

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?

Vision:

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

- 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
Initial Assessment:		All staff have implemented the district approved curriculum and as part of their weekly lesson planning ensure that the curriculum supports state standards. This is evidenced by lesson plans submitted by teachers.	Full Implementation 03/29/2021		
	1.05	School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		9/8/20 - To continue full implementation, school staff will use grade level PLCs, SST meetings, and quarterly grade level/Title I meetings to review and determine if instruction is addressing student academic growth; Map and Aimsweb data will be used to determine if students are meeting academic growth targets at an adequate pace.	Full Implementation 09/08/2020		

Core Function:		Assessment			
Effective Practice:		Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.			
KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use Aims Web in grades K-3 and Map in grades 4-6 three times per year to monitor student progress towards state standards. Our goal this year is to continue with staff data days where subs cover classrooms for grade level meetings to look at data and determine next steps. In addition, for all K-2 students who are in tier 3 there is progress monitoring being done every two weeks. We use interventions like LLI, Math Touch points, Read Live and others for students who are below grade level.	Full Implementation 11/03/2021		

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
Initial Assessment:		Staff utilize PLCs to discuss instruction to insure that all students are receiving quality lessons that are aligned to state standards. They also utilize these same PLC's to discuss strategies to help students who need additional support. To ensure that our students get the support they need we also have hired 3.5 tutors to work with small groups of students to provide interventions. Teachers also have access to several online intervention programs through our title I budget.	Full Implementation 03/29/2021		
KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3-29-21: Denali staff utilize the district curriculum which is research based. We also have several different research based intervention programs such as LLI to support students who are challenged with the curriculum. Second Step is used to provide social emotional instruction and CHAMPs is used to support student behavior as well.	Full Implementation 03/29/2021		

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>		5-21-20. Staff currently use PLC time to discuss data and align instruction based on the data. We also had a 3 hour in-service that focused partially on analyzing data during the 2019/2020 school year on data usage. Our current Title I Budget has allocated substitute time so that teachers can meet during their regular day to review aimsweb and map test data.	Limited Development 10/31/2018		
<i>How it will look when fully met:</i>		We will have quarterly scheduled Data days to evaluate Data from Maps and Aims web and confirm the curriculum is meeting the needs of our students. Substitutes will be used to cover classrooms so that teachers and administration can meet to analyze and interpret the data and determine next steps.		Becky Zaverl	05/16/2022
Actions			1 of 2 (50%)		
	5/22/20	Calendar the dates that teachers will meet during their regular day to review Aimsweb and MAP test data.	Complete 11/01/2021	Becky Zaverl	10/15/2021
<i>Notes:</i>					
	11/3/21	Our data team will meet in January and April after the AIMS and MAP testing to continue to monitor the tutoring groups and effectiveness of teaching.		Becky Zaverl	05/01/2022
<i>Notes:</i>					
Core Function:		Supportive Learning Environment			
Effective Practice:		Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.			
	4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>3/29/21: Denali utilizes CHAMPs in the classroom to ensure students are aware of classroom expectations for any given activity. We have had professional development in "Tough Kids" and teachers have incorporated several strategies from this training into their classrooms. Second step is utilized to support student's social emotional needs.</p> <p>5/22/20: Denali utilizes CHAMPs in the classroom to ensure students are aware of classroom expectations for any given activity. We have had professional development in "Tough Kids" and teachers have incorporated several strategies from this training into their classrooms.</p>	<p>Full Implementation 05/22/2020</p>		
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	4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>5/22/20 - CHAMPs continues to be utilized in classrooms to help ensure that students are fully aware of the expectations for each activity. School discipline has been streamlined and teachers appear to feel more supportive than they did last year. Our SST process has been used with success to support teachers in addressing challenging student behaviors.</p> <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		
<i>How it will look when fully met:</i>	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 03/29/21	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:			03/29/2021		
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.				
Sustainability	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
Initial Assessment:		5/22/2020 Staff has been trained in CHAMPS and it is used in classrooms and the school common areas. Students receive positive recognition and praise when observed following the school rules. Despite this, staff continue to feel that student behavior is one of the biggest obstacles to school improvement.	Limited Development 05/22/2020		
How it will look when fully met:		Our school started the year with our motto of Love, Kindness and Respect. Our first quarter assembly addressed recognizing kids who have demonstrated love, kindness and respect. Panther Pride was introduced where staff and students now have a platform to find and recognize kids and staff who are living by our motto. Kids are recognized on the daily announcements and at the quarter assemblies.		Becky Zaverl	05/02/2022
Actions			0 of 1 (0%)		
	5/22/20	Panther Pride: Kids can submit names of kids or staff who they saw showing love, kindness and respect in our school.		Becky Zaverl	05/01/2022
<i>Notes:</i>					
	4.04	School staff consistently implement a school-wide attendance policy. (345)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Fall 2020: Current implementation efforts include: Staff will identify students with chronic absenteeism and work with individual families to help find solutions to barriers that are preventing students from attending/engaging in school whether in-person or remote learning. The staff primarily responsible for contacting families with ongoing barriers will be the principal, school counselor, and the FNA Family Service Manager. (see action below)

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.

4/5/19 To achieve 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 in improving 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.

Limited Development
09/19/2013

How it will look when fully met:		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. Everyday our attendance secretary calls the students who are out and we help with any problems the family is having with getting their child to school.		Becky Zaverl	05/02/2022
Actions			2 of 3 (67%)		
	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.	Complete 11/18/2019	Cecelia Hudson	01/01/2020
<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.	Complete 10/15/2020	Max Wortman	10/15/2020
<i>Notes:</i>		5/22/2020: Update - We focused on working with families on attendance during third quarter. However, due to the school closure in March we were unable to successfully complete this. We will move the target to October 15th, 2020. 11/18/2019: update: partially implemented; inconsistent. Find a consistent time to meet and discuss parent contact regarding attendance. Change target date to			
	3/29/21	SSM, Counselor, and Administration will meet weekly to discuss attendance concerns.		Becky Zaverl	05/02/2022
<i>Notes:</i>					
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:		3-29-21: We implemented a saturday school this spring to help our struggling k and 1 students. There are 3.5 tutors who provide tutoring services to students who need additional support. Our afterschool program currently services approximately 30 students. We will be implementing a summer learning program for our next year's incoming first and second grade students to help fill gaps in reading, math, and SEL.	Full Implementation 03/29/2021		

	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>			3-29-21: Our staff integrates the Alaska Cultural Standards into their curricula in various ways. Alaska Native Education (ANE) supports are utilized in the classroom. We work closely with a family services coordinator embedded in the school by FNA to support our American Indian and Alaska Native students. Students participate in learning about and creating traditional native art which can be seen throughout the school. Several years ago, students carved a totem pole with AK Native, Bert Ryan. The totem pole resides in the playground and represents the school's values of love, kindness, and respect. Our school has an international club in which students learn about cultures from around the world. Our curriculum books represent many cultures and instill a respect for diversity. The music curriculum includes music from many cultures and countries. Teachers celebrate and highlight cultural experiences of their students through the course of the year.	Full Implementation 03/29/2021		
	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>			Our ANE and FNA staff have a meet and greet every morning at the door where they welcome parents in every morning. Our parent-teacher conferences have staff available for all conferences from ANE, ELL, ELP, SPED to Title 1 tutors that work with our kids. There are weekly newsletters that go out and the principal shared the Parent-Curriculum guide so that parents know where kids should be at each grade level. Our budget allows for a family communication outreach coordinator to make sure parents and families feel welcome and comfortable.	Full Implementation 11/03/2021		
	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>3/29/21 We utilize a collaborative planning process that includes feedback from parents, teachers, and classified staff members. Community engagement activities are planned with community input. Communication about these events is done through the school monthly newsletters, classroom weekly newsletters, blackboard connect e-mails and reminder texts, and fliers both sent home with students and hung around the school.</p> <p>5-22-20 - We utilize a collaborative planning process that includes feedback from parents, teachers, and classified staff members. Family nights are planned with community input. Communication about these events is done through the school monthly newsletters, classroom weekly newsletters, blackboard connect e-mails and reminder texts, and fliers both sent home with students and hung around the school.</p>	<p>Full Implementation 05/22/2020</p>		
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Core Function:	Professional Development
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Effective Practice:	Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.
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KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Instructional coach is used for continuous professional development with teachers looking at the data and helping address needs.</p> <p>Staff survey sent out about upcoming PD day to see what needs they have and how we can meet them. Interventions were requested and guest speakers lined up for teacher's areas of need.</p>	<p>Full Implementation 11/03/2021</p>		
KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>3-29-21: Teacher use PLC time to focus on continuous improvement of their instruction. Professional development is determined by data and staff input. Half of the staff is on an evaluation instrument that encourages them to focus on one of Danielson's Domains to improve their instruction. We utilized an instructional coach (.2FTE) this year to help teachers implement best teaching practices in their classroom and hope to find funding to increase this to .5 FTE next year.</p> <p>5-22-20: Teachers continue to use PLC time to focus on continuous improvement of their instruction. Staff professional development is determined by data and staff input. Roughly 1/2 the staff is on an evaluation instrument that encourages them to focus on one of Danielson's Domains to improve their instruction. In 2020-2021 an Instructional Coach (.2 FTE) will introduce the principles and steps involved in utilizing the Impact Cycle to support instruction.</p>	<p>Full Implementation 05/22/2020</p>		
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<p>Core Function:</p>		<p>Leadership</p>			
<p>Effective Practice:</p>		<p>Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.</p>			
	<p>6.01</p>	<p>Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.(357)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p>Initial Assessment:</p>	<p>03-29-2021: The school uses a Title I team to review school successes and opportunities for improvement. The school also has a leadership team to represent the interests of the staff and we develop plans to move the school forward. Family input is provided during the Title I meetings. School staff is provided the opportunity to provide input through the TOPs survey and the data is utilized during professional development to set improvement goals.</p>		<p>Full Implementation 03/29/2021</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	Target Date
<i>Initial Assessment:</i>			5-22-20: Staff development has focused on utilizing data to ensure our instruction is meeting the needs of our students. We have scheduled several data days during the school year, but due to sub shortages have been unable to implement this plan effectively. During 2020-2021, days will be calendared well in advance in order to secure the time to hold these meetings.	Limited Development 05/22/2020		
<i>How it will look when fully met:</i>			Teachers will be provided substitutes for their classroom so that they can meet in grade level teams along with the administrator to analyze data and determine how to better meet student needs.		KC Bodily	12/31/2021
Actions				0 of 1 (0%)		
	5/22/20	Calendar grade level data team meeting days.			Becky Zaverl	05/02/2022
<i>Notes:</i>						
		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

<p><i>Initial Assessment:</i></p>	<p>3-29-21 To continue full implementation, the instructional leader will conduct formal and informal observations and provide timely feedback to staff members about their instructional practices using the district evaluation form based on the Danielson Framework. 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.</p> <p>5-20-20 To continue full implementation, the instructional leader will conduct formal and informal observations and provide timely feedback to staff members about their instructional practices using the district evaluation form based on the Danielson Framework. 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.</p> <p>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.&nbsp;The instructional leader communicates feedback on informal observations through informal conferences.

</p><p>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 practices.</p>	<p>Full Implementation 05/22/2020</p>		
<p>6.06</p>	<p>Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.(364)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:		3-29-21: We will continue to use smore newsletters, phone calls home, PTA meetings, Title I planning meetings, in and out of school conversations and the school website to provide parents the information they need to have a positive opinion of the school.	Full Implementation 03/29/2021		
	6.08	Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.(358)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3-29-21: Administration uses data to determine PD objectives, plan school initiatives and provide feedback to staff. The feedback is provided informally with minimal structure. Data is utilized in SSTs and IEPs to ensure that students are receiving appropriate supports. 5-22-20: Administration uses data to determine PD objectives, plan school initiatives and provide feedback to staff. The feedback is provided informally with minimal structure.	Limited Development 05/22/2020		
How it will look when fully met:		We will utilize our Title I budget to pay for substitute teachers to have three scheduled data days after each round of Map and Aims Web Testing.		Becky Zaverl	05/02/2022
Actions			0 of 1 (0%)		
	5/26/20	Calendar data days for post MAP and AimsWeb testing.		Becky Zaverl	05/02/2022
<i>Notes:</i>					

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>3-29-21: Due to the Covid Pandemic we did not host any kindergarten prelaunch in the 20/21 school year. We will be hosting a kindergarten welcome meeting via zoom later in the year. We will also plan to do spring K pre-launch next year.</p> <p>5-20-20: We hosted 4 kindergarten pre-launch events this year (2019-2020) that focused on informing parents what pre-school students should be learning to be prepared for school as well as make our future students feel comfortable and excited to be coming to our school. Kindergarten Pre-launch events will continue in 2020-2021. Evidence to include: Efforts to contact families: plan of activities; sign-in sheets.</p>	Full Implementation 05/22/2020		
8.05	Federal, State, and local service programs are integrated and coordinated.(2118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>3/29/21: 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 Executive 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 and outreach to homeless families in need of support is supplemented by the active listening and alertness of the office staff, Counselor, Principal, and Health Aide. The staff helps to guide parents to available McKinney-Vento and other social services as needs arise. We have staff available at the school to help families fill out paperwork for various social 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 available services through the Federal and/or State governments, notably through the semi-annual Title I team meetings. Denali 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</p>	Full Implementation 05/22/2020		

minimizing disruptions for that child. The District assigns Social Service Managers to work with the school to assist with the coordination of resources and additional support for our families.

5-20-20: 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 Executive 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 and outreach to homeless families in need of support is supplemented by the active listening and alertness of the office staff, Counselor, Principal, and Health Aide. The staff helps to guide parents to available McKinney-Vento and other social services as needs arise. We have staff available at the school to help families fill out paperwork for various social 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 available services through the Federal and/or State governments, notably through the semi-annual Title I team meetings. Denali 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 assigns Social Service Managers to work with the school to assist with the coordination of resources and additional support for our families.

	8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>2/29/21: All Instructional Paraprofessionals meet the minimum required qualifications; FNSBSD's Human Resources Department staff tracks and monitors qualifications of all employees and new hires. All staff complete mandatory training.</p> <p>5-22-20: All Instructional Paraprofessionals meet the minimum required qualifications; FNSBSD's Human Resources Department staff tracks and monitors qualifications of all employees and new hires. All staff complete mandatory training.</p>	Full Implementation 05/22/2020		
8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>3/29/21: Denali continues to have a very dedicated and nurturing staff and turnover is low. When positions do become open, the District Human Resources Department maintains files on highly qualified applicants to fill these positions.</p> <p>5-20-20: Denali continues to have a very dedicated and nurturing staff and turnover is low. When positions do become open, the District Human Resources Department maintains files on highly qualified applicants to fill these positions. During 2019-2020, Denali had 1 first-year teacher who reported that she felt very supported by staff and the administration this year.</p>	Full Implementation 05/22/2020		

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

<p>Initial Assessment:</p>	<p>3/29/21 The school's Parent & Family Involvement Plan ('Policy') is posted on the school's website. The plan includes specifics on how and when parents and families are given opportunities to provide feedback on the school's Title I Plan, School-Parent-Student Compact, and themes/focus for family nights. Education was provided to parents on SEL throughout 2019-2020 by way of the monthly school newsletters. There was an educational component in our Kindergarten pre-launch nights. The required Title I Informational meeting is held every fall to inform and receive feedback from parents about Denali's Title I plan.</p> <p>5/2020 The school's Parent & Family Involvement Plan ('Policy') is posted on the school's website. The plan includes specifics on how and when parents and families are given opportunities to provide feedback on the school's Title I Plan, School-Parent-Student Compact, and themes/focus for family nights. Education was provided to parents on SEL throughout 2019-2020 by way of the monthly school newsletters. There was an educational component in our Kindergarten pre-launch nights. The required Title I Informational meeting is held every fall to inform and receive feedback from parents about Denali's Title I plan.</p>	<p>Full Implementation 05/22/2020</p>		
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