

Comprehensive Progress Report

Mission: We provide a personalized learning experience with curriculum and technology that supports high standards of excellence allowing students to reach their fullest potential as well as learning to become productive members of society. Our learners develop their minds and hearts through meaningful experiences that deepen their understanding of themselves, their culture and the world through self discipline, tolerance for others, and personal ownership. Students will develop respect, and responsibility for their elders, community members, and culture through self-sufficiency and hard work.

Vision:

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Curriculum				
Effective Practice:		Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.				
	KEY	1.01	School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Tetlin School is continuing to push implementation of hands-on learning opportunities for students and support a project-based learning model in our classrooms. Tetlin has been utilizing district hands-on curriculum for science for many years. Students have done well with this curriculum, however, it only is supported through the 5th grade. When students enter 6th grade and up, we no longer offer the hands-on and experiential curriculum in the content areas, and engagement goes down. Tetlin School has been working with teachers during the past 2 years to support their efforts in developing a more hands-on approach to content area learning.		Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		<p>Students in grades 6-12 will spend at least part of their instructional day engaged in hands-on, experiential, project-based curriculum for at least one content area. This will be measured via notation in teacher lesson plans as well as classroom observation on a regular basis. Meeting of the objective means that teachers will engage students in this type of learning on a regular basis (minimum weekly), and not a few isolated incidences.</p> <p>11-3-17 The school is implementing a blended learning approach to learning for the students. We are making changes to have students rotate between computer activities, learning tasks, and teacher led discussions. The goal here is to get kids moving but also holding kids accountable for their efforts or the lack thereof in each learning stations. It is thought that rubrics can help with scoring and student participation. Teachers will also be developing the students ability to work in a project-based learning environment. Students will need scaffolding to help build their ability to work independently and correctly.</p>			Robert Litwack	05/25/2018
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						
!		1.04	School staff use a variety of assessment data to systematically review and identify gaps in the curricula.(326)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>We are currently looking at the data that we have available to us at the school level. What we believe needs to be developed is a district-wide plan to review curricular objectives, and make sure that all curricular objectives (GLE's) are covered. Objective #1: Weekly, Teachers are required to submit lesson plans on Class Bright; a program aligned to Alaska State standards. #2 Professional Learning Committee(all Staff) meets weekly to discuss and organize improvement methods to reach AYP again. #3: Weekly staff meetings address classroom strategies, data, Aims Web scores, state standards, and any other interventions to complete goals. 8/23/201: We will continue with our weekly PLC meetings (Friday afternoon), Weekly Staff meetings(Wednesday 7:30-8:00am). 11/3/2014 Staff meets in PLC each Wednesday to review student data and use that data to develop intervention plans as needed. Data reviewed includes, but is not limited to SBA, MAP, AIMSweb and curriculum embedded assessment. 9/4/2015 Staff meets in PLC each Friday to review student data and use that data to develop intervention plans as needed. Data reviewed includes, but is not limited to AMP, MAP, Easy CBM, AIMSweb, and curriculum embedded assessment. 9-29-17 - The team has been using the district approved assessment PEAKS, MAP, AIMSweb, and curriculum embedded assessment. The team feels that we have consistently met this objective.</p>	<p>Limited Development 09/23/2011</p>		
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		Priority Score: 3	Opportunity Score: 3	Index Score: 9			
How it will look when fully met:		<p>When this objective is fully met, all student deficiencies in the areas of reading, writing and math will have been identified and made available to teaching staff so that an individualized plan (ILP) will be developed and implemented to monitor student progress. 11/4/2014 When this is fully met staff will collaborate at the start of the school year to review student data, identify areas where scores are below proficient and then determine if there is a gap in instruction, curriculum or other outside factors that are influencing student achievement. Once the determination is made, the staff will devise a plan to address the issue and implement it with fidelity so that student achievement improves. Response to the effectiveness of the plan will be monitored through benchmark assessments, formative assessment, and student data in Power School. 9/5/2015 We will look at AMP data in October when it becomes available. We will also look at Easy CBM data quarterly, and AIMS Web every other week. 10-29-16 - The staff will continue to use MAP data this year with bi-monthly Aimesweb checks for progress. The team will also be testing mid-year in hopes of moving students into higher more challenging D.I. classes.</p>				Robert Litwack	05/26/2017
Action(s)	Created Date			1 of 3 (33%)			
1	2/8/13	<p>Data from SBA's, AIMSweb, MAP, and classroom formative and summative assessment will be disaggregated and areas of need will be identified.</p> <p>11/3/2014 Data from SBA's, AIMSweb, MAP, and classroom formative and summative assessment will be disaggregated and areas of need will be identified. Plus attendance rate through PowerSchool and ASPI score</p> <p>9/4/2015 Data from AMP's, AIMSweb, MAP, Easy CBM and classroom formative and summative assessment will be disaggregated and areas of need will be identified.</p> <p>AIMSweb will be done for K-1 every other week. MAP tests will be done for grade 2-12, three times a year. Easy CBM will be done every other week for grades 2-12. AMP test will be done once a year for grades 3-12.</p>		Complete 05/27/2016	Robert Litwack	05/27/2016	

Notes: SBA and LEP data along with MAP and AIMSweb data have been given to all teachers. SBA data reviewed in the fall, MAP and AIMSweb reviewed in the fall, winter, and spring.
 9-1-2015 The team continues to review MAP data along with Aimesweb and EasyCBM data.
 10-28-16 We are no longer using the SBA, we are using MAP and aimeweb to asses the progress kids are meeting expectations. We will be completing a formative assessment this spring.

2	2/8/13	<p>Teaching staff will review MAP data and other assessments to determine where their students are deficient. Each teacher is responsible for their own students.</p> <p>12/6/2013 Most teachers are completed but a bit more time is needed.</p> <p>11/4/2014: Teaching staff will create an ILPs for each student with a plan interventions in their areas of need. Each teacher is responsible for their own students.</p> <p>9/5/2015 Data will be gathered to drive instruction in the classroom.</p>		PLC team	05/27/2016
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Notes: Staff did not receive MAP data as originally planned and they have requested more time to complete ILPs.
 Goal for next year: ILPs will be completed by end of September.
 2/2014: staff have completed ILPs for all students except for those who have recently transferred into the school
 September 2014: Statewide data reviewed, students identified and grouped, teachers have begun planning ILP's

5/20/2015: In 2013/2014 ILP's were not done. In 2014/2015 these were informally done often through frequent formative assessments.

2014/2015: Kurt implemented AGS Math at the high school level. Kathy supplemented Treasures with Triumphs. Barb increased focus on writing after fall 2014 writing assessment

3	11/4/14	<p>11/4/2014 PLC Meetings during the first few weeks of school will be focused on data review and development of ILPs for all students. All teaching staff will have completed ILPs by the end of September to be reviewed and adjusted as needed in light of new data on student performance.</p>		Robert Litwack	11/06/2015
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Notes: September 2014: Team reviewed spring 2014 SBA Data, sorted students into groupings based on need identified in testing.

September 2015- AMP data is not yet available. We will collect data through AIMS web, Easy CBM, MAP. We will review data as it becomes available.

9-1-2015 - The team has just recently received the AMP data and is now looking at it to assist with informing instruction.

Implementation:		11/12/2015		
Evidence	4/15/2015 Teachers made decisions regarding curriculum materials (AGS Math, leveled reading) based on test and progress monitoring data analysis.			
Experience	4/15/2015 Reviewing the data provided teachers an opportunity to be objective about progress their students are making aside from what they are seeing on a day-to-day basis.			
Sustainability	4/15/2015 Teachers need to continue the process of reviewing data and using progress (or lack of) to make program decisions for their students.			

1.05		School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There has been a shift in recent years to more to more digital curriculum resources for the purposes of more personalized and competency-based learning. The district is also undergoing a shift to a blended and project-based instructional model in all classrooms. Both of these efforts are meant to provide students with more personalized learning opportunities as well as to promote more competency-based learning. The data these new curriculum resources provide is comprehensive in that it allows teachers to determine immediately where instruction needs to be directed at the right time. This takes much of the guesswork out of daily classroom planning, and allows teachers to be responsive to student learning needs. Curriculum can be directed and implemented appropriately and at the right time. The district is supporting teachers in this shift with ongoing professional development efforts.	No Development 10/27/2017		
<i>How it will look when fully met:</i>		Teachers will have implemented a blended learning instructional model in their classrooms. Students will work in various station rotations in order to more comprehensively immerse in their learning. Teachers will utilize digital data gathered on a daily basis to adjust station activities, monitor student progress, and personalize specific stations for students as needed.		Robert Litwack	05/25/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	10/27/17	Teachers will collaborate regularly in PLC meetings to review current data collected in their digital curriculum. These collaborative sessions will help the teachers support each other's planning efforts, and aide in brainstorming how stations can continually be adapted, added and developed to address current student needs.		Robert Litwack	05/25/2018
<i>Notes:</i>					

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,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we are completing MAP testing three times a year. We are working on completing AimesWeb testing to track reading and math skills.	Limited Development 10/27/2016		
How it will look when fully met:		<p>10-28-16 - The team is looking to more closely monitor assessments and routinely administer these tests on a regular basis. MAP testing will continue to be in the Fall, Winter and Spring. Aimesweb testing should be completed bi-monthly to track progress. Currently the students are being tested on Aimesweb reading, but we will need to move into regular math testing which should be done monthly.</p> <p>01-06-17 The team discussed with the change in teachers we have had some difficulty finding testing data and having difficult getting to her information. We continue to do Aimesweb testing bi-monthly basis and includes a math component.</p>		Robert Litwack	11/30/2017
Action(s)	Created Date				
Notes:					

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:	<p>Classbright is the tool used to record and create Lesson Plans to meet student needs based upon standards. It is utilized to various degrees by various teachers. 11/3/2014: We have a site wide plan for interventions to support the needs of students. This plan includes tier 2 interventions within the classroom provided by teachers, as well as tier 3 interventions both in the classroom and pullout (as needed). 8-15-2016 The team continues to work with students at various ability level. We are testing all students to ascertain their ability level in Reading and Math. Testing will be completed within the first two weeks of school. Those students who have deficits in reading with receive intensive instruction in reading. Math testing will take place within the first two weeks and will be used to place kids in appropriate ability level classes. The math assessment will also allow the team to track improvement and areas of need.</p>	Limited Development 08/20/2014		
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How it will look when fully met:

Classbrite will continue to be used to demonstrate that core instruction is being implemented in the class. Some examples of Core instruction are Treasures, Triumphs, SRA Reading Mastery, Souday Reading, Achieve 3000, Saxon Math, Core Math, Time links (social studies). These are all district approved curriculum. Low-performing students receive additional time, pull-outs, additional reading and math strategies, instruction in Souday, Reading Mastery, Triumphs, and Fast forward. The team will know if the additional supports are assisting students by their improved AMP scores. The team feels it is important to have additional indicators to demonstrate improvement in skill levels so bi-monthly the team is using EasyCBM's and AimesWeb to check for improvement. The team reviews this data on a regular basis to see if there needs to be changes made to the RTI program. The team is using pull-outs, small group instruction, direct instruction to work directly with students who are underdeveloped in their academic skills. The objective will be fully met when teachers and staff have copies of lesson plans in Classbrite that show that students are receiving Core Instruction. Results from test scores should demonstrate improvement in math and reading. Our goal is to have 10% growth in AMP reading and math scores. The team also expects that at the next AMP testing that 50% of students in the students tested will be in the AMP level two area in reading. 11/4/2014: When this objective is met all students will have an ILP which specifically addresses their needs. Students will be provided with targeted interventions as needed. This will be evidenced in lesson plans in ClassBright, individual ILPs and classroom observations. 5/20/2015: This indicator seems redundant 11-7-15 The team will continue to work on providing targeted interventions, such as direct instruction in reading. These interventions will be documented in Classbrite. 10-28-16 We have built a school schedule where are students receive the regular assistance they need with the schooling. In addition students all receive additional reading instruction to meet the

Robert Litwack

05/26/2017

Action(s)	Created Date				

Notes:

KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Students who score below proficient in reading need to receive daily intervention in addition to their core instruction. Students receive core instruction in Reading in Treasures, Math Saxon K-5, Core Focus on Math 6-8, Big Ideas in Math 9-12. For intervention in reading we are using the Souday System K-6. In order for this to become reality instructional aides must receive adequate and ongoing training in the Souday System.

Teachers and aides are also using pull-outs to assist with improving reading abilities. We determine the students who need pull-out assistance from AimesWeb data.

Tetlin school continues to implement the Souday System of reading intervention and supports for all students. The Souday System provides structured, systematic multisensory reading intervention using research-based Orton-Gillingham methods to provide support for all students struggling with reading and language. The Souday System has been in use at Tetlin School for the past 5 years. The system requires regular professional development for the instructional aides and the principal teacher, as well as replenishing of the student and teacher materials used in the system. This system has proven an effective intervention and support in improving the reading scores for Tetlin students.

Limited Development
10/22/2014

How it will look when fully met:

When this indicator is fully met students will receive their daily core curriculum in reading--Treasures, math--Saxon/Core Focus/ Big Ideas, Plus a minimum of 25 minutes of daily intervention in reading using the Soday system curriculum from trained educational aids. Evidence that this is being fully met will be educational aids being in possession of current training certificates. Students will have adequate materials, both non consumable as well as consumables from Soday System intervention program, Treasures, Saxon etc as needed. 1/8/2016 Every student in the school will be tested in the Soday Program and benched marked them as to where they are in the Soday Program. Students have been identified as to which ones would benefit from Soday interventions. The aids schedule has been developed to provide on a daily basis Soday interventions. The students will be seen for 30 minutes on a daily basis. 10-28-16 - The team continues to use the Soday program with the students in the K - 2 class. Grades 3 - 12 focus on direct instruction in either decoding or comprehension. Grades 3 - 12 are also retested to see where progress has been made and move them into the appropriate leveled classes.

Students at Tetlin School will receive regular instruction in a 1 on 1 setting by instructional aides using the Soday System. This system is designed specifically to be used in such settings. The instructional aides in Tetlin are scheduled to allow this kind of intensive support for reading using the Soday System.

Robert Litwack

05/31/2018

Action(s)	Created Date		0 of 5 (0%)		
1	12/7/15	Students who are below proficient in reading or at risk of becoming below proficient will receive a minimum of 25 minutes of daily reading intervention in the Soday System.		Robert Litwack	12/31/2015
<i>Notes:</i>					
2	12/7/15	Necessary materials and training for implementation of the Soday system will be provided to all teachers and instructional aids.		Scott MacManus	03/31/2016
<i>Notes:</i>					

3	12/7/15	Test data will be reviewed to identify students who are below proficient in reading so they can be provided with necessary intervention.		Robert Litwack	12/31/2015	
<i>Notes:</i> A review of test data will occur following each benchmark assessment.						
4	1/6/16	<ul style="list-style-type: none"> Using District Hiring procedure, hire an additional aide who will be trained to do one on one and small group pullout that supports the classroom teacher, using the Sunday, Orton-Gillingham based reading program. The funds will be used to train an aide in the use of the program, how to benchmark students, and to progress monitor. 		Robert Litwack	05/25/2017	
<i>Notes:</i> The aide will be trained on how to use the program, observe others successfully using the program and will be provided with a consistent schedule to work with the children in need.						
5	12/12/17	The new instructional aides and the new principal/teacher at Tetlin School will receive professional development to bring them up to date with proper implementation of the Sunday System. The current Sunday kits at Tetlin will be replenished and supplemented with new materials that have been added to newer editions of the kits.		Robert Litwack	05/31/2018	
<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,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Effectiveness of instruction is determined in core content areas, but needs to be addressed in all areas. 11/8/13 Formative assessment is used to determine effectiveness of instruction based on: # of student errors on questions, Students may retake tests to demonstrate mastery of content. 11/22/2013 We use the information to do flexible grouping, assign effective homework, to determine where students need further one-one interventions through reteaching. 11/3/2014 Teachers use in class observations of student work, questioning strategies targeted to determine if students are comprehending information at different levels of understanding. The math and reading instructional programs, Saxon, Reading Mastery and Treasures all have assessments embedded frequently into the lessons so teachers can monitor students progress. 1-20-2017 - The group completes MAP testing three times a year, AimesWeb is completed every two weeks but is also repeated by district staff three times a year. We are also implementing MyOn and IXL and looking to see if we can obtain assessment data from those programs. We also have Saxon math assessments completed. The team also uses SRA reading assessments to see if students are making improvement.	Limited Development 10/07/2011		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>When this objective is being fully met, all students will have an individual file that may contain samples of work, core content tests, running records, and progress monitoring. Teacher then use that data to direct their instruction by identifying gaps in learning and develop interventions to bridge the gaps. 11/08/2013 Files also will contain MAP data. 11/3/2014: When this objective is being fully met, all students will have an individual file that may contain samples of work, core content tests, running records, and progress monitoring. Teacher then use that data to direct their instruction by identifying gaps in learning and develop interventions to bridge the gaps. These files will also be used to help teachers discuss students during PLC meetings as a tool to develop other strategies to support student learning. 11/25/2015 When this objective is being fully met, all students will have an individual file that may contain samples of student writing, core content tests, reading fluency, AIMS Web or Easy CBM data, MAP data, and AMP data. These files will also be used to help teachers discuss students during PLC meetings as a tool to develop strategies to support student learning and improve RTI. 10-28-16 We are currently using MAP testing three times a year to look at how our students are performing. Aimesweb is being used currently in the K- 2 class but we have had some technical difficulties with Aimesweb work in the higher grades. We are working on the problem to update the system so we can better track progress in regards to the interventions we are doing.</p>			Robert Litwack	03/31/2017
Action(s)	Created Date			1 of 4 (25%)		
1	2/1/13	Teachers will maintain bi-monthly assessments in either Easy CBM's or AimesWeb. This data will be used to drive RTI practices and interventions in the school to improve reading scores.		Complete 04/26/2013	Robert Litwack	05/31/2015
		<p><i>Notes:</i> 2/8/2013-This is an ongoing process and each teacher has current student files 3/21/2013 Thumbs up for understanding, bell ringer problems, class discussions pre and post lesson, Daily warm up on factoring, quizzes, observations during student work. Games and student notes 4/26/13 All teachers have files of student work. At the close of this year the files will be cleared with the exception of key data to be then be passed to the next years teacher. 5/20/15: Staff using assessments to guide instruction, as evidenced in CB lesson plans.</p>				

2	11/8/13	Teachers will create and update periodically student files and ILP. 11/3/2014: Teachers will keep all student ILPs up to date with testing data as it becomes available to the teacher.		PLC Team	05/31/2015
<i>Notes:</i> This task was established several years ago under previous admin and staff. This is no longer a relevant task for the current team.					
3	2/13/14	During PLC meetings teachers will review student progress as shown through progress monitoring, weekly skills tests or other formative assessment data that is provided by teacher at the PLC. 11/3/2014: The site instructional coach will review student progress as demonstrated through the different forms of progress monitoring and other formative assessment.		Tracie Weisz	05/27/2016
<i>Notes:</i> Fall 2014 MS/HS administered EasyCBM universal math screener - Kurt and Tracie reviewed data. Tracie recommended movement to alternate curriculum, AGS Math for these students. AGS Math was loaded into Classbright and Kurt was given all necessary instructional materials, lessons, etc.					
4	11/25/15	Teachers will maintain bi-monthly assessments in either Easy CBM's or AimesWeb. This data will be used to drive RTI practices and interventions in the school to improve reading scores.		Robert Litwack	05/27/2016
<i>Notes:</i> 2-11-16 The team is moving to AimesWeb for formative assessment work. The decision was made to go to AimesWeb for ease of use and better tracking of student data. At this point the teams are benchmarking their students or inputting data. The team will meet in two weeks to discuss our success in working with AimesWeb.					
Implementation:			04/26/2013		
Evidence	4/26/2013	All students have a personal file which contains their assessments and work samples.			
Experience	4/26/2013	Doing this process allowed us to see areas of need based on student work and growth. Monitoring and aligning to standards directs instruction.			
Sustainability	4/26/2013	1. Continue and maintain files 2. Continue assessments formal and informal 3. Homework			

Core Function:	Supportive Learning Environment
Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.

	4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Effective classroom management strategies need to be further developed in order to maximize instructional time across grade levels. Action Based Learning has been implemented and proven effective in Northway as classroom management and student engagement strategy. Tetlin is planning to implement ABL through a kinesthetic classroom in the fall of 2017. Tetlin will be implementing CHAMPS tiered behavioral supports in the fall of 2017. Management strategies will be based on the CHAMPS framework - Teacher will establish and explicitly teach expectations around the 5 elements of CHAMPS. These are the foundation for implementing station rotations with students. Station rotations can be successful and engaging learning centers that meet student learning needs and promote more regular critical thinking opportunities. In order for station rotations to run efficiently, students need to understand what behaviors are needed for them to be successful within this model. Teaching the 5 elements of CHAMPS will improve student behaviors, teaching learning behaviors, and promote success within the blended instructional model.</p>	<p>Limited Development 10/07/2011</p>		

How it will look when fully met:		<p>When fully met, teacher will be able to implement the blended model with station rotations across all subjects on a regular basis. Students will have been taught the expectations for learning behaviors based on the 5 elements of CHAMPS. This allows students to not only effectively make use of the stations, but also to develop more sophisticated learning behaviors such as making appropriate academic choices, communicating and collaborating with group-mates, working independently, self-assessing and self-monitoring, increasing a sense of personal responsibility and ownership over learning, and building critical thinking skills. Station rotations can increase in complexity and move students more efficiently along their learning paths. Class time can be planned and used more efficiently. These behaviors can be tracked by noting minimal distractions and disruptions due to off task behaviors, and increased student achievement scores.</p> <p>Fewer behavior referrals and logs in PowerSchool. Increased student attendance. Increased time on task. Increased student engagement. Improvement in spring MAP scores.</p>		Robert Litwack	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/27/17	Purposeful implementation of CHAMPS to support blended instructional model. Evidenced by explicit instruction of the 5 CHAMPS elements on a regular basis, as well as supporting visual resources to remind students of expectations for learning behaviors.		Robert Litwack	05/25/2018
<i>Notes:</i>					
	4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>School-wide operational procedures are in place to minimize disruptions of instructional time through holding students accountable for their actions. This will be a continuous work in progress in order to minimize disruptions. We do however need to look at scheduling of itinerant personal through better communication. 11/3/2014: Same as above 5/1/17: Planning for rollout of CHAMPS and Action Based Learning in the fall of 2017. These two programs can address ongoing concerns regarding disruption of instructional time and behavioral issues. 10-13-17 - We have minimized the amount of phone disruptions. We have taught the kids routines to help minimize disruption. Make Your Day helps with minimizing inappropriate classroom behavior. Bell to bell instruction time. Timed activities that help minimize disruptions.</p>	<p>Limited Development 10/07/2011</p>		
<p>How it will look when fully met:</p>	<p>No Tetlin School students below 12th grade were proficient in reading, writing, or math in the 2011 SBA Tests. One of the factors leading to this result is aggressive and disruptive behavior in the classroom. All three Tetlin teachers want to increase our skill levels in managing disruptive behavior; to this end we want to take two Alaska Pacific University cases addressing this issue. Our goal in taking these two classes is to collaboratively change behavior in Tetlin School to allow more on-task time, and hence more learning and higher SBA scores. Behavior is Language is a course designed to give a new perspective on student behavior and effective tools for facilitating positive student change. Behavior is Language provides a developmental framework for understanding what students are trying to tell you through the “language” of their behavior. The course teaches behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control and reduce your workloads and burnout. This program helps you, as well as students, find creative, effective solutions to behavioral problems. Understanding Aggression: Coping with Aggressive Behavior in the Classroom addresses violence and its effect on students and schools. The goal of this course is to help educators and adults in general better understand how aggression affects our lives and the lives of children. Hopefully such greater understanding and more skilled efforts at prevention will substantially reduce the aggression and violence that has become all too common in America’s schools. 2/1/2013: The three teacher who were mentioned in the prior plan are all gone from this site. Student behaviors have improved and the disruptive behaviors are reduced. Disruptions to instructional time has also been reduced. 2/2014: Student behavior is being addressed at both the classroom and school wide level. Teachers will have behavioral expectations posted in their room, all site support will be informed of school wide expectations.</p>		<p>Robert Litwack</p>	<p>05/25/2018</p>

Students will not be allowed to participate in after school activities if they have had behavioral referrals during the school day. 11/3/2014: The behavior programs that were instituted last year were found to be very effective and are continuing to be used this year. Nov. 2015 - Behavior continues to be problematic in the school. With the implementation of the MYD program, it has dramatically improved. The school culture continues to improve and make progress but there is still much to do. The team is working on developing PBIS programs to future improve the classroom culture. 10-28-16 The superintendent stated that behaviors now seem to be under control. The team will continue to work on improving behavior, eliminating bullying, and improving the culture of the school. This will be done by consistently implementing fairly the Make Your Day program. As needed parents, students and teachers will contract together for students which have higher needs. 5/31/18: Fewer behavior referrals and logs in PowerSchool. Increased student attendance. Increased time on task. Increased student engagement. Improvement in spring MAP scores.

Action(s)	Created Date		2 of 5 (40%)		
1	2/1/13	<p>Positive behavioral interventions are implemented in all classes. 11/3/2014: Positive behavioral interventions are implemented in all classes.</p> <p>10-30-15 This school year with two new teachers we have implemented the Make Your Day Program. This program teaches student that they are responsible for their own behavior, if they misbehave they choose time out. If they continue to misbehave they can choose step 2 where they are on time-out standing up. If they continue to misbehave they can request a step three conference. This is where the parents, administrator, student, and teacher come together for a short meeting to discuss the child's behavior and how they can improve it. Most students choose not to go as far as a step three conference. This behavior plan assists students to take responsibility for their own actions and accountable for wha they say and do in class, in the halls and in the lunch room. This school-wide behavior plan was implemented on the first day of school. Our one teacher who was here the previous year states that the behaviors have improved dramatically from last year. A parent has also stated that behaviors have improved greatly.</p>	Complete 05/28/2015	Robert Litwack	05/31/2015

Notes: Ms. Brown: Bean bottle, bucket filler tickets for good behavior, drawing for all groups, star chart incentive charts on desks and homework star charts with prize box weekly, positive feedback. Stellar student daily
 Mr. Becker: Positive feedback ongoing basis, computer time can be earned, after ten days of whole class homework returned students get to have a banana split party, positive phone calls home, music as instant reward for all on task behavior, teacher helper -- meaningful work for on-task behaviors.
 Ms. Baysinger: Point system for positive behavior motivation, positive encouragement, class pizza business for team building, Cross country ski equipment sign out for after school use.
 Fieldtrips: Middle School and high school fieldtrip to UAF for digital story telling.
 Grades 3-9 Washington DC fieldtrip attendance and academic reward trip

12/6/2013: Open gym 3x/week-for students who have perfect attendance for the day, all assignments completed, and positive behavior

XCountry skiing- same as above

Afterschool reward party for students who return homework K-2, Rewards for random acts of kindness, leading to a sledding party plus prior stated PBI Ms. Brown: Bean bottle, bucket filler tickets for good behavior, drawing for all groups, star chart incentive charts on desks and homework star charts with prize box weekly, positive feedback. Stellar student daily by Mrs. Brown.

Marble jar for attendance and homework and students can work for free time on Friday and/or movie

Student Council -planning trip around Alaska

Gas Cards for perfect attendance

2	2/10/13	<p>Effectiveness of positive behavior incentive programs will be monitored through Power School attendance records as well as discipline referrals. 11/3/2014: Effectiveness of positive behavior incentive programs will be monitored through Power School attendance records as well as discipline referrals. Effectiveness of the program will be ascertained by monitoring discipline referrals primarily and through Power School attendance and In School Suspensions.</p>	Complete 05/31/2015	Robert Litwack	05/27/2016
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Notes:

3	2/13/14	<p>Site support staff are made aware of school-wide expectations through both verbal and written notification.</p> <p>11/3/2014: Site support staff are made aware of school-wide expectations through both verbal and written notification.</p> <p>5/20/2015: Support staff don't have access to computers and do not have district email accounts, therefore written notification does not happen often.</p> <p>Nov. 2015 - School wide expectations were taught from day one. Staff have been trained on the new citizenship program with full implementation.</p>		Robert Litwack	12/16/2016
<p><i>Notes:</i> Or as needed as new staff is hired.</p>					
4	2/13/14	<p>Teachers will post written behavioral expectations in their room and explicitly teach those expectations.</p> <p>11/3/2014: Teachers will post written behavioral expectations in their room and explicitly teach those expectations.</p> <p>Nov. 2015 - posted expectation and classroom rules are posted in most classes. We are still working on making this happen in each class.</p>		Robert Litwack	01/20/2016
<p><i>Notes:</i> 2014/2015: All staff posts written behavioral expectations in their room and explicitly teach those expectations.</p>					
5	8/15/17	<p>Action Based Learning has been implemented and proven effective in Northway as classroom management and student engagement strategy. Tetlin is planning to implement ABL through a kinesthetic classroom in the fall of 2017.</p> <p>Tetlin will be implementing CHAMPS tiered behavioral supports in the fall of 2017. Staff will be trained in the use of CHAMPS and ABL.</p>		Robert Litwack	05/25/2018
<p><i>Notes:</i></p>					

!	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
<i>Initial Assessment:</i>			Extended learning opportunities at Tetlin School include Battle of the Books competition, involvement in the Geo-Bee and the district Chess competition. The school is planning additional competitions with the project based learning including making a basketball shooting machine and competing against other schools. Additional academic and learning opportunities need to be developed.	Limited Development 10/07/2011		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Extended learning opportunities through GAP are currently made available to all eligible students in need of additional support in SBA-tested areas and most eligible students participate. In addition to GAP, it is our plan to hold after school tutoring programs in the area of Math. 2/2014 The GAP program at this time has been discontinued due to lack of funding. The school is providing voluntary Study Hall times after school two evenings a week plus all site staff are available to students before school and during lunch. Additionally aids are utilized to pull students out during center time to give extra instruction in areas of weakness. 11/3/2014: Extended learning opportunities are provided to students before school and after school in the form of a voluntary Study Hall. Additionally, students who are participating in sports have a mandatory study hall if their grades are deemed to be below those needed to be qualified to play. 11-7-2015 The staff will be providing opportunities for students to participate in extra-curricular academic activities such as Battle of the Books, Poetry slam, and writing competitions. The staff is looking to see when they can provide these opportunities during an after school time where students will come. 10-28-16 Some teachers have been offering a after school homework help for those student. The team will discuss future plans to incorporate more after school academic programs.		Robert Litwack	04/27/2017
Action(s)	Created Date			2 of 4 (50%)		
1	12/15/11	Start with after school tutoring for students that are low-performing.		Complete 02/01/2013	Kurt Schmidt	05/31/2015

Notes: As of 11/2012 extra instruction sessions were provided in the areas of math and language arts during the lunch period. In addition since 1/7/13 opportunities for afterschool learning opportunities are provided 3days for 45min.

September 2014, Barb began doing tutoring, but gradually students stopped showing up. By Christmas 2014 no students were showing up.

March 2015, village council began paying for a tutor for 4 hours per week. Tutor usually only works with younger students, is unqualified to work with students above 5th grade.

2	11/22/13	Research grants that could be used to pay for a supervised study hall.		Robert Litwack	04/01/2016
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Notes: March 2015: Village council began paying for a 4-hour per week tutor.
November 2015 - The team will look into asking for assistance with tutoring.
5-13-16 - Mr. Litwack will be looking into grant writing to assist with completing this task.

3	2/13/14	Provide supervised study hall two evenings per week.	Complete 05/21/2015	Robert Litwack	01/05/2015
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Notes: During 2014/2015 school year Barb provided this until March 2015 when Shianna was hired.

4	11/16/16	11-16-16 - The staff will provide an after school math program to help meet the needs of students who are struggling with math. The teacher will work with students who have additional needs. Students will meet with a certified teacher after the school hours.		Robert Litwack	11/17/2016
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Notes: We are putting this program in place to assist with student needs in the areas of math.

Implementation:		02/22/2013		
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Evidence	2/22/2013 Student work and attendance is improved. Grades are improved. Many students arrive at school early and stay late. Assessment and work are on file. Discipline referrals are down.			
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Experience	2/22/2013 RTI for individualized students which include additional one on one pull-outs, lunch tutoring, after school tutoring, Saturday school, homework assignments M-TH that specifically address individual gaps, incentives--ski program eligible students can borrow ski equipment to use at home and Field Trip to DC, and Digital Story Telling through UAF.			
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Sustainability			2/22/2013 Continued RTI due diligence, PBIS, differentiated instruction, incentives, and positive feedback.			
!	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:			The school and classroom environments reflect cultural awareness and understanding of values of the students and the community. However, many students are not aware of their own culture. Teachers are capable of only doing so much in terms of Native culture. It would be great if we were able to implement a cultural awareness program through the school in conjunction with the community. We have various members from the community come in and tell cultural stories. Students have been in the community learning from elders about food gathering and hunting activities. We are also premiering a new video made by a member of the Tetlin community about the 'Spider Women' story. We have Athabascan names and quotes throughout the school.	Limited Development 10/07/2011		

How it will look when fully met:

When this objective is being fully met at our School elders and Native villagers will be in the school at least once per month teaching Native values, survival-subsistence skills and arts and crafts. 11/22/2013: When this is fully met there will be funding allocated to pay elders. 2/2014 Teachers will consistently incorporate cultural standards into their lesson as evidenced in ClassBright 11/3/2014: When this objective is fully met the school will work in conjunction with the village to support the education and wellbeing of all students. This includes, but is not limited to elder being in the school to work positively with students to develop Native values, subsistence skills, traditional arts and crafts. This will be evidenced by student works of art, and more importantly students displaying positive self esteem and cultural pride. 11-7-2015 - We continue to have monthly cultural activities such as root digging and nature walks. In the future we are scheduling native dancing and birchbark baskets. The team needs to work at making more time to develop plans so that each month a interesting activity can take place. We are still working on involving more people from the community and area to assist with this instruction. 10-27-16 The team is looking to implement a native dancing program for the students so that they can improve their understanding of the cultural and to include work with the community.

During the spring of 2017/2018 school year, Tetlin students could have the opportunity to be a part of a workshop with Where Are Your Keys (WAYK). The WAYK system is a comprehensive method for revitalizing endangered languages and skills. designed it as an answer to these challenging issues of language revitalization, where every second counts. The WAYK system has come to be one of the most rapid and effective tools that we know of for learning any language - endangered or not. The series of Techniques that WAYK employs invites any language learner, any language teacher, and any fluent speakers of the native language to contribute to the system. By engaging the community, WAYK techniques help to strengthen the community, as languages cannot survive without a community in which they can live. The WAYK workshop will invite native fluent speakers from the community in to help language learners (the students) to engage in the process of learning and speaking. WAYK promotes community engagement specifically as a key element to the success of sustaining language learning.

Robert Litwack

05/25/2017

Action(s)	Created Date		2 of 6 (33%)		
1	1/20/12	<p>A member of the school will attend village meetings as a school liaison to gain support for program. We would also invite Tribal to the school during staff meetings to arrange times for events.</p> <p>Nov. 2015 - Mr. Litwack will determine when the meetings are attend them to become more familiar with the village workings.</p>		Robert Litwack	05/27/2016
<p><i>Notes:</i> 3/22/2013: Theresa Christianson -- Ice safety, Recycling 3/22/2013 Natalie, Murv, and Julie attended wellness meeting in October High School students have been reading Chief Andrew Issiac, MCC curriculum, Fall cultural activities, Graphing using berries. 4/26/13 Information from the school is communicated to the Tetlin Environmental Newsletter Sources of Strength Suicide prevention through TCC will be here on 4/30/13 Two elders will also be coming into the school to talk to students about culture TCC came in and did presentations with the whole school</p> <p>5/20/15: Elder involved in this could no longer participate for legal reasons. Parents have participated this year somewhat with activities involving wolf and muskrat trapping, grouse and plant identifications.</p>					
2	11/22/13	<p>Utilize other sources to connect village life to school</p> <p>Nov. 2015 - Attended the TCC Education Summit to find out more ways that TCC can support the school and provide opportunities for our students.</p>		Robert Litwack	05/27/2016
<p><i>Notes:</i> Nov. 2015 - Attended the TCC Education Summit to find out more ways that TCC can support the school and provide opportunities for our students.</p>					
3	2/13/14	<p>Teachers will consistently address cultural standards within their lesson plans.</p> <p>11/3/2014: Teachers will incorporate native ways of knowing into their daily learning routines. This will be evidenced through their lessons in ClassBright as well as classroom observations.</p>		All Teaching Staff	06/01/2016
<p><i>Notes:</i> 5/20/15: the idea of addressing cultural standards needs to be clearer to the teachers and supported through PD. "Culture" not strictly limited to traditional native activities. Nov. 2015 - Teachers need more assistance providing cultural information to assist students with their cultural growth.</p>					

4	12/6/16	<p>Tetlin School will actively investigate the possibilities of incorporating a cultural mentor for students. This person would be a community member who works in partnership with the school to help increase student knowledge, connections, appreciation, and respect for their local culture and the cultures of our region, through relevant culture-based activities and resources.</p>	Complete 05/25/2017	Robert Litwack	05/25/2017
<p><i>Notes:</i> The Culture Mentor could work in several capacities part time at Tetlin</p> <p>Some possibilities for the position are:</p> <p>Language teacher: The Culture Mentor can help to facilitate the integration of Upper Tanana language programs into the schools on a regular basis. The Mentor may teach some of these classes, but will also organize the visits of local and expert speakers and trainers who can come into the schools. The Culture Mentor will organize and plan materials for both the language classroom and regular classrooms that supports integration of Upper Tanana languages into the curriculum.</p> <p>Cultural experiences organizer: The Culture Mentor will help to facilitate local experiences inside and outside of the school that help to connect students and teachers with the local culture, to include experiences with traditional and subsistence activities.</p> <p>Tutor: The Culture Mentor will assist students in 1:1 and small group academic tutoring after school to address areas where students are struggling.</p> <p>Instructional Advisor: The Culture Mentor will assist teachers in incorporating ideas about Alaska Native cultural values and Native Ways of Knowing into their instruction. The Culture Mentor will also assist teachers in making local connections for the purposes of classroom visits, home visits, and trips into the community or community events. At times, the Culture Mentor may also work as a co-teacher or instructional support in a classroom when a classroom teacher is integrating elements of Alaska Native Culture into their regular curriculum.</p> <p>Curriculum Advisor: the Culture Mentor will assist the Director of Curriculum and Instruction in design of culturally relevant curriculum aligned with the Alaska Cultural Standards, and culturally responsive professional development.</p> <p>Extra Curricular Cultural Teacher: The Culture Mentor may organize extra curricular activities for students that focus on teaching aspects of the local Alaska Native Culture.</p>					

5	4/14/17	<p>Tetlin will have a culture camp this next month. Our Cultural Mentor will be facilitating it. It will be for part of the day with academics in the morning and cultural activities in the afternoon. We would like to use this as our ability to incorporate the cultural needs of the village. We will look at our first activity to build upon subsequent cultural camps and school activities. Included in this activity will be training for school staff on how to monitor and supervise these camps.</p> <p>Tetlin School has had a cultural mentor for the school for the last two months. We have been working up to a cultural camp week where the students will be working in the community, building a fire, beading, making bow and arrow, etc. The school will help facilitate this first time. We will also be going to another village to assist with their camp.</p>	Complete 04/28/2017	Robert Litwack	05/31/2017	
<i>Notes:</i>						
6	11/27/17	<p>Tetlin students will participate in a weeklong workshop of language immersion using the Where Are Your Keys technique. This workshop will include interested community members, as well as fluent speakers from the community. After the weeklong workshop, school and community will set up a time to host language and cultural activities based on the WAYK techniques twice per month.</p>		Robert Litwack	04/27/2018	
<i>Notes:</i>						
!	KEY	4.07	<p>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,SWP)</p>	Implementation Status	Assigned To	Target Date

Initial Assessment:

Parent Dinners, have been held to get parents in to the school so staff can facilitate conversations about academic expectations, attendance and student performance. More dinners need to be planned to stimulate more face to face parent teacher interactions. Report cards and progress reports are sent quarterly or more frequently to report student achievement to parents. Occasional telephone conversation occur to notify parents of student success or issues in need of attention. Attendance and academic rewards are in place.

The staff has also been using meetings and activities for dual purposes. First to showcase student skills and achievements and to show academic work and new talents.

The Tetlin Wind School paper goes out to all parents monthly to show what is happening in school, upcoming events, and learning opportunities.

In addition we have family fun nights around math, science, and reading where families come to school to learn together and have fun while doing it.

Parents are now also more involved in the school due to fundraising projects for an upcoming out-of-state field trip.

Limited Development
10/22/2014

How it will look when fully met:		11/3/2014: When this plan is fully implemented parents and staff will have a positive relationship and communication about student needs and progress will be ongoing. This will be evidenced by school sponsored events such as dinners, student performances, positive phone calls home, quarterly report cards, emails, phone calls and parent/teacher visits. 11/7/2015 - With our new citizenship program we have had more parent involvement; using it to assist with improve behaviors and raising academic and behavioral expectations. We have developed the Tetlin Wind newspaper to assist with providing more parent/teacher/student interaction. Home visits are done on a regular basis. Teachers have been encouraged to make calls home about good things students have done. Parent/teacher conferences are organized and times set up for visits by making calls and person meetings to facilitate improved attendance and involvement. We have quarterly recognition activities with rewards to recognize students who are performing well and doing what's expected. 10-28-16 It has come to our attention that some students are bringing the newsletter home but parents are not usually reading it. We will need to augment the school's presence on Facebook and using the school web site. The team will look into how to incorporate more of these avenues of communication.		Robert Litwack	04/29/2017
Action(s)	Created Date		0 of 2 (0%)		
1	11/4/14	11/3/2014: Each staff member will be responsible for positive calls and emails home weekly. With the goal to reach every parent on a monthly basis at the minimum.		All Staff	05/27/2016
		<i>Notes:</i> 5/20/15: Parents have frequent face to face contact with the school. Nov. 2015 - Staff continue to have contact with parents at meetings, with phone calls, home visits, and notes home.			
2	11/4/14	11/3/2014: School sponsored dinners will be held at least twice a year. More if possible Nov. 2015 - We will have a school wide dinner in November and December. We would like to also have a dinner to encourage school parent leadership.		Robert Litwack	05/27/2016
		<i>Notes:</i> 5/20/15: Dinner held in November to kick off Parent Committee.			

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:		Although student data is used to drive instruction, data is used in a limited capacity to drive PLC meetings. PLC meetings have revolved around better project based learning activities and new blended learning opportunities.		Limited Development 11/04/2014		
How it will look when fully met:		11/3/2014: Student data is used to help the site administrators to help determine the needs for site based Professional Development as well as input into district wide professional development suggestions. Student data will also be focused on at every PLC meeting with the goal of monitoring growth, identifying gaps and needs quickly so they can be addressed in a timely fashion. 11-7-2015 - The staff has implemented from the beginning of the school year using various student assessment meters to provide detailed information on progress being made. We are using Aimesweb and Easy CBM's every other week to assess progress and to view changes in instruction that might need to take place. The information taken is in the area of reading fluency, reading comprehension, math and geometry. This has caused the team to look for outside assistance in developing a more demanding direct instruction. This program will pinpoint reading needs and provide direct instruction to students either one-on-one or in small group. 10-28-16 - We are using Aimesweb to track student progress. We have implemented training in direct instruction, Sondag training, and training on using Aimesweb. We have discussed the data and used it to place students in appropriate reading classes. The team would like to incorporate additional use of the assessment data to assist with professional development.			Robert Litwack	04/29/2017
Action(s)	Created Date			0 of 3 (0%)		
1	11/4/14	11/3/2014: Site administrator will schedule PLC meetings based on data from SBA, MAP and AIMSweb. Nov. 2015 - Administrator continues to have PLC meetings that discuss AMP, Map, Aimesweb, and EASY CBM's			Robert Litwack	05/27/2016

Notes: September 2014 - PLC meeting to address and analyze SBA data

February 2014 - PLC meeting to address and analyze MAP and AIMSweb data

October 2015 - Meeting reviewed AMP and MAP data to discuss changes in pull out reading programs.

2
11/4/14
11/3/2014: Site Administrator will provide staff with agenda for PLC and solicit input from teachers.
Nov. 2015 - Administrator provides staff with an agenda for PLC meeting and solicits input from members of the team.

Robert Litwack

05/26/2016

Notes:

3
12/6/16
Staff will receive training in NWEA MAP to assist in analyzing MAP data through the lens of school and district goals, integrating the data into decision-making and planning systematically, and implementing strategies that will transform the data into action

Robert Litwack

05/25/2017

Notes:

!	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>AGSD Writing, Achieve 3000, Action Based Learning, Expanding our use of DOK (Depth of Knowledge), MCC Math in Cultural Context. Teachers have been exposed to new trends in teaching curriculum and practice and have been implementing these in varying degrees within the classroom. Integrate reading and writing cross curriculum.</p> <p>K - 6 class has been using science kits to help extend the hands-on experiences of the students. Grades 8 -12 use scaffolded tinkering projects to assist with building curiosity and confidence. Blended learning is beginning to be implemented.</p>	Limited Development 10/22/2014		

How it will look when fully met:

11/3/2014:When this indicator is fully met teachers will use the AGSD Writing, Achieve 3000, Action Based Learning, Expand the use of DOK (Depth of Knowledge), MCC Math in Cultural Context. Teachers will be exposed to new trends in teaching curriculum and practice and will consistently implement them within the classroom. Reading and writing will be implemented across curriculum. 11-7-2015 - Staff is now using the state standards to assist in driving instruction. We are using the district writing program to assist with improving writing skills. The staff needs to continue to build on the lessons learned during professional development. Two classroom need more instruction and adaptation to develop the google classroom activities to assist with improving the computer skills of the students. 2-25-16 From the information learned at a recent RTI conference the staff is now putting the professional development into practice. It was learned that some older students may have gaps in their phonetic abilities.. We have tested all student to find where and what those gaps. Those students with gaps are now receiving individualized instruction in Sonday if needed. Other students with general reading difficulties have been included in a Corrective Reading program or Reading Mastery. The team discussed 5.03 Teachers will embed professional development learning into practice. Students are receiving more phonics instruction. Students have missed areas and need to have those holes filled in. 3-25-2016 - The staff would like to develop a plan for our upcoming professional development. The plan is to work on developing a better understanding of MYD, Corrective Reading, development of skills included in Teach Like a Champion. The staff will also provide vinettes on instructional successes in their own classroom. 10-29-16 The team has implemented D.I. reading to assist the students in improving their reading abilities. K - 2 is using Sonday to improve their reading and to provide remediation. The team also continues to Teach Like a Champions skills and incorporating Cooperative Learning activities with the students. Make your Day continues to assist with building citizenship skills. 12-9-16 The team will be attending the RTI conference in January and would like to come back from that activity with at least three ideas, plans, strategies that we will incorporate into the classroom. We will be attending different meeting and sessions looking for activities that we can bring back and use to improve student abilities. We would like to look for training in behavioral strategies, teaching reading, math and literature. We are also working on incorporating ed. camp as part of our student responsibility practices.

Robert Litwack

11/30/2016

Action(s)	Created Date		0 of 2 (0%)		
1	11/4/14	11/3/2014: Site administrator will provide training to all staff in the above stated curriculum programs. Nov. 2015 Site administrator continues to provide training, professional development and discussions on curriculum.		Robert Litwack	05/27/2016
		Notes: Fall 2014 - Kurt Schmidt conducted a PLC reviewing Depth of Knowledge concepts for staff. Nov. 2015 - Staff discussed new PBIS program improvements.			
2	11/4/14	11/3/2014: Teachers will incorporate above stated programs into their classroom teaching as often as possible. This will be reflected in their lesson plans.		all staff	05/27/2016
		Notes: 2014/2015 school year - Barb Baysinger and Kurt Schmidt both utilizing Achieve 3000 in classrooms. Barb's students login on their own devices and use program online, Kurt's students review Achieve articles as whole class reading and integrated study activity. In February 2014 Kurt began having his students login individually to use the online program.			

Core Function:	Leadership
Effective Practice:	Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.

		6.06	Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.(364)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	School leaders and staff make a point of showing respect and professionalism to each other and community members. School leadership and staff make opportunities available and reach out to community to participate in school events. School leadership and staff communicate to organize PAC meetings.	Limited Development 10/14/2011			
How it will look when fully met:	School leaders can involve staff in deeper understanding and motivation around developing their abilities to manage their own attitudes and behaviors around parent and community relations. School leadership and staff will exhibit behaviors that invite positive exchanges and outcomes with parents and community. Parents and community will develop a better perception of the school. Positive behaviors and communications are reinforced after interactions. Awareness and understanding among staff develops as they coordinate efforts to facilitate positive exchanges with parents and community. Internal relations among staff are smoother and more trusting due to improved communications and collaboration. School leaders and staff exhibit self confidence - they feel positive self-esteem and effectiveness around their jobs. School leaders and staff develop empathy for assessing another's perceptions and addressing them with care. School leaders and staff renew gratification of human interaction and increase their job satisfaction. The school will have an open culture identifies and addresses issues truthfully, generating good decisions for the school. School leaders will have the skills to engage in effective, consequential conversations that resolve tough challenges. These new mindsets and behaviors will lead to a shared standard of performance among staff, and communicate to parents and community clear expectations they can have of their school.		Robert Litwack	08/31/2018	
Action(s)	Created Date		0 of 2 (0%)		
1	12/12/17	School leaders (principal/teacher) will be trained in Service Excellence for Education, an on-site professional development that supports school administrators in leading their staff to a vision of offering excellent service to their "customers" (parents, community, students), while lowering job stress levels.		Robert Litwack	08/31/2018
<i>Notes:</i>					

2	12/12/17	School leaders (principal/teacher) will receive training in Fierce (FierceInc) to build capacity around achieving high levels of collaboration and partnerships within the school and between the school and community. School leaders will learn to effectively confront attitudinal, performance, and behavior issues and create an impetus for change.		Robert Litwack	08/31/2018
<i>Notes:</i>					

Core Function:		Title Programs			
Effective Practice:		Domain 8.0- The school has a Schoolwide plan in place under Title IA.			
	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
Initial Assessment:		The school does have a head start program but it has a small percentage of children coming. Efforts are being made to improve the attendance of children who should be coming into the program.	Full Implementation 10/09/2015		
	8.05	Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The academic team follows lesson plans aligned with the Alaska state standards. The team follows the prescribed curriculum maps and guides. We also adhere to scope and sequence documents. Our assessment are aligned to the district criteria of excellence.	Limited Development 11/07/2015		
How it will look when fully met:		The school district provides a broad array of coordinated and integrated services from the federal, state, and local programs. These include supports for students with disabilities, free meal supports, migrant education supports, homeless student support, English Language Learner support, Alaska Native Education support, RTI instructional support, Title 1 programming and staffing. Also included are after school programming. We also have a Headstart program, bring instructors from Fish and Game and the Forrestry service. 10-17-2016 Currently the school does not have a head start program. Lesson plans are aligned with the Alaska state Standards, curriculum maps and guides are also used.		Robert Litwack	04/28/2017
Action(s)	Created Date				
<i>Notes:</i>					
	8.06	All instructional paraprofessionals will meet minimum qualifications.(2119)(SWP)	Implementation Status	Assigned To	Target Date

Initial Assessment:			All teachers are highly qualified.	Full Implementation 11/07/2015		
	8.07	The school will have strategies to attract and retain excellent teachers.(2120)(SWP)		Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>The school had a 33% turn over this school year. Part of the plan for teacher retention is in providing housing for the teachers so that there is less daily travel involved. The district support the housing with prompt repairs, maintenance, and replacing damage or worn household items. The goal is to make sure that their needs are met so that we can provide more consistency for the students with lessened teacher turnover. In addition, we are keeping an eye on their comfort needs and working to improve working conditions in the school. Members of the teacher team were involved in a video production about the merits of working in the district and at Tetlin School specifically.</p>	<p>Limited Development 11/07/2015</p>			
How it will look when fully met:	<p>11-7-2015 The district continues to seek qualified applicants for teacher and aide positions. We are fully staffed with highly qualified teachers but are deficient with one aide position. The best way to retain teachers at this school is to provide a citizenship/behavior modification program that will address inappropriate behaviors. The team has implemented that and the program has improved the behaviors but the overall culture of the school still needs to improve greatly. Students who do not want to behave are interfering with the learning of others. More aide support would assist with monitoring inappropriate behaviors and providing more attention to those students who need it. Also, many of the students who have the most difficulties would benefit from direct instruction in reading to improve their fluency. Students who can perform academically typically have fewer behavior problems.</p> <p>10-16-2016 - The school last year to this year had a 66% retention rate. Two of our teachers are in district provided housing that is next to the school. Driving from the closet town is a 45 minute drive. Additional Professional Development is provided to allow teachers to learn more about working with their students and to provide a break from working with those students. The district and school administration pays close attention to maintaining the buildings to bring satisfaction to our teachers.</p> <p>02-10-2017 - The teachers would like to have two travel days for the RTI conference which is 6.5 hour drive away. The teacher housing needs a septic system and a well so that teachers do not have to travel to the schools to shower and don't have to haul water. The ground around the home is shifting and some areas are unsafe for walking. These areas may need to be filled in. Also having a washer and dryer in the house would be helpful. Water would me flushing toilets. Piping in water would greatly improve our ability keep teachers in the village.</p>		Robert Litwack	05/26/2017	
Action(s)	Created Date				

Notes: