

Comprehensive Progress Report

Mission: 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: We envision learning without boundaries, where every student achieves his/her path to academic and career success. Learning will be driven by student need, through flexible and adaptive options. Supporting the district's educational system are highly engaged families; proven technology infrastructure; staff that are continually raising the bar in their profession; and a community that is committed to growing our future.

Goals:

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1. Personalized Learning: Provide all students with options to meet their needs and achieve academic success. 2. Effective Communication: Establish relevant and consistent two-way communication to increase student, parent, staff and community connectedness with the district. 3. Parent & Community Engagement: Engage parents and the community to create a meaningful learning environment for students. 4. Organizational Excellence: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive. 5. Technology Integration: Integrate technology across the district.



! = 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:		11-3-17 We are aligning our curriculum and state standards. Grade level work as well as subject area. We work Staff Meetings, PLCs and Professional Development days.	Limited Development 11/03/2017		
How it will look when fully met:		We have created a calendar to address the curriculum and state standards alignment... as well as review for teachers.		Debra Foster	03/29/2019
Actions			3 of 4 (75%)		
	11/3/17	Teachers address subject area standards during weekly PLC meetings. The week gives teachers time to teach and assess the standard with the curriculum.	Complete 03/27/2018	Debra Foster	03/23/2018
Notes:					
	11/3/17	Staff meetings review grade level progress on state standards and the district curriculum. The meetings provide next steps and progress.	Complete 03/27/2018	Debra Foster	03/23/2018
Notes:					
	4/3/18	Continued PLC and staff meetings that address curriculum alignment with state standards.	Complete 10/02/2018	Debra Foster	09/26/2018
Notes:					
	4/3/18	During 2018-2019, Professional Development engages the Daily 5 small academic intervention groupings to the state standard needs of the students.		Debra Foster	03/06/2019
Notes:					
	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:		10-31-18 We use "I Can" statements for Reading, Writing and Math to guide our lesson planning. We use AIMS and MAP testing three times a year to norm our students progress. We use progress monitoring with AIMS, Journeys, SmartyAnts, and Read Naturally Live.	Full Implementation 09/25/2012		

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)
<i>Initial Assessment:</i>		<p>2017-2018:</p> <p>3-8-18 We are getting ready for our 3rd Universal Screening. We conduct a Fall, Winter and Spring Universal Screening with the help of our Title I Instructional Coach and Tutors. The data provides insights into our teaching practice and academic interventions conducted by our Title I tutors.</p> <p>May, 2017 Score = 3+ Exemplary -Schoolwide Assessment plan -Annual Assessment Calendar -Samples of classroom assessments -Samples of student work -Walkthrough data -MAP Data (grades 3-6) -AIMSWeb data (K-2) -Samples of progress monitoring</p>
		<p>Implementation Status</p> <p>Full Implementation 05/11/2017</p>
		Assigned To
		Target Date

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
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Initial Assessment:	<p>Universal screening (3 times a year) identifies low performing students needing academic intervention. Title I tutors push into classrooms for these intervention programs, 30 minutes daily.</p> <p>Teachers review curriculum during weekly PLC meetings, bi-monthly staff meetings, and ongoing Professional Development.</p> <p>Instructional coach guides staff towards effective use of building curriculum materials, including online materials.</p> <p>We have a well functioning school-wide plan in place. Due to our high student transiency we are exploring strategies to assess new students in a timely manner.</p>	Limited Development 12/15/2010		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	<p>4-3-18 Continued work between Title I Instructional Coach, teachers, and Title I paraprofessionals to meet low performing student needs. Current paraprofessional push-in models allow for teacher/ aide time to create groups and guide interventions.</p> <p>8/21/17 The school has a written plan, and the instructional leader and instructional staff consistently implement the plan to provide timely intervention to support all low performing students. Instructional leader and instructional staff collaborate to discuss and implement different instructional strategies to meet the needs of all students. -Title I Literacy coach coordinates additional support for low performing students. -Title I Coach works closely with teachers and paraprofessional providing additional service.</p>		Thad Keener	03/29/2019
Actions		7 of 8 (88%)		
10/10/12	A weekly meeting will be established to continually monitor and provide support to the academic intervention program and people assigned to work within the intervention structure. This is a fluid program due in part to our high student turnover. A representative from RTI assistant, Intervention Aide and Intervention Support tutor will attend the meetings.	Complete 10/25/2012	Lorre Oxman	10/25/2012

Notes: 2012-2013

Adjusted meetings to quarterly with the entire team of intervention support aides and RTI Assistants.
Weekly informal meetings are held as needed to problem solve on a regular basis. The facilitator of this process is the Literacy Coach, Lorre Oxman.

This task is completed and institutionalized.

2/18/11

Instructional Leader and instructional staff will organize student interventions into levels that represent an increase in support. These levels include universal interventions available to all students, such as more classroom instruction on a particular subject; targeted interventions, wherein students are provided more support than peers, such as tutoring; and intense interventions that involve more individualized services tailored to the unique needs of the individual student.

Complete 04/24/2012

Lorre Oxman

05/18/2013

Notes:

2011-2012 Instructional leader will review Wise Ways Center on Innovation and Improvement "There are coordinated school-wide efforts to help low performing students become proficient." (335)

Instructional Leader will meet with staff to discuss above information.

2012-2013 Principal will work as a team with Literacy and Math Coach to provide fluid communication about the reading and math interventions and student progress within the interventions to teachers throughout the course of the school year within the PLC setting.

2013-2014 Quarterly Intervention support meetings will be facilitated by the title one Coaches to provide ongoing training and support for the intervention team.

2014-2015 Continue previous years work. Adjust the Tiers in Aimes Web to reflect higher norms and realign the tiers to determine which students will qualify per Ellis Ott, FNSBSD statistician.

9/19/13

Adjust the system of the process of identification of students to reflect changes in staff for intervention support. Adjust weekly meetings to every two week meetings.

Complete 09/19/2013

Lorre Oxman

09/30/2013

Notes: This is a fluid process. Create a flow chart that identifies the current Intervention support team flow.

4/20/14	Focus on Writing instructional practices in grades 2-6. Implement innovative writing professional development options for teachers targeting at risk, ELL, and Special Education subgroups in the regular education classroom.	Complete 08/31/2014	Mary Carlson	04/25/2014
<p><i>Notes:</i></p> <p>Start the process of imbedded professional development by bringing professional development writing ideas from the team that attended the title one conference this year. Shauna Budge, Shane McBurney, Mary Carlson, Debby Foster, Lorre Oxman</p>				
8/31/14	2012-2013 Principal/Assistant Principal will attend at least one PLC weekly. 2013-2014 Adjust PLC's to reflect new model of one time a week Tuesday, 3:00-4:00 for the entire school year. 2014-2015 Create a year long/quarter based plan for PLC focus topics. This task was not completed.	Complete 03/23/2015	Mary Carlson	09/23/2014
<p><i>Notes:</i> Provide structure to the dedicated PLC time and also honor the teacher led PLC process that allows for creative, teacher leader decision making. An example of this was last year's 3rd grade teacher led decision to implement a walk to math program, the process was a grade level PLC focus that lasted throughout the year.</p>				
8/31/14	Establish an ongoing school based training program for Professional Development for RTI Assistants, Tutors and all temp support working with students. Focus on Writing, Social/Emotional, Behavioral and Reading and Math interventions as needed.	Complete 01/12/2015	Lorre Oxman	01/01/2015
<p><i>Notes:</i> Our school has a large turnover of students and a cyclical turnover of Intervention support team members. A formalized structure of training and job-shadowing with focused attention of quality of work skill level is the foundation for a strong knowledgeable intervention team.</p>				
4/17/14	Align the Title One budget to reflect additional supports in writing, reading and math as determined from SBA data, AIMES Web tracking on data probes and teacher recommendation based on student achievement. Focus on developing writing strategies for reluctant writers and English Language Learners.	Complete 04/14/2017	Mary Carlson	04/12/2017

Notes: School Year 2016-2017: Funds will be allocated to continue writing, behavior and social emotional professional development.

Bring in Professional Learning from the recommendations of the the team that attended the National Title One Conference.

Focus on language arts/writing focus in grades 3-6 and math and reading grades k-2.

Include three recommendations from the team to implement over a two year period so that there is time to see the progress. 2013-2014: The following recommendations were given: Star Walk Kids Media for science non-fiction student centered text, Visualize Writing Process for ELL and reluctant Writers , and 10 Base Blocks as teaching tools for primary age students.

3/7/18 Title I tutors continue to assess students and meet low performing student needs. Instructional coach guides staff towards best practices including online materials. Staff engage weekly PLC meetings, bi-monthly staff meetings, and ongoing district Professional Development.

Thad Keener

03/08/2019

Notes:

Implementation:

10/18/2016

<p>Evidence</p>	<p>4/24/2012 We use the RTI model of assessment and remediation to identify low performing students and to provide intervention strategies to help them become proficient in assessed needs.</p> <p>4/12/2013 4/13/2013 meeting agenda items four times though out the year include information about adjustments of schedules and routine troubleshooting plans of action.</p> <p>9/29/2013 See tutor schedules, progress monitoring, and trouble shooting updates throughout the school year to see the ongoing process involved with this objective.</p> <p>3/25/2015 See agenda items for trainings at least three times a year more if necessary. Lorre Oxman Literacy coach provides training and keeps agendas etc.</p> <p>10/18/16 PLC notes Lesson Plans Admin Walk-througs Lit Coach lesson plans Attendance Records</p>			
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Experience

4/24/2012

We are using the district's RTI(Response to Intervention/Instruction) plan as our school wide written plan to address low performing students to become proficient.

4/12/2013

4/13/2013

The district wide RTI plan is in place and institutionalized using Response to Intervention Aide support, Intervention Aides support and a shift to a combination RTI/Intervention support model for three of the RTI Assistants for this school year only.

9/29/2013

The intervention process was adjusted to include math and reading for tier 3 and a writing pilot for grades 4-6 based on sba scores. The literacy coach coordinates tutors, RTI assistants and title one tutors to ensure regular problem solving and a smooth intervention process is ongoing.

3/25/2015

This task is ongoing and cyclical depending on the rotation of intervention support tutors.

10/18/16

Academic Interventions are six weeks in length for groups of 4-6 students in need.

Sustainability

4/24/2012

In addition to the RTI model of assessment and evaluation, we strategic monitor incoming students and provide intervention support as needed.

4/12/2013

4/13/2013

strategic monitoring data available on the AIMES Web site.

9/29/2013

continue with best practice,

work on making sure that the tutors that come on as new hires are trained on all of the interventions and are given shadowing opportunities for professional learning.

continue to have the literacy and math coach oversee the process of intervention.

provide regular and timely feedback to teachers on progress of intervention

3/25/2015

The math and literacy coach model for this school is instrumental in this process. The literacy coach and Math coach coordinate training, monitoring of intervention and staff associated with tutoring. This model requires focused attention to the process.

10/18/16

Continued Progress Monitoring

Assessments provide student both growth and needs

Consistent schedules and academic support provide by Lit Coach

	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>4-3-18 Our Title I Instructional Coach helps guide teachers' practice during weekly PLC meetings and during our Professional Development days.</p> <p>8/20/17 All staff use district adopted curriculum including the academic intervention programs for Reading and Math.</p>	Limited Development 12/15/2010		
How it will look when fully met:			<p>4-3-18 Our Title I Instructional Coach helps guide teachers' practice during weekly PLC meetings and during our Professional Development days. Additional instructional resources (AR, IXL, Reading A-Z, and others) help support deepening student learning.</p> <p>2015-2016 School Year: Maintenance efforts includes: - MOA fo onsite Picture in Writing Coordinator -Funding for continuation of Renaissance Learning, Star Reading, Star Math, A Ticket to Read, and other apps providing additional support. All instructional staff are using scientifically based instructional practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas. All teachers regularly collaborate together for the purpose of sharing scientifically based best practices.</p>		Thad Keener	10/24/2019
Actions				6 of 7 (86%)		
	2/16/11	<p>Use Professional Learning Communities (PLC) meetings as a forum to discuss what individual teachers are using as curriculum in their classrooms.</p> <p>Teachers will share scientifically based instructional practices with one another.</p> <p>Instructional Leader will conduct regular walk throughs to observe instructional practices.</p>	Complete 08/20/2013	Mary Cofer	05/16/2013	

Notes: Assign when and which PLC meetings will be the focus of classroom curriculum.

We did use PLC meetings as a forum to discuss what individual teachers are using as curriculum in their classrooms. Teachers regularly collaborated together for the purpose of sharing scientifically based practices. Instructional leader did conduct observations to observe instructional practices. However, additional time is needed to ensure that all instructional staff are using scientifically based instructional practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.

2012-2013 PLC's are scheduled by Lorre Oxman A plan for each quarter was established at the beginning of the year with suggested topics. Next year, 2013-2014 Lorre Oxman will continue to coordinate PLC's and RTI intervention support team.

With the adoption of the new State Common Core Standards, teachers strive to align the standards with their core curriculum, adding more rigor and depth to their lesson planning. On August 20, 2013, Teachers reviewed folders of assessment information of students coming to their classrooms from the previous grade. As a grade level they were looking for the greatest need in areas of reading, writing, and math. Comparing SBA scores and AIMSweb spring benchmark results. They looked at the trends schoolwide for a global snapshot of their incoming students. They were looking to focus on something within those trends. After collaboration, ideas were generated for professional development within their focus on the trends.

9/19/13 Principal will do classroom walk through at least twice a month to observe teacher instructional practice.

Complete 03/24/2015

Mary Carlson

05/31/2013

Notes: When doing walk through note time and date on calendar to document the process.

4/13/15 Review Professional Development Recommendations from National Title 1 Conference to determine appropriate research-based programs for use in 2015-2016 Professional Development School site Plan.

Complete 04/20/2015

LaLaunie Whisenhant

04/30/2015

Notes: Organized professional development on the topic of the neuroscience of emotional regulations to meet needs identified in the school-wide needs assessment and implement recommendations on research-based programs presented at the National Title I Conference.

4/21/14	Monitor successful progress of student's academic growth through the use of the adopted school district curriculum materials that are aligned to the state standards: StoryTown and enVision Math.	Complete 05/10/2017	Thad Keener	04/20/2017
<p><i>Notes:</i> 2016- 2017 Teachers continue to successfully use these core curricular materials.</p> <p>2015-2016 School Year:</p> <ul style="list-style-type: none"> -Administrators and grade level teams will discuss pacing and essential skills to address in each grade. -Utilize PLC's and staff meeting to facilitate professional discourse. 				
5/27/15	Purchase 5 additional classroom sets of visual writing materials. Professional Development. Funds allocated to support parent involvement initiatives throughout the year associated with reading, writing, math, social/emotional, behavioral areas. Funds allocated to support materials required for Parenting Partners Framework. Purchase emergency clothing and supplies for students that are in a homeless status. Purchase supplemental materials to support school wide professional development activities. Purchase academic recognition materials, supplies certificate, certificate holders for awards ceremonies and transition ceremonies kindergarten/6th grade and other grades as needed. Purchase 3 sets of Touch Phonics kits to be used as an early childhood pre-literacy intervention. Kindergarten and 1st grade.	Complete 05/16/2017	Barbara Wiley	05/16/2017
<p><i>Notes:</i> 2015-2016 School Year:</p> <ul style="list-style-type: none"> -Purchase necessary visual writing sets-many staff members received training in May 2015. -Allocate funds to support behavioral initiatives-CHAMPS, Social Emotional behavior kits to support teachers as they practice skills learned. -Establish Parenting Partners/Start up date October 13, 2015. 				
5/11/17	Classroom Tutors provide small group academic interventions for Tier 2 and Tier 3 students. Ensure new hire classroom tutors will be provided sufficient training and support to use identified intervention materials (especially Leveled Literacy -LLI and Read Naturally Live).	Complete 09/15/2017	Debra Foster	09/15/2017
<p><i>Notes:</i> Classroom Tutors, supported by Title I programming, provide in-class academic interventions for Tier 2 and 3 students using adopted intervention programs.</p>				

5/11/17	In 2017-2018: continue to focus on instructional practices through professional development. Staff attending national and state conferences provide information and model best practices at staff meetings and PLCs.		Debra Foster	05/18/2019	
<i>Notes:</i>					
KEY	3.04	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>3-8-18 Our PLCs teams create and analyze formative assessments. Our Title I Instructional Coach helps guide these assessments and data reviews. The Title I tutors support academic interventions in the classrooms.</p> <p>All instructional staff uses formative assessment data to determine the effectiveness of their instruction in some curricular areas. 2012-2013 A focus on Formative assessment measures was started during PLC's this year but more work is needed in this area.</p>	Limited Development 12/17/2010			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments. Maintenance of effort includes: -Substitute to support data teams; student reports from computer apps	Objective Met 10/31/18	Thad Keener	12/21/2017	
Actions					
10/10/12	Start the process of familiarizing teachers with the new state standards at the PLC level and through presentations from the Curriculum Department.	Complete 02/28/2013	Mary Carlson and team of Lorrie Oxman and Debbie F	05/28/2013	
	<i>Notes:</i> Presentations were made at PLC time in January, at 1/2 Early out in February and in a staff meeting in February by the Principal, Mary Carlson and the title one literacy and math coach.				

9/17/14	All grade levels will use formative assessments to help differentiate instruction. Teachers use student data to guide their instruction and creation of small groups for academic interventions.	Complete 05/17/2017	Debby Foster	05/17/2017
<i>Notes:</i> 10/18/16 Use PLC meetings and conferences with academic aides and Lit Coach to assess student data.				
9/17/14	Use PLC time to analyze a variety of formative assessment data throughout the school year.	Complete 05/17/2017	Debra Foster	05/17/2017
<i>Notes:</i>				
Implementation:		10/31/2018		
Evidence	<p>11-3-17 Three times a year, MAP and AIMS assessments provide valuable information about our students' progress. Learning groups are guided by these tests as well as other formative assessments including Progress Monitoring. Formative assessment data is regularly reviewed during PLCs for changes to instructional programs.</p> <p>4/12/2013 Staff meeting agenda with items related to the state standards. Early out February agenda with entire time designated for state standard familiarization activities. PLC followup in February around the new state standards.</p>			
Experience	<p>10-31-18 Teachers meet during PLCs to discuss student progress through Formative Assessments.</p> <p>11-3-17 This is a core instructional tool for our school. We have found the formative assessments key to affirming or redirecting our programs.</p> <p>4/12/2013 New state standards in core subject areas or reading writing math, speaking and listening were copied and distributed to staff members within two days of receiving them from the school district.</p>			

Sustainability	<p>10-31-18 During PLCs our teachers create formative assessments that meet their student learning goals. The student performances are assessed and new lesson plans are created. Teacher effectiveness is addressed during this time.</p> <p>11-3-17 MAP and AIMSWeb assessments guide our programs of study. Our Walk to Math program utilizes the formative data. Our push-in tutoring uses the formative data and assesses the effectiveness of the programs being used.</p> <p>4/12/2013 Continued and ongoing focus on professional development around the new state standards and teaching strategies and development for teachers that will focus on a shift towards higher order thinking, speaking, listening and problem solving.</p>			
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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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	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>10-31-18 Our Behavior support teams and teachers are trained by Title I for CHAMPS and Safe and Civil Schools behavior programs. Our school closely monitors behaviors that interrupt learning and structure plans to increase success in the classroom. We are mindful that Primary students need time in the classroom to be successful. Title I supported BIA temps allows for aides in classrooms where students are learning to be successful. This is very important for these students success and the classroom's success. Intermediate students are benefiting greatly from our "Choice" Encore electives. Negative behaviors in Intermediate are down dramatically despite adding 7th grade.</p> <p>2011-2012 Some instructional staff utilize classroom strategies to maximize instructional time. We do not currently have a coordinated school-wide effort, but our goal is to establish a school-wide plan. 2012-2013 There are many classroom management strategies evident at each grade level that maximize instructional time throughout the day. 2013-2014 This will be a goal for next year working within Domain 4 in Danielson model as well as the Sprick Champs model.</p>	No Development 12/17/2010		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>10-31-18 Our use of CHAMPS has guided our students towards productive classroom experiences. Even so we continue to engage this topic as our new district initiative of Personalized Learning challenges our classroom management. We continue to assess and adjust our programming. PD is geared towards this new form of classroom instruction. Our Title I funds support our Instructional Coach, classroom tutors, and behavior support as well as our guest instructors like Tiffany Wycoff.</p> <p>Old - There will be a coordinated school-wide plan developed to implement effective classroom management strategies that maximize instructional time throughout the school. All school staff are implementing the school-wide plan of research based effective classroom strategies to help maximize instructional time throughout the school.</p>		Objective Met 10/31/18	Thad Keener	05/22/2015
Actions					
	10/10/12	Start with looking at start of the school day for students. All Students gather in the commons and gym in the morning. Determine how quickly they are transitioning into their classroom settings and they how quickly classroom instruction is starting.	Complete 09/03/2012	Shawna Henderson	12/31/2012
		<i>Notes:</i> Adjustments to the dismissal process in the morning from the gym were made to ensure students were in their classrooms in a timely manner. This shift was instrumental in ensuring that there was a consistent start time for all students and a more efficient use of morning routine times.			
	6/1/13	At the september staff meeting 30 minute focus on CHAMPS and Danielson Domain 4 work.	Complete 09/17/2014	Mary Carlson	09/18/2013
		<i>Notes:</i>			
	5/21/14	Focus on domain 4 classroom environment for Danielson work during professional development days. Start the process of bringing on CHAMPS.	Complete 05/20/2014	Robyn Ward	05/18/2016
		<i>Notes:</i>			

10/10/14	Start a PLC focus group working on the CHAMPS material with Assistant Principal, PE coach and Music Teacher and Counselor.	Complete 05/20/2015	Lalaunie Whisenant Assistant Principal	10/28/2016
<p><i>Notes:</i> Meet during PLC time to support professional knowledge of CHAMPS and integrate strategies in the specials throughout the school year.</p>				
Implementation:		10/31/2018		
Evidence	<p>10-31-18. This is a challenging Objective as full and effective implementation would look like perfect students; very rare. Continual improvement and adjustment to our students is a must. We fluctuate greatly with 3-year soldier/ family rotations and deployments to war zones that create unique situations for classroom management. Our teachers must be continually professional developed.</p> <p>4/12/2013 data of times of entry and instructional start times. By tweaking this regularly we are able to institutionalize the start time arrival of our students. Our school has over 300 students in the 2nd -6 grade areas that were effected by this change.</p> <p>4/12/2013 data of times of entry and instructional start times. By tweaking this regularly we are able to institutionalize the start time arrival of our students. Our school has over 300 students in the 2nd -6 grade areas that were effected by this change.</p> <p>5/26/2015 Guidelines for Success and expectations were created for all common areas of the school (computer lab, gym, music, hallways, recess, bathrooms, computer lab). Posters were made and hang around the school. A Power Point was created to present students with expectations.</p>			

Experience

10-31-18. Staff are trained in CHAMPS to create positive learning environments. Additionally, our Title I supported behavior team uses their training and incentives for students who need extra to be productive in the classroom. Karl Schleich has presented for this area hired by Title I. Our Title I Instructional Coach supports classroom management in the classrooms. We engage CHAMPS lessons with another Title I school and they in turn come to us for Title I supported training in classroom management under Personalized Learning models with Tiffany Wycoff.

4/12/2013

We took data on the dismissal times from the gym for students in grades 3-6 in the beginning of the year based on the fact that it looked like students were losing instructional time due to logistics of the dismissal.

4/12/2013

We took data on the dismissal times from the gym for students in grades 3-6 in the beginning of the year based on the fact that it looked like students were losing instructional time due to logistics of the dismissal.

5/26/2015

The CHAMPS PLC met to prepare for implementation and meet the needs outlined by staff regarding consistency in behavior management throughout the school. Steps of implementation and updates were provided to staff throughout the process. Staff members requested and were provided additional information for implementation and consistency in the classroom.

<p>Sustainability</p>	<p>10-31-18. November 2018 PD will engage classroom management under Personalized Learning (PL) with Title I supported Tiffany Wycoff. This PD was requested by teachers and staff as PL is a new style of teaching and different classroom management. Our February 2019 PD will be with Dr. Duke from UAF for Restorative Justice. This supports improved classroom management for productive students.</p> <p>4/12/2013 Continue to balance the need for timing of the dismissal and arrival in the classroom to ensure students are entering the classroom when the bell rings at 8:30.</p> <p>4/12/2013 Continue to balance the need for timing of the dismissal and arrival in the classroom to ensure students are entering the classroom when the bell rings at 8:30.</p> <p>5/26/2015 Professional development will continue in PLC conversations and throughout whole staff discussion while furthering the implementation and refinement of CHAMPS.</p>			
<p>4.02</p>	<p>School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p>Initial Assessment:</p>	<p>10-31-18 Our new K-8 plan includes Intermediate Core Instructional time with no interruptions, Increased tutoring for primary, and Intermediate Electives "Encores." We no longer have pull-outs for tutoring (now in the classroom), Extended Learning Program (GT), ELL, Band, Orchestra, Choir, and nearly all IEPs. Core Instructional time protects teacher instructional time for ALL students in the room. The Intermediate Electives allow for choice instead of losing out on a lesson to learn an instrument.</p> <p>Archived narrative - The bell system in school is set to reduce interruptions during the school day. It is the school's policy to not make announcements during the day unless absolutely necessary. The office has many systems in place to ensure minimum disruptions and still allow parents to communicate with teachers. School wide events such as assemblies are kept to a minimum and planned around the core reading writing and math blocks. PLC coverage is done during the student lunch time to ensure no loss of instructional time.</p>	<p>Full Implementation 05/10/2013</p>		

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:		<p>10-31-18. Arctic Light's Motto: "Do Good Work, Be a Friend Everyday" has monthly celebrations to support our expectations in: Grades, Behavior, and Attendance. We now have HOUSES that promote classroom unity and movement towards excellent behaviors in these student expectations. We have a Title I supported Temp secretary that meets new families, does a quick assessment which is confirmed by parents, and then gives a tour. We recognized the need to set expectations immediately as well as create an immediate bond with families.</p> <p>4-3-18 Continued use of CHAMPS for our school-wide behavior plan. Our Behavior Intervention Aides (and temps) support classroom behavior and student social emotional support. Incentives, awards, celebrations align with clear expectations for our students in both academics and SEL.</p>	Limited Development 11/03/2017		
How it will look when fully met:		<p>10-31-18 we are continually working to set clear expectations. It is our new students and mostly Kindergarteners that need repeated support to be successful with our "Do Good Work, Be a Friend, Everyday."</p> <p>4-3-18 When fully met: students understand our behavior expectations and show such through their actions. Our incentives, awards, and celebrations guide our students towards success both academically and emotionally. Our BIAs support this process through teaching, supporting, celebrating and communicating with students, teachers, and families. Students experience a safe and orderly schooling experience that celebrates their successes.</p>		Beverly Kokrine	10/25/2019
Actions			0 of 1 (0%)		
	4/9/18	Monthly celebrations for Arctic Foxes that: Do Good Work, Be a Friend, Everyday.		Thad Keener	05/19/2019
Notes: Monthly, Principal talks with students who are having trouble with academics, behavior, or attendance. Students who qualify celebrate with other students and receive brag tags for that month. Celebrations include: Price is Right, Family Feud, and Line Dancing.					

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
<p><i>Initial Assessment:</i></p>	<p>10-31-18 We have received word that our STEM Grant has been funded. We are excited about the pre and post school hour engagement as well as the summer programming.</p> <p>4-3-18 We are pursuing a STEM grant for pre and post school student engagement. Additionally, we are looking into a STEM summer program.</p> <p>2011-2012 Some extended learning opportunities are made available to some students in need of additional support in SBA-tested areas. 2012-2013 Extensive intervention extended learning opportunities are made available to all students in reading and math that are in need of additional support. SBA, AIMES benchmark indicators are used to address whom will be served. This also includes behavioral interventions. 2012-2014 We are currently planning the implementation of an afterschool homework help which will target students in grades 3-6 twice a week for two quarters. We will also include exposure to the parent outreach, online resources of Mathletics and Ticket to Read.</p>	<p>Limited Development 12/17/2010</p>			

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	<p>10-31-18 Our after-school program has moved to individual teachers, not for all Intermediate students. We are excited about the STEM grant and look forward to the new programming for our students.</p> <p>3-8-18 Our Title I funded after-school program supports students needing extra help with homework, classwork, and understanding of grade level material. The program runs two days a week for students in grades 3-6.</p> <p>Extended learning opportunities will be made available to all students in need of additional support in SBA tested areas. All students eligible will be encouraged to participate. 2013-2014 Extensive intervention support are made available to all students in reading and math that are in need of additional support. AIMES benchmark indicators are used to address whom will be served.</p>		Objective Met 10/31/18	Thad Keener	10/25/2019
Actions					
2/16/11	Review SBA scores to determine student needs in SBA tested areas. ELOs will be made available in all SBA tested areas. Students will be assigned to small groups based on identified need.		Complete 03/09/2012	Margaret Durst	01/18/2012
	<i>Notes:</i> Provide teachers with SBA scores for their current students. Schedule specific intervention strategies and times on a monthly basis.				
5/21/14	Create supplemental non fiction reading opportunities for students in grade 4 aligned with the Alaska State Standards.		Complete 09/23/2014	Mary Carlson	05/06/2015
	<i>Notes:</i> Order a year subscription of star Walk kids , a science and social studies e-library of vetted children literature that can be assigned by teacher to the class or individually coordinated to student reading level. Use ereaders as the platform for delivery. Start a pilot of the e-library with the fourth grade. (three classes)				

5/27/15	<p>2015-2016-2015-2016 School Year</p> <ul style="list-style-type: none"> -Allocate funds to purchase one laptop and one printer to add to the laptop carts ordered in the spring of 2015 -Students will use computer to access online interventions and supplemental programs-IEXEL, Accelerated Reader and additional learning apps. <p>2014-2015</p> <p>Allocate funds allocated to purchase laptops 20 @ approx. \$1,224 ea).= 24,480.00 Purchase 1 laptop cart \$1,600 ea. To increase student access to online programs and intervention support/ supplemental programs such as IEXEL, Accelerated Reader, homework club. Allocate funds for the purchase of 1 printers to be used with mobility carts purchased.</p>	Complete 09/14/2015	Barbara Wiley	03/09/2016
<p><i>Notes:</i> 2015-2016 School Year</p> <ul style="list-style-type: none"> -Allocate funds to purchase one laptop and one printer to add to the laptop carts ordered in the spring of 2015 -Students will use computer to access online interventions and supplemental programs-IEXEL, Accelerated Reader and additional learning apps. 				
4/13/15	<p>2015-2016 school year, expand homework club by using temp support. Parental approval of homework club was excellent for the 2014-2015 school year. Enrich the program and expand it to allow for more student participation.</p>	Complete 03/10/2016	Thad Keener	04/28/2016
<p><i>Notes:</i> 2015-2016: Three certified teachers provided homework support for two quarters of the year. Extended duty contracts were offered to certified staff. They were offered \$38.24 per hour for a total of 28 hours.</p> <p>Expansion of the homework club will include:</p> <ul style="list-style-type: none"> -a certified teacher and support staff -certified staff would allow more extensive homework assistance 				
10/22/13	<p>We are currently planning the implementation of an afterschool homework help which will target students in grades 3-6 twice a week for two quarters. We will also include exposure to the parent outreach, online resources of Mathletics and Ticket to Read. Staff will actively recruit all students in need of additional support in grades 3-6 for the homework help.</p>	Complete 04/10/2015	Lalaunie Whisenant	10/28/2016

Notes: Teachers will recommend students needing homework help and AIA's will supervise the students until 3:30. From 3:30-4:30 other personnel will supervise students and assist them in their academic needs.

5/2/18 Revisit supporting of students before and after school.

Complete 10/02/2018

Thad Keener

09/30/2018

Notes:

Implementation:

10/31/2018

Evidence

10/31/2018

Oct 2016:

- Homework Club: Attendance, Staffing payroll, communication/enrollment registrations from parents/guardians
- Teacher communication and identification of students in need of add'l support

5/9/2016

- Tutors provided additional support daily in reading.
- Progress monitoring occurred weekly.
- Differentiate through the use of small groups/led by teachers and volunteers
- After school homework support.

4/24/2012

We met and used the SBA's to determine at-risk students and ways to address their individual needs.

	Experience	<p>10-31-18 Our after school programming did not have evidence that showed effective use of funds. Students were tired of continued school work and teachers were similar. We are excited about switching to our new grant focus on STEM.</p> <p>4/24/2012 We reviewed the SBA scores and provided intervention opportunities to identified students based on individual needs.</p> <p>5/9/2016 Students received additional support through daily interventions, differentiation within the classroom setting and homework club.</p>			
	Sustainability	<p>10-31-18. We are hiring a coordinator for the STEM grant. More to come in the following months.</p> <p>4/24/2012 In addition to SBA scores to identify students, we will use the district's RTI model of assessment and remediation to continually monitor the progress of students that are below proficient.</p> <p>5/9/2016 -Support for teachers within the classroom setting. -Additional training for teachers-progress monitoring, differentiation (Daily 5 structure). -Build capacity by providing professional development for new teachers and other assistants. -Continue to provide support to students through after school literacy and homework clubs.</p>			
KEY	4.06	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>10-31-18 our Alaska Cultures Night, our Hispanic Heritage Month, our addressing of student issues during counseling lessons support a respectful environment for our students to learn and grow.</p> <p>3-8-18 Our CHAMPS continues, as does our Arctic Fox motto: Do good work, Be a Friend, Every Day. Our Instructional Coach and BIAs, supported by Title I funds, provide much of the support in this area.</p> <p>2016-2017:Staff, students and parents will receive social emotional and CHAMPS training to improve school-wide behavior. 2015-2016: School Year: All certified staff received limited amounts of CHAMPS training this school year. Implementation of CHAMPS throughout the building varies. Some teachers use CHAMPS strategies for all areas of classroom management, while some use almost none of the strategies. Teachers also received social emotional training to provide them with tools to assist them with student behavior. Students in 3rd-6th grade also received social emotional training during second semester.</p>	<p>Limited Development 04/27/2016</p>		
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How it will look when fully met:		<p>10-31-18 Our Family Events: Alaska Cultures, Hispanic Heritage Month, Veterans' Day, and counseling lessons support a respectful environment for our students. CHAMPS Implementation in our classrooms supports safe and respectful learning environments. Our school climate survey, which is going positively up, is how we assess this area.</p> <p>Respectful behavior by students showing knowledge of our behavior expectations including the positive rewards. Our diverse student population will see the strengths within each group. CHAMPS expectations will be known by all for areas throughout the building and grounds.</p> <p>3-8-18 Our CHAMPS continues, as does our Arctic Fox motto: Do good work, Be a Friend, Every Day. Our Instructional Coach and BIA supported by Title I funds provide much of the support in this area.</p>		Debra Foster	05/15/2019
Actions			1 of 2 (50%)		
	3/1/18	Plan and hold an Alaska Family Night. The evening will introduce and invite our military families to our larger Fairbanks community and events. Alaska Native dancers and drummers will perform and share stories about their culture. Families will dance with the performers. The event will strengthen family connections to the community. Connects Alaska Studies curriculum to our military families who rotate every three years.	Complete 01/23/2018	Debra Foster	01/23/2018
		<i>Notes:</i> The event included food			
	11/3/17	11-3-17 Our Instructional Coach works closely with our Behavior Interventionists to provide positive incentives as well as clear behavior expectations. The weekly PLC provides time for the Instructional Coach to meet with grade levels and review expectations or hear concerns.		Debra Foster	05/15/2019
		<i>Notes:</i>			
KEY	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement. (348)(KEY)	Implementation Status	Assigned To	Target Date

Initial Assessment:

10-31-18 Effective communication has gone mostly digital. Teachers can share grades, daily progress and needed student communication through our District App and other Apps like SeeSaw. Our twice a year Parent/ Teacher conferences can go digital for our families that work overseas. Our office has expanded on website to include presence through Instagram and Facebook as well as a 3 minute video for our school. Our new Title I supported secretary that greets our new families has made that initial connection very successful.

3-8-18 At the end of the Month we will have our Title I, Literacy Cafe Family Night. Prior family engagements have included: Alaska Cultures Night, Taco Tuesday Tech Night, and other engagements that support classroom learning like the 6th grade Wax Museum. Our Title I Instructional Coach and Tutors help support these important Family Engagement events.

2011-2012 Most communication for parents is written in parent friendly language regarding the expectations for student learning. 2012-2013 Teachers send home parent friendly newsletters, the principal sends home a newsletter that is informative and timely. Additional information addressing curriculum and grade level expectations should be included three times throughout the school year starting at the second quarter.

Limited Development
12/17/2010

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>10-31-18. Our 'On-Boarding' temp secretary will begin a successful family/ student connection with our school. Effective, relevant, punctual communication is key to student success and our new digital tools greatly help.</p> <p>4-3-18 We are recognizing the deep need to get our families engaged immediately when they come to our school. Our highly transient student population needs immediate "on-boarding" so no instructional time is lost. The success of this position would improve our student academics and SEL.</p> <p>2015-2016 -Conduct Parenting Partners workshops to develop parent leaders. -Conduct two workshops, one per semester. All communication for parents regarding the expectations for student learning, specific explanations of student performance, or ways to reinforce learning at home are written in parent friendly language. All staff members provide multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home.</p>			Thad Keener	05/15/2019
Actions			4 of 5 (80%)		
10/10/12	2012-20013 At least monthly, a communication newsletter from the Principal's office will contain parental tips related to ways to reinforce learning at home.		Complete 04/01/2013	Mary Carlson	10/25/2012
<i>Notes:</i>	Weekly newsletter from the office goes home electronically and hard copies are located in the front office.				

2/16/11	<p>2011-2012 Grade level family nights will be conducted in the fall to provide information and student expectations for each grade level. Discussion of district wide curriculum will be introduced. Weekly/monthly newsletters will be disseminated by each classroom teacher in parent friendly language. Monthly school newsletters will be sent home from the principal regarding meetings and activities taking place each month. Teachers will communicate regularly with parents regarding student progress.</p> <p>2012-20013 At least monthly, a communication newsletter from the Principal's office will contain parental tips related to ways to reinforce learning at home.</p>	Complete 04/13/2012	Mary Carlson	09/30/2013
<p><i>Notes:</i></p> <p>Teachers will develop a newsletter format. Teachers will provide copies to the Instructional Leader and each other.</p> <p>2112-2013 A weekly electronic newsletter was established this year and sent home with information from the principal as well as parental tips and ways to reinforce learning.</p>				
5/21/14	purchase subscriptions such as mathletics and ticket to read star walk readers, that are available on line for summer and in the evenings for parental involvement. Inform students of other resources by including them in newsletters that go home to students.	Complete 03/25/2015	Mary Carlson	05/28/2015
<p><i>Notes:</i> Subscriptions for mathletics and Ticket to read have been purchased. Login information was provided to families for accessing programs at home. Links to the web sites are posted on the Arctic Light home page.</p>				
4/13/15	2015-2016 School year connect Teacher Professional Learning to Parent Nights throughout the school year.: Social Emotional Learning, Visualize writing. Behavioral Strategies. Provide learning opportunities to connect and reinforce strategies learned in school to a home setting.	Complete 10/07/2015	Barbara Wiley	04/28/2016
<p><i>Notes:</i> School Year 2015-2016:</p> <ul style="list-style-type: none"> -Incorporate writing sessions to our literacy nights. -Inform parents of social emotional learning during a family night forum. -Connect school to home through Parenting Partners classes. 				

4/3/18	Continue our Title I Family Engagement Nights as well as our other events like Wax Museum, celebrations, and awards. Communications with families promote student learning needs as well as ideas to support students' SEL.		Debra Foster	05/15/2019
<i>Notes:</i>				
Implementation:		04/12/2013		
Evidence	<p>4/13/2012 Teachers have developed weekly newsletters in parent friendly language, grade levels have met with families for back-to-school nights, and the school puts together a monthly newsletter. Title I information is given to parents through Parent Parties, meetings, and a blue folder is sent home with every student with the school's report card, district's report card, and AYP information. Technology training for parents is included so parents have access to their child's grades on Power School. Parent-Teacher Conferences provide everyone with an avenue to communicate with parents on the progress of their child in their regular classroom, special ed. and tutoring.</p> <p>4/12/2013 This continues to be our practice.</p> <p>4/12/2013 This continues to be our practice.</p>			
Experience	<p>4/13/2012 This was something most of us were accomplishing on a regular basis, but we weren't sure ALL of us were communicating information to parents when we rated ourselves in the beginning. Now that we have been meeting in PLC's we have determined what others are doing regularly and feel we have fully accomplished this goal.</p> <p>4/12/2013 completed. Most teachers are posting their newsletter outside of the classroom.</p> <p>4/12/2013 completed. Most teachers are posting their newsletter outside of the classroom.</p>			

Sustainability		<p>4/13/2012 Our school is losing five teachers and a principal is retiring, so many changes will be taking place next year. To sustain and continue to meet this objective, we will have to meet regularly in PLC's, staff meetings, grade level meetings, data teams and with Title I coordinators.</p> <p>4/12/2013 The meetings have continued including the new teachers and new Principal when time allows.</p> <p>4/12/2013 The meetings have continued including the new teachers and new Principal when time allows.</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

Initial Assessment:

10-31-18 Our new community events have improved our parent connection and their use of effective instruction at home: Book Fair - choosing just right books, Veterans' Day supporting parent/ child connection, and our Parent/ Teacher Conferences.

9-20-18 Our current methods of engaging our staff and community members is continuing to strengthen. Our beginning of the year Open House, PTA meetings, and staff PD have improved our Title I input and planning.

3-8-18 During Staff Meetings, PTA Meetings, PLC meetings, Leadership Team meetings, and surveying of our community our Title I plan is developed to meet all of our needs. We communicate with our community through weekly emails and important school surveys. Events are designed by need and reflect changes to our community.

2016-2017 2015-16: The school currently communicates with parents via a weekly electronic bulletin. Individual teachers provide outreach to parents as well.

Limited Development
05/10/2013

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>2018-2019 Our Title I plans develop from well attended PTA meetings, parent Title I meetings, staff meetings, and Title I Leadership teams. Our plans reflect current needs and show development based on current situations and goals.</p> <p>2017-2018 Title I meetings (parents and teacher teams) to guide our Title I plan and implementation. Outreach to our larger community includes our Veterans' Day Celebration which has grown over 400 participants who look to our school for guidance.</p> <p>2016-17: Active and full participation at events by a diverse group of parents. Parent responses to surveys. Parent communication and feedback to staff and administration. Evidence: sign in sheets, parent event planning forms, Blackboard connect announcements and logs. Regularly scheduled and consistently formatted newsletter. Creating a culture at school where parents and families connect quickly due to the high transiency rate of military dependent students.</p> <p>2015-2016 Title I meeting held on September 24, 2015, October 26, 2015 and October 27, 2015. A monthly electronic bulletin sent out from the front office will include monthly updates on school priorities associated with the title one Resources.</p>		Objective Met 10/31/18	Debra Foster	05/15/2019
Actions					
9/29/13	<p>create a portion of the weekly parent news bulletin that includes a regular update on school priorities including but not limited to attendance, math, reading and/or writing.</p> <p>Provide a connection to the resource by using the parents guide to curriculum as well as updates from the literacy and math coach.</p>		Complete 12/31/2013	literacy and math coaches	12/31/2013
<p><i>Notes:</i> Last year the weekly electronic newsletter was institutionalized with 97 percent usage. Hard copies are also made available for parents that don't have access to the ebullition. This resource is very helpful for providing regular and timely updates in information.</p>					
4/13/15	Use parent title 1 survey data to determine focus for school priorities.		Complete 05/18/2016	Barbara Wiley	01/14/2015
<p><i>Notes:</i> Title I parent survey is distributed and results reviewed at least once per year.</p>					
4/13/15	Identify school needs based on data, solicit input from staff on the school priorities, goal and plans. Provide monthly updates if necessary.		Complete 05/01/2017	Thad Keener	04/19/2017

<i>Notes:</i>				
11/3/17	Parents appreciate our communication through text messaging. Within this format we are able to deliver times for meetings, school learning issues as well as the links for surveys that help guide our school. The regular classroom and office communication through paper, website, and email continues to support our programs.	Complete 05/23/2018	Jessyca Brizek	05/15/2019
<i>Notes:</i>				
Implementation:		10/31/2018		
Evidence	<p>10-31-18. It is important that all know our Core Instruction and SEL goals for Title I. The alignment of our goals and programming supports the needs expressed by our community.</p> <p>5/23/18 Our 'On-Boarding' secretary meets with our incoming families. This supports quick connection to our school for families that are usually only here for 3 years. Better engagement from day one.</p> <p>3/25/2015 Hard copies in the title 1 budget.</p>			
Experience	<p>10-31-18 We continued to work with staff, students and parents to meet their needs. Our choice of PD for staff and our new position, notably our "ON-BOARDING" secretary support our stated needs.</p> <p>5/23/18 We found much success using the Blackboard texting system to communicate with our families. We embed electronic newsletters and important links. Parents mostly use their smart phones for communication. This increases our feedback and attendance with our busy families.</p> <p>3/25/2015 Fully met. We have had excellent feedback on the electronic bulletin.</p>			
Sustainability	<p>10/31/18. Continued discussions about our needs is important. Our monthly PTA/ Title I meetings provide important parent inputs. Our Bi-monthly staff meetings and weekly PLCs provide teacher inputs for our school needs.</p> <p>5/23/18 Continue to reach out and find our current needs.</p> <p>3/25/2015 Continue to add curriculum information to the established electronic bulletin.</p>			

Effective Practice:		Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			
KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>10-31-18 Our staff continues to use the multiple sources of student data to guide our programming. Additionally, the district School Climate Surveys report our parent, student, and staff reflections on our school. We are working hard to address the affective side of our programming. The monthly HOUSE parties support our goals for Grades, Behavior and Attendance - Do good work, Be a friend, Everyday.</p> <p>4-3-18 Multiple sources of data guide our successful educational engagement of our community. Sources of data include but are not limited to: State-Wide Testing (PEAKS), MAP Testing, AIMS Web Testing Progress Monitoring, Attendance Records, Behavior Logs, Student Grades, Grade-level Common Assessments, and Student-Parent-Staff Surveys. Communication of these results with our stakeholders comes through Title I meetings, Staff Meetings, Report Cards, Reports on our Website and on the District Website. Professional development is used to redirect and guide our staff's teaching to meet the unique needs of our community. Title I support comes through our Instructional Coach, Aides, and Professional Development.</p>	Limited Development 05/11/2017		
<i>How it will look when fully met:</i>		<p>10-31-18 November we engage effective teaching in a Personalized Learning classroom with Title I supported visiting instructor: Tiffany Wycoff. Our Instructional Coach has been prepping our staff to be ready for next steps in our programming development.</p> <p>4-3-18 Our teaching staff understands that the dynamic needs of our community come from multiple sources of data. Continual monitoring from multiple sources is our common practice. Our Instructional Coach and aides support teacher instruction and develop our next Professional Learning opportunities. Students respond best to our targeted and individualized instruction. Parents need the data communicated for additional support on the home-front.</p>		Debra Foster	04/09/2019
<i>Actions</i>			0 of 1 (0%)		
	4/9/18	Teachers review MAP and AIMS data to better instruct their students.		Debra Foster	04/02/2019

Notes: Three times a year students take AIMS or MAP tests. These tests provide important insights into the success of teacher instruction. Following each assessment teams of teachers review data supporting one another and celebrating when applicable.

	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>10-31-18 This will be the second visit from our Title I supported instructor: Tiffany Wycoff. This is important as she knows our needs and can move us forward in our programming. The district's Personalized Learning initiative uses, Education Elements. Their limited time with us, 1 hour, does not provide the depth needed to meet our programming needs.</p> <p>A plan has been created for this Indicator. A high level of implementation is in place. 2014-2015 professional development is in alignment with the proposed plan.</p> <p>3-8-18 Our work with Blended Learning impacts our daily teaching practice. This Title I supported Professional Development further enhanced our teaching and classroom management skills. Tiffany Wycoff's Professional Development with our staff, improved our teachers' Personalized Learning programs.</p>	No Development 09/21/2012		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>4-8-18 Staff receive bi-monthly professional development through Staff Meetings. Weekly PLC grade level meetings refine teaching practices and advance teacher's practices. Year long Professional Development plans reflect school data analysis and district initiatives. Teachers can present ideas, leadership teams can guide offerings, and our Instructional Coach can provide important insight into our next PD.</p> <p>17-18 District Personalized Learning Initiative is further developed by our Title I supported professional Development with Blended Learning, an aspect of Personalized Learning. Our daily teaching practice is guided by our work with Blended Learning. It deepens our delivery and strengthens our classroom management.</p> <p>2015-2016 Picture in Writing Coordinator on site provides professional development to staff. Lorre Oxman, Title One Literacy Coach and Debby Foster Title One Math coach will head a committee of teachers to help to develop suggestions for professional development that will focus on best teaching practice in literacy and math for integration during the PLC time throughout the course of the school year.</p>		Objective Met 10/31/18	Debra Foster	05/15/2019
Actions					
10/10/14	<p>Invite Pam Kimble, District Wide Title One Coach to participate in Visualize Writing Professional Development suggested by the Team members that attended the National Title One Conference last school year. After the training invite Pam to participate in coaching and or PLC meetings to support teacher that attended the training in the implementation of the strategies.</p>		Complete 05/15/2015	Mary Carlson	09/30/2014
<p><i>Notes:</i> The district wide Title One coach participated in and supported professional development training using the Visualize Writing program.</p>					

10/22/13	Invite Pam Kimble to Arctic Light for planning purposes and implementation of close reading strategies and text dependent structures using thinking maps. Invite Amy Summers Content Math coach to review with teachers during PLC time the updated math pacing guides.	Complete 01/22/2014	Mary Carlson	10/22/2015
<i>Notes:</i> This task is complete				
10/10/14	Choose Professional Development that aligns with needs assessment and is research oriented. Use information from the National title One Conference to guide selections of support.	Complete 05/15/2015	Mary Carlson	05/26/2016
<i>Notes:</i> The team that attends the title One Conference will bring back three ideas to support the school. One immediate, one within the school year and one long term. The team will meet to align their ideas to the needs assessment and decisions related to professional development will be based on this practice. Professional development scheduled for summer and fall of 2015 to continue training in Visualize Writing and present the neuroscience of emotional regulation to staff, based on the needs assessment and information obtained from the team attending the 2015 Title I Conference.				
4/13/15	Continue to use 1/2 day PLC's to support professional development.	Complete 04/22/2017	Lorre Oxman	04/27/2017
<i>Notes:</i> School Year 2016-2017: Continue 1/2 day PLC to focus: -data -students' learning needs -development of student learning objectives -common assessment -common planning -professional development Substitute teachers will be provided to cover classes. 5 substitute teachers@ \$125 for 3 days all 4 quarters.				
Implementation:		10/31/2018		
Evidence	3/9/2018 Agendas, sign in sheets, lesson plans, PLC notes.			

<i>Experience</i>	3/9/2018 our use of CHAMPS and Personalized Learning reflects our Title I Professional Development.			
<i>Sustainability</i>	3/9/2018 Students are continually evolving and challenge our staff to continually professionally develop. We are allocating Title I funds to engage Tiffany Wycoff for a return visit to continue our development in instruction with Personalized Learning.			

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

<p>Initial Assessment:</p>	<p>10-31-18 our new Teacher Leaders support our established: Title I and behavioral teams. These groups meet weekly or bi-monthly to guide our school's programming. Our new PTA/ Title I meetings provide important parent input for our direction. School Climate surveys as well as our state PEAKs and district AIMS and MAP scores guide our instructional practice.</p> <p>2011-2012 The instructional leader facilitates the development of schools goals with school staff and with parents input. Currently, parent input is limited and infrequent. The high mobility rate of student/family turnover make it difficult to maintain sufficient numbers of parents willing and available to participate in planning sessions. We are searching for ideas to increase parent interest and participation in this process. 2012-2013 The development of a school improvement goals are being facilitated by the principal using data to drive decision making efforts and professional development focus. 2013-2014 Active outreach will need to be put in place for parental involvement in school improvement goals: school achievement, school attendance, school climate.</p>	<p>Limited Development 12/17/2010</p>		
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>10/31/18. Add to the below statement our new Teacher Leader Team, data days with our Instructional Coach and teachers, as well as our students creating their own goals - the continued use of these programs will create an environment of success.</p> <p>School goals are developed with input from the entire staff, implemented, and progress toward achieving these goals is monitored by PLCs and the instructional leader. The goals are clearly communicated to staff, parents, community members and the district.</p>	<p>Objective Met 10/31/18</p>	<p>Thad Keener</p>	<p>05/17/2017</p>
<p>Actions</p>				
<p>10/4/12</p>	<p>A weekly communication from the front office will be sent out electronically with timely school information as well as updates on the school wide plan.</p> <p>PTA will start to investigate the use of a PTA facebook to disseminate information to the parental community involved in PTA.</p>	<p>Complete 05/22/2013</p>	<p>Mary Carlson</p>	<p>05/10/2013</p>

Notes: Speak again with PTA president related to guidelines for PTA facebook account as well as regular items from the school plan that can be included.

Establish 100 percent powerschool email accounts to send out electronic news from the office. Gena, attendance secretary will do this.

Print hard copies for parents without email access as well as hard copies for the front office.

9/9/14	Create a parent advisory board to provide parental input into student academic achievement, school climate and attendance policies. Meet quarterly close to parent teacher conference time.	Complete 01/01/2015	Mary Carlson	02/12/2014
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Notes:

9/29/13	Weekly communication is now institutionalized. Update on the title one plan needs to be developed. A short section each week on different parts of the plan needs to be added to the weekly electronic bulletin starting in October, 2013.	Complete 04/01/2015	Mary Carlson	05/30/2014
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Notes: Work with Robyn Ward, Assistant Principal, Lorre Oxman Title One Literacy Coach and Debby Foster Title One Math Coach to come up with a user friendly parental update that can be put into the existing bulletin as well as the daily staff bulletin.

4/13/15	Incorporate ongoing professional development focus into PLC frame work. Similar to visualize writing. Staff members that participated in visualize writing training also met monthly for a visualize writing plc to provide support for one another in the context of this writing initiative.	Complete 03/10/2016	Barbara Wiley	12/18/2015
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Notes: 2015-2016: A Student Learning Objective training was provided for the staff in September. Staff focused on reading or math goals this year during PLC's. Staff also used PLC's to train on universal screening and progress monitoring.

4/13/15	Use recommendations from the School Team members that attend the National Title 1 Conference to determine professional development focus for the 2017-2018 school year.	Complete 05/17/2017	Thad Keener	05/17/2017
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Notes: Social Emotional Learning/ Writing/ Behavioral Professional Development Focus.
 use of title 1 money to provide on site training when possible or at least 1 time per year.

Implementation:		10/31/2018		
Evidence	10/31/2018 Continual reflection on our school data by leadership teams who plan instructional adjustments or new programming.			
Experience	10/31/18 Our Title I Instructional Coach sets Data Days to review AIMS and Map scores with teachers. These days create goals and in turn teachers work with students to create their own goals. Our Title I tutors push into classrooms to support data driven small group instruction. These two programs are guided by our Title I team and our recent Teacher Leader Team with parent input from our monthly meetings.			
Sustainability	10/31/2018 Our new Teacher Leader team joins our Title I team, behavior team, and Parent group for school-wide improvement. Our Bi-monthly Staff Meetings and weekly PLC meetings engage the needed communication and Professional Development for continued improvements. The monthly PTA/ Title I meetings bring parents for information and their input for our continual improvement.			

	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>	<p>10-31-18 Our Title I supported Instructional Coach guides our staff during Title I supported teacher Data Days to review their AIMs or MAP data.</p> <p>2016-2017: At the direction of the school principal, the Title I Literacy Coach works closely with PLC groups to review data. 2012-2013 Instructional leader will be involved in PLC's and through that model implement this goal as it relates to language arts and math instruction. 2012-2013 Currently the literacy coach and math coach are taking a direct role in coaching teachers and paraprofessionals on the use of student achievement data and goal setting. The was put in place throughout the year during Professional Learning Time.</p>	No Development 12/17/2010			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	Instructional leader will provide ongoing, job embedded professional development for teachers in understanding the specific purposes and formative assessment data and how the data should be used to make changes to instruction starting with math instructional practices in third grade during the walk to math block.	Objective Met 10/31/18	Debra Foster	05/15/2019	
Actions					
2/18/11	Professional development for staff will be provided to assist in understanding formative and summative assessment. Data use should focus primarily on issues of student learning. Systems must be developed to ensure key pieces of user-friendly data are available in a timely fashion. Staff members will need training in how to use data as well as time to analyze it, discuss it, and use it on a routine basis to adjust instruction to better meet students' needs.	Complete 05/23/2014	Lorre Oxman	05/23/2014	

Notes: Instructional Leader will review Wise Ways Center on Innovation and Improvement "School administrative leaders actively assist staff members in understanding formative and summative student achievement data and how to use this information to make changes to instruction." (359)
 Review with staff.
 2012-2013
 Videos, tutorials, and conferences were provided for staff to assist in understanding formative and summative assessment. PLC meetings were used to focus on data gather through the implementation of the district's RTI model of assessment and remediation. Teachers used the data to identify students and assign specific interventions to address the needs of those students.

This is an ongoing goal.

Implementation:

10/31/2018

Evidence

10/31/2018 Full and effective implementation will be structured ongoing reflections on School, District and State assessments. Additionally, students will understand their levels and areas of need.

10/19/2016
 PLC Notes
 Formative assessment data
 PLC agendas are collaboratively developed between the principal and teacher teams

Experience

10/31/2018 Our staff have Data Days with our Instructional Coach to review their progress with AIMS or MAP data. Additionally, students develop their own plans within their Data Notebooks which reflect our goal of student ownership and reflection.

10/19/2016
 Establishing student groups has become routine.
 Creating a culture of continuous formative assessment and data review
 Shift from pull out RTI model to implementing MTSS in the classroom has been accomplished

Sustainability

10/31/2018 Teachers have weekly PLCs during which they can review progress on grade level formative assessments. Additionally, twice a year, our Instructional Coach will guide teachers through Data Days for district assessments.

10/19/2016

Continue collecting a variety of formative assessment data
Ensuring PLC meetings are working collaboratively to identify students in need of additional support
Continuous maintenance on Tier data wall displays

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	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
<i>Initial Assessment:</i>	<p>10-31-18 We are a Danielson teacher evaluation district. Teachers have been trained and understand their status of evaluation: Tenure or Non then Full Danielson or Domain Focus. Teachers are observed formally and informally as well as times when admins place observation notes on their desks. Staff are also trained in Learning Walks and Instructional Tours to learn from each other.</p> <p>Teachers receive limited formal observations and feedback from the instructional leader.</p>	Limited Development 12/17/2010			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	<p>10-31-18 The District guides our evaluation structures and procedures. Additional practices come from our Title I supported Instructional Coach who guides our teachers with in class and out of class PD. Title I supported Instructional Tours and Learning Walks by teachers improve our educational programming.</p> <p>Regular weekly walk-through's with a formalized feedback on instructional practice will be in place.</p>	Objective Met 10/31/18	Thad Keener	05/15/2019	
Actions					
	<p>9/29/13 create a spread sheet for all formal observations, standard and goal setting. create a signup sheet for all teachers on goal setting to sign up for a pre conference prior to the end of September. create a formal observation sign up time for all tenured teachers on standard evaluation. block out time, approx 2 1/2 days for teaches to have meetings with principal during the school day. In the meeting, go over evaluation tool if on standard and non tenured, go over goals and sign off on goals and set up an observation time. Goal, have all of the meetings and first 30 minutes observations completed prior to the end of October.</p>	Complete 09/26/2013	Mary Carlson	09/18/2013	

	<p><i>Notes:</i> The bulk of this task is complete. All meeting have been scheduled and completed for goal setting. All standard tenured evaluations with feedback have been completed. All goal setting formal observations are scheduled for October.</p>			
9/29/13	Principal will provide written input for teachers at the end of the 30 minute formal observation time.	Complete 04/01/2015	Mary Carlson	09/13/2016
	<p><i>Notes:</i> Formal feedback was provided twice a year during formal observation.</p>			
4/13/15	Work within Danielson Framework to integrate formal and informal observations and feedback.	Complete 04/20/2016	Barbara Wiley	04/26/2017
	<p><i>Notes:</i> 2015-2016: The principal and the assistant principal conducted several formal and informal observation using the Danielson evaluation instrument. Written evidence accompanied by a rubric was used as feedback for formal observations. The administrators also participated in professional discourse with teachers.</p>			
Implementation:		10/31/2018		
Evidence	<p>4/3/2015 See written feedback notes. See spreadsheet documentation for organization.</p> <p>4/21/2016 Our District requires certified observations to be completed by April 20, 2016. Most certified members have had their last post conference. Two certified members out on long term leave will need to complete evaluation when they return.</p>			
Experience	<p>10-31-18. Besides our District's use of Danielson Evaluation we have Title I a supported Instructional Coach who supports our staff development.</p> <p>4/3/2015 Written feedback was provided after the first evaluation using language associated with the Danielson Framework. The second and third evaluations were coordinated and completed by the middle of March by the Acting Principal and Assistant Principal</p> <p>4/21/2016 Implementation of the Danielson Evaluation Model involved training all certified staff of expectations using the new model. Teachers received training at the District-wide inservice in August by Barbara Wiley.</p>			

<p>Sustainability</p>	<p>10-31-18. Teachers continue to learn from our Title I supported Instructional Coach as well as their own PD from Title I supported instructors like Tiffany Wycoff for our new Personalized Learning. Instructional Tours and the new Learning Walks will be used to improve programming through observations. Admin observations will continue through District and school plans. 4/3/2015 Use a template to complete feedback with a focus on Danielson Framework components.</p> <p>4/21/2016 The administration will review the evaluation process at the beginning of each year to remind teacher of the expectations. New teachers will learn about expectations also. Informal conversations about expectations will occur at pre and post conferences.</p>			
	<p>6.06</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p>Initial Assessment:</p>	<p>10-31-18 Our improved digital communication has increased our parent responses. These include: new school video on our website, digital presence on Instagram and Facebook, texting and emailing of all parents, email and paper version of school bi-monthly newsletter, as well as admin communication through emails, texts, or phone calls. Monthly PTA/ Title I meetings provide improved parent communication about programming.</p> <p>The Instructional leader maintains daily contact with staff, students, and parents. Parents are invited to monthly "Parent Parties" where information is shared.</p>	<p>Full Implementation 12/17/2010</p>		

	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
<i>Initial Assessment:</i>	<p>10-31-18. The School Climate Survey of parents, staff and students has given important data about schooling perceptions from our stakeholders. The recent improvement of these scores shows our ability to address the areas of need.</p> <p>2011-2012 Instructional leader currently analyzes assessment and other data, such as the SBA scores and data concerning AYP, and shares these results with staff. However, data acquired from other assessments used is not analyzed on a regular basis and the results are not reviewed consistently for planning the achievement of all students. 2012-2013 SBA data and AIMES web benchmark and progress monitoring data will be analyzed and used to address instructional practices.</p>	Limited Development 11/09/2011			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	<p>10-31-18. The School Climate Surveys as well as the other district data provide important data points about our educational programming. This data guides our next steps and can include areas like SEL as well as our Core Instruction.</p> <p>When this objective is fully met, the instructional leader will regularly analyze assessment and other data, and use the results in the planning for the improved achievement of all students. In addition to analyzing the data gathered from the state SBA scores, the instructional leader will also examine data acquired from the AIMSweb Universal Screening three times a year.</p>	Objective Met 10/31/18	Thad Keener	05/15/2019	
Actions					
11/10/11	Gather the data acquired from the AIMSweb Universal Screening, Sivaroli, Gates-McGinny, Dibels, and STAR Math and Reading assessments and prepare it for review during weekly PLC meetings.	Complete 12/15/2012	Lorre Oxman	12/15/2012	

Notes: This task was completed this year with the full implementation of the district's RTI model of assessment and remediation.

11/10/11 Form a data team consisting of instructional leader, teachers, and Title I personnel to agree on dates quarterly for reviewing assessment and other data to use in the planning for improved achievement for all students. The information gathered by this team will be given to teachers to help them modify their teaching and learning standards for all their students.

Complete 05/22/2013

Mary Carlson

12/15/2012

Notes: 2011-2012

The data team was formed, however, finding a time for all of us to meet quarterly didn't occur. this task will be accomplished next year.

2012-2013 This work is being accomplished through beginning of the year staff meeting overview of SBA and AiMES Web data, Two- 1/2 Day Grade level PLC's where the most current AIMES data is available for teachers and ongoing support by the literacy coach of data analysis and implementation during PLC time. The end of the year assessment of SBA and forward notes were facilitated by the principal for planning purposes for next year with the staff during the end of the year professional development day.

4/17/14 Three times a year, embed data analysis, and teacher professional development into the work day by creating three 1/2 day Professional learning Release days for all certified staff to: review current data, make instructional changes based on data: inform intervention support decisions and participate in relevant ongoing professional development.

Complete 04/03/2015

Lorre Oxman

04/13/2016

Notes: Improve on current model. See existing Professional Development model. Add outside professional development speakers to support reading, writing, math.

Implementation:

10/31/2018

<p>Evidence</p>	<p>10/31/2018 Excellence and Equity for All - this is our goal. This comes from the practice of continual data review and programming adjustments.</p> <p>9/29/2013 Staff meeting agenda, professional development meeting day agenda's , example of the information provided to teachers at the end of the school year and at the beginning of the school year.</p> <p>Agenda for the 1/2 day PLC professional learning communities, days showing the focus on AIMSweb data as well as the adjustments in the intervention tutoring schedule to reflect the data points.</p> <p>4/3/2015 Meeting agendas, professional development, Intervention placement records.</p>			
<p>Experience</p>	<p>10/31/2018 Besides our district AIMS and MAP data, our school uses grade level formative assessments. The new district, we're in year 3, School Climate Survey provides important data for our learning environment. The parent, staff, and student input guides not only our Core Instructional practice but also our SEL programming.</p> <p>9/29/2013 2013-2014</p> <p>Principal currently analyzes assessment SBA at the end of the year and prepares an activity for teachers using the data during the last professional development day of the year. Principal also involves teachers in the beginning of the year with the SBA data and AIMSweb data in an activity that connects them to the overall school data as well as their individual data.</p> <p>4/3/2015 Lorre Oxman coordinates this task 3 times per year.</p>			

<p>Sustainability</p>	<p>10/31/2018 Our goal: excellence and equity for all, is a tall order. We must continually review our data on testing and surveys that reflect our school programming. Adjustments must be timely and include all of our stakeholders.</p> <p>9/29/2013 The continued work will include a formal focus on using data to provide intervention for students struggling in math and reading.</p> <p>Continued work on helping guide teacher knowledge about identifying trends in data.</p> <p>Our school has a strong turn over of students. This information has to be considered when looking at school data and predicting trends.</p> <p>4/3/2015 Continue to determine the embedded professional development focus. Change the data from SBA to school wide needs based on behavior logs, aimed web benchmarks, and additional grade level assessments both formative and summative.</p>			
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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)(SWP)	Implementation Status	Assigned To	Target Date

<p><i>Initial Assessment:</i></p>	<p>10-31-18 our school area participated in Kindergarten Jump Start, a summer program for our incoming Kindergarteners. This along with our SpEd Pre-school program supports a positive Kindergarten experience.</p> <p>We provide transitional meetings for parents of special needs preschoolers as they are moving on to kindergarten.</p> <p>11-3-17 Kindergarten round-up occurs every May welcoming parents and students to public school. Kindergarten teachers have two full days at the beginning of the year for individual assessments and transitioning students to school. Each Kindergarten profile is completed by November 1st providing parents and teachers with valuable transitional insights into the students' success.</p>	<p>Full Implementation 10/24/2011</p>		
<p>8.05</p>	<p>Federal, State, and local service programs are integrated and coordinated.(2118)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>10-31-18 our 100% military students are supported by our ELL programming and the MFLC. Additionally we have reached out to business partners on Post to include the: Audie Murphy Club, the Field Artillery 2-8, Community Policing/ Fire Departments, and North Haven Housing.</p> <p>We are located on a military installation where 100% of our population of students are military dependents. We have a high population of English Language Learners who receive support through the district's ELL Program. Our school population also receives support from the Military Family Life Consultant Program and School Liason Program sponsored by the federal government.</p> <p>11-3-17 We continue our positive relations with our 100% military families. Our diverse families continue to have students in ELL who receive support through district programs. Our MFLC and School Liaison programs meet individual student and family needs.</p>	<p>Full Implementation 10/25/2011</p>		

		8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>10-31-18 All instructional paraprofessionals meet minimum qualifications per systems and protocols through the FNSBSD HR Department.</p> <p>11-3-17 We continue to have and hire staff who are qualified according to regulations. Many of our staff go further including several with National Board Certification.</p>	Full Implementation 10/25/2011		
		8.07	The school will have strategies to attract and retain effective teachers. (2120)(SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>10-31-18. We support our teachers through additional aides and PD at a high level. Other schools do not the the out-of-state instructor support like we do, nor do they have the in-school support for Core Instruction and SEL like we do here at Arctic Light. Our Title I funds support an Instructional Coach, in-class tutors, and school-wide behavior support.</p> <p>11-3-17 We have excellent candidates and have hired highly qualified teachers including two with National Board Certification. The military spouses look to our school first for teaching positions. This has benefited our school greatly.</p>	Full Implementation 10/25/2011		

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)(PIP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>10-31-18. Our improved PTA/ Title I meetings and digital communication has increased our parent involvement. Surveys are easier and guide our goals for Core Instruction and SEL. Parent Events are geared toward parents as teaching partners. Our Title I supported instructors, instructional coach and tutors guide our programming.</p> <p>2014-2015 This school year we will be starting a school wide family night with a variety of focus activities centered on connecting families with the school.</p>	Limited Development 10/25/2011		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Learning opportunities for parents will be provided during family night or during the school day to see the types of supplemental learning paid for with title 1 funds : Agendas and sign in sheets will provide evidence. *Online resources: IEXEL, Ticket to read, Accelerated Reader, *Visualize Writing *Social/Emotional Strategies *Champs *Parenting Partners *RTI Interventions	Objective Met 10/31/18	Thad Keener	05/15/2019
<i>Actions</i>					
	4/12/13	<p>We will provide a sign in sheet at each event to measure parent participation.</p> <p>Parents will be invited to attend two title one meetings held during parent teacher conferences.</p> <p>Parents will be invited to attend all events associated with Title 1 parent involvement.</p>	Complete 05/22/2013	Lorre Oxman	09/15/2012

Notes: 2015-2016: Parental Involvement included Open house, Parent Title I Informational meeting during first and second semester parent teacher conferences. Parents also attended a Potlatch in observance of Native American month, a math night in which parents learned how writing and reading influenced the current math curriculum, movie night, a black history event for the whole family, literacy make and take night and an engaging math night for the entire family. All of these events brought in many parents-Most had more than 150 in attendance.

1st 1st Quarter: Online software tools for parents to use at home with their students. Mathletics and Ticket to Read were showcased. Live entertainment The Pavo Inupiak Dancers performed and a light snack was served. Total attendance:125 people.

2nd Quarter: Thinking Maps for parents targeting 4th grade parents and students. This was facilitated by School District personal Due to weather it was not as well attended as it could be. Total attendance: 12 people

3rd Quarter: Literacy Make and Take This was a very well attended and institutionalized event coordinated by Lorre Oxman our literacy Coach. Total Attendance 185 people

4th Quarter: Intermediate Math Night This was a very well attended and institutionalized event coordinated by Debby Foster our Math Coach. Total Attendance 120 people.

We had attendance by parent representatives at both of the title on meetings this year as part of the title one team.

3/25/15 Create at least 1 parent night to present visualize writing techniques. Timona Grogan and Glyn Hoener were trained summer 2014 in this process. Provide an MOA linked to title 1 budget for this parental presentation.

Complete 05/07/2015

Timona Grogan

05/29/2015

Notes: Glynn Hoener and Timona Grogan organized two parent nights and presented visualize writing techniques on April 23rd and May 7th.

4/13/15 Encourage the formation an active Parent Engagement. Establish Parenting Partner Framework.

Complete 10/07/2015

Barbara Wiley, Lorre Oxman, and Debby Foster

04/26/2018

Notes: Develop strong partnerships with parents to bridge the gap.
 -Establish monthly informational meetings with parents.
 - Use our newly formed PTA to form partnerships with parents.

Implementation:		10/31/2018		
Evidence	<p>10-31-18. Systems and communication is ongoing and adjustments are effective and timely to meet our community needs.</p> <p>4/17/2014 See survey results and follow up activities and sign up sheets for those activities.</p> <p>10/8/2015 Parents have signed up for the class that will start up on October 13, 2015. Parenting Partners was introduced at Open House, which was held on September 24, 2015. Letters were given out.</p> <p>Our PTA will hold it first officer meeting on October 13, 2015.</p> <p>Shawna Holman, another parent has agreed to join our AK STEPP Plan Committee.</p>			
Experience	<p>10-31-18 Our Parent events are geared toward parents as partners in education. We gain parent input through improved digital communication and improved meetings.</p> <p>4/17/2014 The Parent Parties were not in place this year due to lack of interest from parents last year in this format. We did conduct two surveys and have used the surveys to plan parental involvement activities that parents were advocating for.</p> <p>10/8/2015 Parenting Partners will start on October 13, 2015. Team members received training in July 2015 and will continue to train during October and November. Invitations were sent out to Arctic Light parents.</p> <p>We have established a PTA group and we have invited parents to join our AK STEPP committee.</p>			

Sustainability

10-31-18 Parents need support and guidance to be partners in education. While digital communication helps title I supported positions like our new "On-Boarding" secretary helps get parents and students up to speed quickly.

4/17/2014

Continue to find creative ways for parents to be involved with their children's education and connected to school.

10/8/2015

We will encourage parents from our first class (October to December) to recruit parents for our second semester class. We will also convince parents to become trainers along with our team. We will provide information during conferences and family nights.

We will need to recruit parents to join the PTA. The group will be offered a space to set up during Parent Teacher Conferences.

The Administration will continue to solicit parents to join the AK STEPP committee. We need at least one more parent.