Comprehensive Progress Report

Mission: Zacharias John Williams Memorial School incorporates traditional and modern values to provide a well rounded, bi-literate learning experience in Yup'ik and English. We foster life-long learners who strive to reach their highest potential in a safe and respectful environment where critical thinking, self-discipline, and persistence are practiced. Our students will prosper and contribute as responsible and independent citizens of an ever-changing world.

Student Learning Goals:

Cooperatively and individually students will:

*Demonstrate effective communication

*Demonstrate civic and personal responsibility

Vision:

*Value culture, environment, self, and others

*Be problem solvers in a changing environment

*Learn and understand Yup'ik/Cup'ig culture, traditions, beliefs and ways of knowing

Goals:

Reading/Writing Goal: By the end of the 2021/22 school year, according to MAPs scores, 75% of students will reach their Reading and Language Usage growth projection (AK Stepp 3.2)

Attendance Goal: By the end of the 2021/22 school year, the whole school's aggregate attendance rates will increase to 93%. (AK Stepp 4.3)

Graduation Rate Goal: By the end of the 2021/22 school year, the graduation rate will increase from 60% to 75% (AK Stepp 3.2)

! = 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.			
	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:		The District creates curriculum and curriculum maps on Rubicon software & through the use of vendor provided curriculum; These maps are designed around the Alaska Content Standards and updated on a regular basis based upon teacher feedback, contributions and subsequent resource changes (books, media, materials). The maps are available to all teaching staff in the District. The staff at Napaskiak regularly provide feedback and updates to the "owners" of the District curriculum based upon the use of these curriculum and collaboration with other staff	Full Implementation 09/18/2020		

Core Function:	Assessment			
Effective Practice:	Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.			
KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		(updated 10/25/19) AimsWeb and MAPS, both universal screening assessments for Reading, Language Arts and Mathematics, which are aligned with State Standards, are administered to students in K-12 in the Fall, Winter and Spring per the District directives and timelines. The data from these assessments are used to create Student Action Plans (SAP) that guide Tier I,II, and III interventions for students.	Full Implementation 10/27/2019		

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

Initial Assessment:	(Updated 9/20/20) The school has implemented a written plan, the LKSD Instructional Framework and the District's RTI Matrix and Decision Making Guide, to help low performing students become proficient by providing appropriate and timely interventions. • The Site Administrator ensures the LKSD Instructional Framework and RTI Matrix and Decision Making Guide is being implemented by all staff. • Staff collaborate to design and implement strategies to meet the needs of all students. • Teachers meet weekly to collaborate. The District behavioral and academic intervention model (CSI) and the Response to Intervention model (RTI - Indian Education and Title I Interventionist funded) are being implemented in an explicit and deliberate fashion. These 2 programs are shaping the way we address student needs. These intervention tools, along with the after-school program (School Improvement grant funded), are being utilized to help raise student proficiency levels.	Limited Development 10/29/2010		
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	(updated 12-14-14) Students, teachers, and parents will be aware of students progress and movement in their proficiency levels in academic and behavioral areas. Students will be provided with intensive support in core academic areas of need. This intensive support will consist of specific skills previously identified during data mining workshops. These skills will be taught in small groups and 1 to 1 setting and the After-School program lead by para-professionals and certified teachers based upon identified RTI level II needs. To support these efforts, students will use a variety of academic interventions including computerized programs such as xTra Math, ALEKS, Dreambox, IXL, Lexia, Imagine Learning, Khan Academy, Accelerated Reader, and a variety of Apps and SmartBoard educational games. iPads and MacBook Airs, purchased with School Improvement 1003(a) funds, will be used as the platform for the computer programs. It is expected that these interventions will assist students in reaching their yearly learning goals and help to "back fill" necessary skills to attain grade level proficiency. (updated 5-12-15) As part of ongoing efforts to enhance instruction and motivate students, teachers in the mid and high-schools will be using a problem-based & project-based learning format to present curricula. Preliminary efforts to train and implement this plan are underway. It is expected that we will work toward full implementation with the 1st year being devoted to 1 class 1st semester and 2 classes 2nd semester. 9/1/17 - As of this time, teachers in Grades 3-12 have all been trained by the Buck Institute in Project Based Learning theory and practice and	**Objective Met 09/12/21**	**Talbert Bentley**	05/28/2021

are implementing this best practice in the classroom. The rest of the staff (K-2) will be trained at the institute. $10,000 will be spent to send staff members to the PBL training in Napa Valley, CA during the summer.

(updated 8-28-18) 10 of 15 staff members have been trained at the Buck Institute in PBL practices with one staff member receiving train the trainer level instruction. Due to budget limitations, new staff members will need to be trained by local staff so this effort will continue on as a local training initiative.

(updated 10-22-18) Continuing with documented ASP interventions mentioned on 12-14-14 - "These skills will be taught in small groups and 1 to 1 setting and the After-School program lead by para-professionals and certified teachers based upon identified RTI level II needs. To support these efforts, students will use a variety of academic interventions including computerized programs such as xTra Math, ALEKS, Dreambox, [IXL-*Deleted*], Lexia, [Imagine Learning-*Deleted*], Khan Academy, [Accelerated Reader-*Changed to Reading Counts*], and a variety of Apps and SmartBoard educational games."

(updated 1/13/19) A school team composed of the site administrator, teacher, and ASB member will attend the "Grad Rate Summit' on February 1 in Bethel. The "Grad Rate Summit" will be funded with CSI planning grant funds.

(updated 9/20/19) During the Grad Rate Summit it was decided to employ 2 strategies to address the Dropout issue: The Check and Connect protocol and extended after-school tutoring opportunities.

(updated 9/18/20) The Dropout prevention tutoring sessions and the After-School Tutoring program were expanded with CSI funding. Check and Connect will continue to be the vehicle for managing student attendance aligned with behavioral and other issues that require mentor attention.

(updated 11/28/20) Title IA Additional Allocations for FY21 - Learning Gap funds are being used to provide materials and services for students in distance learning and also materials/kits in classrooms for social workers to address student's emotional needs as a result of Covid and other related stressors that get in the way of learning.

(updated 4/20/21) Reviewed use of Indian Ed, CSI and Title IA funding as it relates to School Improvement.

Actions				
3/10/11	2. Parents will be made aware of all test scores and student progress on the STAR, AimsWeb, MAP, SBA, and other assessment tools at quarterly Parent/Teacher/Student Conferences (PTSC). A weekly progress report for K-6 students will be made for students to take home and then return to the school to keep parents abreast of student progress. Parents will be given training and access to their students grades in Power School.	Complete 12/02/2011	Talbert Bentley	05/15/2012
	Notes: This is an ongoing task. 10/7/11 - This task has not been completed to date. It is in Tj's mind. But the teachers have been faithfully putting in grades weekly waiting for Tj to catch up. 100% complete teacher-side, 0% complete SA side. 12/2/11- This is complete. First run will be mid-2nd quarter. 1/30/12 - Parents receive training and access to their student's Power School grades. 3/18/12 - Suggested modification - Progress reports at mid-quarter instead of weekly. Universal form needs to be created with: Citizenship, attendance,GPA/Phase Level. Grades need to be entered on a weekly basis by teachers. SA or Sect. can print out the progress reports. 4/15/12 - Include a way to print this progress report citizenship/attendance/GPA/Phase level in the database from task 1.			

12/3/10	1. Using data from the data workshop at the beginning of the year, low performing students will be identified for RTI services to be delivered both in and out of the classroom, by the classroom teacher and RTI specialists, as part of the Tier I/II in-class instructional practices, Tier II/III pullout services, and Tier I-III after-school program (ASP). All of these programs will utilize technology and computer software programs such as Imagine Learning, Lexia, DreamBox, Xtra Math, and other packages that target interventions and produce formative data for use in adjusting RTI efforts in addition to tutoring and concept refinement services delivered in and out of the classroom. Progress will be monitored with AimsWeb and STAR data. - Each identified student will have a plan developed for their areas of need based on assessment scores and data, class progress, and teacher observation. - The RTI specialist will create a schedule or "hierarchy" of intervention services and testing for the RTI students who will receive in-class, pull-out, or ASP services to manage assistance and monitoring. -Student identified areas of need will be aligned with the appropriate software package, intervention, or other problem-solving strategy to address the need. -Testing will be conducted bi-weekly for students receiving services.	Complete 09/03/2012	Dean of Students	05/15/2012

Notes:	3/18/11 RTI in progress for K-8 RTI students identified, schedules created and implemented. Students exited/enrolled based on performance levels. RTI meets periodically with teachers to update on student progress. AIMS Web and MAPS testing to be implemented 2012 will assist in the testing process. 4/15/11 1. A database (Access?) and/or program to streamline the data, test times, and test dates for low-performing students. This would ensure that students were exited/enrolled based on their performance levels and given the appropriate number of interventions. Reports once a week after the first month for the 4th grade and up. Who will make this database or where should we get it is an open question. 10/7/11 - Database is currently being created. Students have been identified. RTI is currently being initiated and applied with some students for the SY 11/12 year. ASP will start 10/11/11 targeting skill deficits. Task is less than 50% complete. 12/2/11 - This is ongoing. Except for the Progress-monitoring, this is mostly accomplished. 85% complete. 2/17/12 - Student data-base is complete. On-going CSI meetings are being completed to create and assess student plans and progress. 95% complete. 9/3/12 - Ongoing but basically complete.			
3/10/11	3. Students will have a teacher mentor assigned to them with mandatory weekly and monthly interactions.	Complete 04/01/2013	All Teachers	05/15/2013

	Notes:	This is an ongoing task. 3/18/11 - Need to identify target students and assign Mentors volunteers. Activities to do with students could include: potlucks, monthly activities, sleep overs, etc. We should brainstorm additional activities and interactions to motivate and connect with students. 4/15/11 - From various data points (academic and other), determine which kids would benefit from this smaller intervention; do this at the end of the first quarter. Assign mentors. Clarify mentor responsibilities thru training. Create and sponsor a monthly activity. Requires a Student Mentoring committee to properly develop this initiative. 12/2/11 - Committee was set up at the AK Stepp meeting. Starting with the Dean and....... 12/7/12 - Committee identified students who were potentially in need of mentoring and created a list that would be used to identify if the mentoring was academic, social or both. 2/15/13 - List completed. Mentors assigned by teacher choice. 3/1/13 - Teachers start to meet with their students. The process of mentoring begins.			
	3/10/11	4. Assemble graphs of student progress for those students assigned RTI services. Gauge overall progress in areas of need from the onset of service delivery. - Tabulate rate of return of signed K-6 progress reports. - Survey students on teachers on perception of success/failure of mentor program. Compare this to overall school climate as measure by the School Culture and Climate Survey and Discipline trends.	Complete 05/09/2014	Talbert Bentley	05/15/2013

Notes:	3/18/11 - Need to create graphs. 4/15/11 - Use database in Task 1 to create a graph; include in the database a way to tabulate growth of students who are involved in the RTI program. Keep track of returned K-6 progress reports and plot the return rate to look for increases. Create and tabulate a survey on the Student Mentoring program. Complete a comparison of this program to the overall results from the SCCS and discipline to evaluate success of program. 10/7/11 - Jan has a graph we got from another school. She is working to know it what it means but will surely crack in the near future. 10% complete. 12/2/11 - Jan is hot on the trail of that graph. She has it 80% complete except for logging of progress monitoring data. K-6 progress reports will go out this week and return for tabulation. Committee kind-of assembled for Mentoring program. 5/15/12 - Spreadsheet made of K-6 Progress reports was created and continues to be added to yearly. 5/26/14 - Survey of Mentor Program indicated a positive correlation when teachers actually did the mentoring and met with their students. Students in the lower grades, K-6, often did not know who their mentor was. At the BOY in 14/15, we will start the mentoring in a big way, introducing students to their mentors at an assembly so there can be no doubt who the mentor is. Students will also be told what the expectations are for the mentoring relationship i.e. check in, come to the mentor with issues, events like gym time and parties, etc. so students will be informed. Each teacher will be given 10 instead of 5 students so all students are covered in this program.			
12/14/14	iPads and MacBook Airs will be purchased (1/15/15) iLuv multi iPad charger and iPad covers will be purchased (1/15/15) iPads and MacBook Airs will be configured (1/30/15) iPads and MacBook Airs will be put into service and used in RTI program (1/31/15)	Complete 04/10/2016	Vasily Fisher	01/31/2015

Notes:	Items were purchased and put into service to be used for intervention activities. They are now a regular part of the classroom environment. Additional monies have become available to purchase iPads and iLuv multi iPad chargers to enhance the RTI program's technology.			
10/9/15	In order to reach the goal of reducing the number of students who are non-proficient in writing, the staff will be investigating ways to redesign existing curriculum so there are more opportunities to write. On a whole school basis, curricular materials will be examined to find opportunities to write. On an individual basis, teachers will review lesson plans to integrate more writing. This is in addition to the current Writing Across the Curriculum (WAC) efforts currently in place. (10/7/16) WAC has become a regular and expected part of the lesson plan. Teachers are working to find ways to integrate it on a regular and ongoing basis.	Complete 05/14/2018	Talbert Bentley	05/14/2018
Notes:	Organize PD time to bring whole staff together to discuss idea. Review curriculum, especially Math, Science and SS. Document and disseminate changes. Integrate and review changes on a regular basis.			
5/12/15	Teachers in grades 7-12 will implement a PBL orientation for instruction in most of their classes by the end of SY 2016/17. Currently, student performance and engagement lags towards the end, after sports have finished. Increasing the engagement of students, involving them in more realistic projects is hoped to internally motivate students to persevere and maintain high expectations in alignment with classroom rigor. Teachers will be locally trained using the Buck Institute manual for creating PBL's. Additionally, staff members in grades 7-12 will be sent to the Buck Institute's PBL World conference to receive advanced instruction in implementing PBL's in the classroom. It is expected that student performance as measured by MAPs tests will increase beyond current growth by 2 Rit points over the span of the next 2 years. Additionally, student satisfaction with classwork and engagement will also increase as measure by pre and post student climate surveys. Student attendance should also show a 10% increase over the 2 year span for the 7-12th grade students. (updated 10/7/16) Teachers in grades 3-6th will also be included in the PBL project to assist their efforts to implement PBL's as Bilingual Research Centers (BRC's) in the Dual Language model.	Complete 08/30/2019	Talbert Bentley	05/18/2019

	Notes:	(3/20/15) Staff members involved in the project fleshed out the idea of the PBL and worked to gain more knowledge on the subject. (4/25/15) Staff members involved in the project worked on their classroom projects for the coming year using the Buck Institute PBL format. (11/25/15) All 7-12 educators have implemented or partially implemented a PBL during the first semester. Time will be set aside during professional development time to collaborate and refine the process for the coming semester. (4/12/16) All 7-12th grade educators are now implementing 2 PBL's this semester. One has gone to the Buck Institute for additional training. (6/15/16) One staff member has gone to the Buck Institute for additional training. (10/7/16) - 3 Staff members in grades 4, 5, HS will go to Buck Institute PBL conference for additional training. It is noted that teachers are planning and implementing PBLs in the mid and high school. The training has been extended to the Elementary grades 3-6 to assist staff efforts in implementing Bilingual Research Centers as part of the Dual Language model. (11/15/16) 3 Teachers travel to Cherry Creek, CO to be trained in PBL methods. (6/30/17) 3 Teachers traveled to Napa Valley to be trained in PBL methods. One teacher took the level 200 coursework. (6/30/18) 3 Teachers traveled to Napa Valley to be trained in PBL methods. One teacher took the level 200 coursework.			
	2/17/19	Use the Check and Connect protocol to increase graduation rate by managing efforts towards student success. A "Master" monitor in the role of Community School Advocate, will coordinate al student and mentor activities directed towards student success including: attendance, grades, behavior, mentoring, and interventions. The existing mentoring program will be used as a vehicle for assisting students. Progress in areas such as attendance and grades will be incentivized and managed by the Master.	Complete 05/17/2021	Joseph Bavilla	05/20/2021
	Notes:				
	2/17/19	Create intensive tutoring opportunities to allow students to increase possible credit earned towards graduation. These classes will be held during the after-school program, in the evening and on the weekends to allow students extra instructional time towards graduation credit.	Complete 05/17/2021	Talbert Bentley	05/30/2021
	Notes:				
Implementation:			09/12/2021		

Evidence	10/27/2014 Surveys have been delivered for the past 2 years and will continue to be delivered to students to improve the program. 5/12/2015 Technology is in place, students are using them for RTI efforts, this objective has been fully met. 5/17/21 - Check and Connect software is purchased and used yearly as part of our regular attendance efforts. It is updated weekly by our CSA. The extended school day is a continuing effort to help students increase their credits and credit recovery that is used regularly by students. Funding sources change but the program continues in basically the same, effective format.			
Experience	10/27/2014 The document itself was created but the survey was given in a spotty fashion by teaching staff the 1st year. The 2nd year, a teaching aide administered the survey to all students making the results more relevant and in abundance. 5/12/2015 Monies available through grants were used to acquire these devices. They were put in the hands of students needing up to date laptop and ipads and have since been used on a regular basis for RTI remediation efforts. 5/17/21 - The Check and Conncect system is in place and has been used for 2 years to monitor student's attendance at school along with interventions used. The after-school program is currently being used and has been in place for 11 years. The additional time allotted to help students increase credits was sparsely used but target students.			

				Implementation Status	Assigned To	Target Date
Sustainability			10/27/2014 As a result of the survey, it was decided to expand the program to all students in the school and to publicize the effort so all students were aware of the program. Now, students are approaching their mentors about what they were going to do with them so they have become more active participants in the process. As part of our ongoing effort to improve the program, teachers will collaborate on a regular basis about what they are doing with their mentors, creating an idea-share. 5/12/2015 Continued use of the devices to deliver services in the classroom will be the responsibility of the teacher of record who will guide RTI efforts based upon data mined at intervals throughout the year. 5/17/21 - Check and Connect is an ongoing part of our attendance effort. The community school advocate will continue to update the documents and assigned staff will continue to provide interventions. The extended school day for students wishing to complete credits is continuing as part of the after-school program and is currently being funded by ESSER II funds.			
	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date

				Full Implementation 10/27/2019		
Initial Assessment:			(updated 10/25/19) • All staff use the research-based Sheltered Instruction Observation Protocol (SIOP) model regardless of language program type to implement instruction in the classroom. • Multi-Tiered Systems of Support (MTSS), a research-based model, is implemented to meet student learning needs across all grade levels. • In K-6, a dual language, research-based one-way immersion program is in its 9th year of implementation at the school. • Math instructional materials used at the school are research-based: Everyday Math K-6 and Glencoe 7-12. • English reading instructional materials are research-based: Reach for Reading K-6 and HMH English 7-12. • All staff are implementing CHAMPS, a Positive Behavior Support (PBS) system that is research-based for school-wide programs which encourages positive behavior of all stake-holders. • All staff are implementing the research-based Kagan Structures (cooperative learning) in all curricular areas. • Ongoing professional development is provided for the above instructional practices and programs. • Teachers share best practices during staff collaboration time. Additionally, we use the Language Development Model for vocabulary acquisition, Total Physical Response to engage kinesthetic learners, Peer-Coaching for peer-to-peer classroom observation, student-lead parent/teacher conferences and other instructional practices that have a strong research base behind them. As such, the staff are in an ongoing process of staff development to acquire and learn more student-centered instructional strategies. The educational goal at ZJ Williams School is to produce a more student-centered approach to learning where control and responsibility for student learning is released by the teacher and given to the student.			
	KEY	**3.04**	**School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			(updated 10/25/19) All instructional staff use a variety of formative	Full Implementation 10/27/2019		

assessments to determine the effectiveness of their instruction. The MTSS Matrix and Decision Making Guide identifies appropriate instructions and interventions based on specific student needs.

• Staff participate in professional development on how to analyze data to determine effectiveness of instruction and appropriate instructions and interventions based on specific needs of the students.

• Universal screenings are conducted 3 times a year.

• A variety of formative assessments are used: AIMSweb, MAP Testing, Yugtun Curriculum Based Measurements, diagnostic assessments, Reading Inventory, as well as other assessments to improve student learning. For students in the MTSS program, AimsWeb probes are used to progress monitor.

• Teachers use a variety of formative assessment practices during instruction to gather immediate feedback.

• Teachers share strategies for improving instruction based on data analysis during staff collaboration time.

Formative assessments are built into our programs such as EveryDay Math and Reach for Reading; district-wide inservices have focused on the adoption of formative assessment across curricula. The Sheltered Instructional Observation Protocol (SIOP) emphasizes formative assessment as a beginning and end to every lesson and is required within the District as the tool for structuring planning and instruction within the classroom.

In addition to the formative assessments provided with packages such as EveryDay Math, Reach for Reading, TCI Social Studies, and TCI Science, teachers regularly review data from AimsWeb and MAPs testing to gauge student progress and review data during collaborative dialoging sessions with their peers.

As part of the formative process and as a tool to increase school wide educational expectations, MAPs and AimsWeb assessments are used to establish baseline data. This data is used as a comparison tool to gauge instructional rigor within the classroom and adjust expectations accordingly.

Students are placed in MTSS groups, pairs, and individuals based upon MAPs and AimsWeb assessment results and are formatively assessed / progress-monitored on an ongoing basis using AimsWeb.

Continued use and training in these formative assessment tools should be a regular part of the school's professional development efforts to sustain the efforts to fully and effectively implement formative assessment.

Core Function:	Supportive Learning Environment			
Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.			
	4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This school is a positive behavior support school which implements the CHAMPS protocol for a unified system of school and classroom management and discipline. All staff members follow the protocol in classrooms and common areas and work to provide a safe and positive environment for all students. Within this climate, interruptions are minimized and when they occur, are handled in a manner which mitigates disruption. School announcements, outside speakers and presenters, and unscheduled events are minimized and rarely effect regular school hours. Non-school generated events such as random people wanting to talk to students is allowed only for local "elders" as a method of supporting the tradition and culture of the community. This happens rarely but is always a welcome event and an opportunity for students to interact with their elders, receiving important knowledge that becomes fodder for writing afterward. Any speaker or presenter that is interested in speaking to the students or has been requested by a staff member must have the request passed through the office for approval prior to the event. Permission to hold the event is granted based upon the amount of time to be used, the relevancy of the event, whether it segues with current instruction, and if it has sufficient value for the student's education and learning. A high bar is set to pass muster and many presenters do not meet the demands	Full Implementation 09/18/2020		
	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:	All staff members clearly communicate behavior standards to students and equitably use them throughout the school. The school-wide behavior plan is modeled from the district's behavior plan. Most students meet behavior standards. • All staff implement Positive Behavior Support (PBS), a research-based school-wide program that encourages positive behavior. • Positive Behavior Support professional development is provided throughout the year to staff by the District and locally. • CHAMPS, a classroom management component of PBS, is used in all classes to support positive interaction and behavior. • The school-wide discipline plan has been explained to parents, students, and staff and is reviewed yearly. • School and classroom rules and consequences are clearly displayed and consistently enforced. • A problem-solving team is available to address student behavioral needs as appropriate. CHAMPS is now the standard for classroom and school behavior management at ZJW. Staff members use it and the school expectations on a consistent basis to craft behavior modifications, student communications, and to relay behavior expectations. By transforming discipline from a punishment-based system to one of re-teaching, the school has created a positive learning environment where students feel safe to take risks. Staff members will continue to receive on-going training in CHAMPS and will participate in peer-coaching opportunities that center on providing reflecting coaching on CHAMPS practices in the classroom.	Full Implementation 09/18/2020			
KEY	**4.05**	**School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:		Extended learning opportunities are made available to all students in need of additional support and most students participate. Identified students receive RTI Tier 2&3 interventions during the school day or after school. K-8 students receive 120 minutes of core reading instruction daily. K-8 students receive 90 minutes of core math instruction daily. K-6 students who are below grade level in math and/or reading receive 30 minutes of interventions daily. 7-12 students who are below grade level in reading receive interventions daily in class or after-school. 7-12 students who are below grade level in math receive interventions daily in class or after-school. Extended learning opportunities are available such as the After School Program (School Improvement and locally funded), Credit Recovery (during the school year and summer), dual-enrollment college courses, and academic activities including Speech, Yupik dance, and Robotics (District funded initiatives). There is mandatory after-school program (ASP) for students in 3rd - 6th grade and a voluntary program (linked to student eligibility) for students in grades 7-12. During the after-school program, students work on computerized programs targeted to areas of need in Reading and Math as determined by pre-, diagnostic, and standardized tests. There is also 1 to 1 tutoring with para-professionals and certified teachers available during the ASP (funded by local and CSI funds).	Full Implementation 09/18/2020		
	KEY	**4.06**	**School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:				Full Implementation 10/27/2019		
			(updated 10/25/19) The Dual Language Educational (DLE) program, a 1-way bilingual immersion model, which delivers 80 & 20% of instruction in English & Yupik resp. to students in Grades K-1 and 50/50% English / Yupik to students in grades 2-6, is the standard for instruction. This program will eventually be moved up to grade 6. Continuing community support is necessary to make this effort succeed.

As part of the DLE program, the whole school uses the language of the day (Yupik M/W/F) in all open areas and staff members work hard to participate in and respect this aspect of the DLE.

Yuuyaraq (Yupik Values instruction) where students are instructed in the traditional ways of being, is conducted in K-6 for all students 15 minutes each morning and Yuraq (Yupik Dance) is conducted on Friday for the bulk of the students.

Yupik language and cultural instruction is delivered to 7-8th graders daily for 45 minutes and for 4 semesters or more to students in grades 9-12.

Cultural week (a locally funded initiative), held in April, has 100% participation in K-12 | | | | |
| | 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:* | (updated 10/25/19) All staff members communicate frequently using multiple means with parents about learning expectations, student progress, and ways to reinforce learning at home.

• School and classroom newsletters are sent to parents about learning expectations and contain ways to reinforce learning at home.

• Teachers make personal contact with parents by phone, home visits, email, blogs, and/or conferences as needed. 10 contacts are expected a month with 5 contacts resulting in a request for parent participation in the classroom.

• Parent/Teacher/Student conferences are conducted and led by students 4 times a year and address learning expectations and student progress.

• Powerschool provides online access to parents to follow student progress and provides links to websites about parenting skills and a toll free parenting support help-line.

• Family nights provide parents and other family members with literacy development activities and other ways to reinforce learning at home.

• Parents are invited to provide feedback on programs, Site Administrator and teacher performance, and other areas through paper and online surveys.

• A Home School Coordinator is available to assist with language support, translations, or other tasks to support effective communication with parents.

• Parents are invited to be part of the school improvement process.

Additionally, parent guest presenters are encouraged to come to class and morning Yuuyaraq, Parent Involvement Committee activities are held bi-monthly, 10 parent per month minimum contacts are expected of teachers, weekly eligibility reports are sent out to students in grades 7-12, and Every Day Math homework Family Math pages are sent home daily with students in grades K-6 to encourage parents to participate in their student's school life and to keep the school to home connection open.

The Advisory School Board will be working on a communication plan to systematize and continue efforts to get the word out to the community. | Full Implementation 10/27/2019 | | |

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:		The school ensures that all students' parents and community members are informed about school priorities and provides opportunities for them to become engaged. The Advisory School Board (ASB) conducts meetings addressing school priorities where all parents and community members are welcomed. The ASB is comprised solely of community members. Community meetings provide parents and community members information about school and district priorities and solicits their participation and input into these programs and efforts. The Central Native Education Parent Advisory Committee (CNE-PAC) representative for our school provides input into the district's Indian Education application and programs. Then communicates information back to community members upon returning to site. The school website provides information about school priorities and opportunities for parents and community members to become engaged. Parents and community members are asked to provide input into district and school programs and community meetings were conducted to determine language outcomes, paving the way for the Dual Language program. Title I School-wide Improvement plan was developed by a team of stakeholders, including parents, and presented to the Advisory School Board and the community. An "elevator speech" is designed to present school goals, current levels of performance and activities to meet these goals to the community. This speech is designed around the needs assessment and school improvement plan designed by stakeholders. Parents and community members are asked to be part of the school improvement process, AK Stepp. In addition, the AK Stepp plan is posted on the school website for community perusal.	Full Implementation 09/18/2020		

Core Function:	Professional Development			
Effective Practice:	**Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.**			

	KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(updated 10/25/19) Multiple sources of student achievement data are used as a primary factor in determining comprehensive professional development priorities. The school uses student data to inform instruction, which drives the comprehensive professional development priorities. • Multiple sources of student data are analyzed (PEAKS, Access for ELL, MAP Testing, AIMSweb, Yugtun CBMs, Reading Inventory, discipline data, graduation rates, dropout rates, attendance rates, school climate and connectedness results, etc.). • School professional development is aligned with District initiatives (Kagan, dual language, MTSS, SIOP) • Historical data on student achievement is used to identify trends and needs that should be addressed through professional development. SIOP, Every Day Math training, and CSI/MTSS (Indian Education funded) have all been implemented Districtwide to address ongoing academic and social issues in the District. Most Special Education PD is determined by student achievement & needs.	Full Implementation 10/27/2019		