. The school is initiating Parenting Partners Workshops this year with the support of the District. A team of

staff and parents from the school will be presenting these workshops. There are also a variety of parent nights offered through the combined efforts of Title I, After School Programs, Alaska Native Education and others. There are also periodic reviews with staff about the services available through the Federal and/or State governments, notably through the semi-annual Title I team meetings. The school also coordinates instruction between the various service providers within the building (including SPED, ELL, ANE, Title I, Intervention supports, etc.) so as to maximize assistance for the child while minimizing disruptions for that child.

	8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>5-16-19 All instructional paraprofessionals meet the minimum qualifications; the Human Resources Dept. tracks and monitors qualifications of all employees and new hires. All staff completed all mandatory training.</p> <p>3-24-18 All core content teachers and instructional paraprofessionals are Highly Qualified and have completed all mandatory training.</p> <p>5-2-17 All core content teachers and instructional paraprofessionals are Highly Qualified. 4-26-16 All core content teachers and instructional paraprofessionals are Highly Qualified. 5-10-15 All core content teachers and instructional paraprofessionals are Highly Qualified. 10-20-14 All core content teachers and instructional paraprofessionals are Highly Qualified. 9/17/13- Indicator reviewed, discussed, and updated. All core content teachers and instructional paraprofessionals are Highly Qualified. All teachers and instructional paraprofessionals meet or exceed Federal Highly Qualified standards. Documentation is maintained in the Human Resources Department which also monitors that only Federal Highly Qualified candidates are approved for hire.</p>	Full Implementation 09/19/2011			
	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>5/16/19 Denali continues to have a very dedicated and nurturing staff and turn over is low. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.</p>	Full Implementation 09/19/2011			

3/24/18 Denali continues to have a very dedicated and nurturing staff. Staff feel valued and supported and therefore stay on as members of the Denali family. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.

5-2-17 Denali is very fortunate to have a very dedicated and nurturing staff. Staff feel valued and supported and therefore stay on as members of the Denali family. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.

4-26-16 Denali is very fortunate to have a very dedicated and nurturing staff. Staff feel valued and supported and therefore stay on as members of the Denali family. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.

5-10-15 Denali is very fortunate to have a very dedicated and nurturing staff. Staff feel valued and supported and therefore stay on as members of the Denali family. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.

10-20-14 Denali is very fortunate to have a very dedicated and nurturing staff. Staff feel valued and supported and therefore stay on as members of the Denali family. When positions do become open, the District offices maintain files on highly qualified applicants to fill these positions.

10/1/13- Indicator reviewed, discussed, and updated. Along with the previously mentioned evidence, Denali's teachers love their community of diverse students. Denali Elementary has a reputation for supporting professionalism and is "a fun place to work." The culture attracts and retains highly qualified teachers. The District Human Resources Department maintains a file on active applicants for positions within the District. They also do outreach to recruit candidates including mailings, advertisements, recruiting trips, conference/job fair attendance, and contacts with schools of education throughout the country. The District also utilizes AppliTrack which is a web-based system for candidates to submit application documents and apply for specific positions. We draw upon this pool for possible teachers for our school.

Core Function:		Title Programs			
Effective Practice:		Parent Involvement (Title I)			
8.10		The school's Parent Involvement Policy provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.(2123)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>4-5-2019 Denali will transition to grade level family engagement nights. Teachers will target their nights to meet the needs of both their families and their students.</p> <p>5-2-17 To continue full implementation, we host a series of parenting classes and in 2017-18 will host monthly parent/principal sessions. In addition, decision making input is collected from Title 1 parent meetings, PTA meetings, school report card, parent surveys, and individual phone and face to face conversations. 4-25-16 To continue full implementation, we host a series of Parenting is a Mixed Bag classes. In addition, decision making input is collected from Title 1 parent meetings, PTA meetings, school report card, parent surveys, and individual phone and face to face conversations. 9-22-15 To continue full implementation, we host a series of Parenting is a Mixed Bag classes. In addition, decision making input is collected from Title 1 parent meetings, PTA meetings, school report card, parent surveys, and individual phone and face to face conversations. 5-10-15 Currently, we host one session of Parenting Partners classes, a series of Parenting is a Mixed Bag series of classes. In addition, decision making input is collected from Title 1 parent meetings, PTA meetings, school report card, parent surveys, and individual phone and face to face conversations. 10-20-14 Currently, Parenting Partners classes are scheduled for February of 2015 and we are currently planning for additional parent involvement activities and trainings for the 2014-2015 school year to engage parents in a meaningful way in their child's educational experience. 9/17/13 Indicator reviewed, discussed, and updated. Along with the previously mentioned evidence, two sessions of Parenting Partners are scheduled in October of 2013 and February 2014. Parents who attend Parenting Partners learn how to be advocates for their children and be more involved in their children's education.</p>	Limited Development 10/16/2011		

While there are many decision-making opportunities for parents, specific training for this is lacking to some extent. The Principal does work with the PTA Board and members to help them develop in school leadership skills. A diverse representation of the school community are and have been PTA Board members. Parent representatives also participate in the District Title I meetings as part of the school team. A variety of parent events are conducted to assist parents in understanding the importance of their input for their child's education. These include Parent/Teacher Conferences, IEP meetings, ANE Family night(includes specific training on accessing student progress), and class parent nights geared to highlighting the curriculum and exchanging ideas. Parents also participate solidly in giving feedback through the annual Parent Opinion Poll (85% of families returned a survey), Parent Input for Class Placement Form, and Title I survey. The annual school report card and accountability meeting provides another forum for parent input, guidance, and information.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Continue to provide parenting classes on topics that are generated by parents. Include parents in decision making opportunities for parent engagement events and activities.

**Objective Met
03/24/18**

KC Bodily

05/20/2015

Actions

5/9/17

Principal will host monthly meetings (i.e. Brown Bag Lunch, Muffins in the Morning, Cookies and Conversations, etc.) for parents to come in and share concerns, suggestions, and thoughts regarding school issues.

Complete 03/24/2018

Debbie Hall

05/01/2017

Notes:

Implementation:

03/24/2018

Evidence

3/24/2018

Brown Bag lunch, muffins in the morning, cookies and conversations, parenting nights, and open door policy

Experience

3/24/2018

Parents have been very receptive to these events being held at different times throughout the day.

Sustainability

3/24/2018

Continue to try and reach parents through various means for meaningful parent engagement.