Mission:

The Nenana City School District will provide an innovative education through the utilization of tools and techniques that engage students in relevant activities that promote personalized learning, problem solving, engaged citizenship, and teamwork

Vision:

We accomplish our mission by helping students and staff build webs of support that develop confidence and resilience, expand their minds, increase curiosity and innovative thinking, promote personalized learning, and produce skills and knowledge that remain relevant for a lifetime.

Goals:

All students will graduate with a diploma

Every student will be provided the foundation for academic, social, and emotional well-being

I = Past Due Objectives   KEY = Key Indicator

Core Function:	Curriculum			
Effective Practice:	Domain 1.0- There is evidence that the district- approved curricula are aligned, implemented, and used in conjunction with the local and Alaska Content Standards.			
1.01	District-approved curricula are aligned with Alaska Content Standards. (1174)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The math and social studies alignment was done in 2017-2018, which included vertical and horizontal alignment, K-12, or all standards. The standards for both math and social studies are mapped on a quarterly basis. The social studies alignment also includes soft-skills integration (21st century skills). This year is the full implementation year of those math and social studies standards and need to be monitored. This year we are focusing on the vertical and horizontal alignment of the English standards, K-12.	Limited Development 10/09/2018		
How it will look when fully met:	How it will look when objective is met: Every teacher and parent will have a quarterly document for science and language arts for reference Information needed to provide evidence that objective is met: Vertical and horizontal alignment of the language arts and science standards.		Jens Jacobsen	05/17/2019
Actions	10/22/18 Vertical and horizontal alignment of science and ELA.	0 of 1 (0%)		
	Notes:		Eric Filardi	05/17/2019
1.04	District wide assessment data will be used to identify gaps in the curricula.(1177)(KEY)	Implementation Status	Assigned To	Target Date
KEY				
Initial Assessment:	K-12 use a variety of formative and summative assessments to identify gaps. This assessments include PEAKS and NWEA MAP benchmark assessments (fall, winter, spring). Formative assessments include Edgenuity, IXL, Rocket Math, Prodigy, Freckle, and Khan Academy. PLC's meet about the data on a regular basis to inform learning.	Full Implementation 10/09/2018		
1.05	A district-wide review process is used to determine if the district- approved curricula addresses the learning needs of all students and make changes to the curricula when needed.(1178)	Implementation Status	Assigned To	Target Date

Initial Assessment:	School utilizes a standards-based approach where curriculum is driven and developed by and in congruence with Alaska State Standards. Department chairs provide guidance and support for teachers to find and access resources to be used to supplement learning.		Full Implementation 10/25/2018	

Core Function: | **Assessment**

Effective Practice: | Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Content Standards.

2.02	The district uses established systems for managing, accessing, and reporting district-wide data.(1180)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Many of the staff members use data from both formative (classwork/homework, IXL, Prodigy, Edgenuity, etc) and summative (PEAKS & MAP) assessments to inform instruction and practice within the school system as well as using it to tier instruction. A system is needing to be formalized for all staff to use data in a systematic way, such as RTI. Currently, K-6's PLC is working on creating a data driven system that has continuity.	Limited Development 10/09/2018	Jens Jacobsen	11/16/2018
How it will look when fully met:	How it will look when objective is met: Teachers will be able to access data anytime on either the secondary or elementary side of the building. PLC's will also be able to look for correlations between various data sets to improve tiered systems and make modifications as needed to current systems Information needed to provide evidence that objective is met: There will be a confidential three ring binder for the secondary teachers and elementary teachers consisting of the following tabs of information: PEAKS assessment, MAPs assessment, Edgenuity, ineligible data, attendance rates, quarterly grade breakdown. We also will be looking into a data collection software as a possible housing unit for data.			
Actions		0 of 2 (0%)		
	10/22/18 Create a hard copy data binder with the following tabs of information: PEAKS assessment, MAPs assessment, Edgenuity, ineligible data, attendance rates, quarterly grade breakdown.		Jens Jacobsen	11/16/2018

	Implementation Status	Assigned To	Target Date
2.04 KEY		Pat Manning	11/30/2018
District leaders will analyze district-wide data to evaluate student achievement in district/school curricular programs and to make changes to improve student achievement.(1183)(KEY)	Full Implementation 10/09/2018		
Elementary and secondary Professional Learning Communities (PLC's) meet on a regular basis to design and improve programs for various subgroups and grade levels. NCPS has a variety of opportunities to provide intervention for students, such as built in RTI times, after-school tutoring, intervention, and enrichment, high school Center of Excellence courses on Friday, and extra-curricular programs to supplement programs outside of the normal classroom setting.			

Notes:

Initial Assessment:

Notes:

10/22/18 We also will be looking into a online data collection software as a possible housing unit for data.

Effective Practice: Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.

		Implementation Status	Assigned To	Target Date
Initial Assessment:	3.01	District monitors that instructional activities are aligned to Alaska Content Standards.(1184)		
		There are a variety of plans in place by teacher, but there is not a systematic approach for instructional practices and programs which are aligned with Alaska standards. The school needs to develop a systematic approach, K-12, to provide continuity in the practices and programs.	Limited Development 10/09/2018	
How it will look when fully met:		How it will look when objective is met: The school's website will have a list of resources and tools that teachers can utilize to support instruction and are aligned with Alaska Content Standards.

Information needed to provide evidence that objective is met: Each virtual and hard copy tool or resource will be evaluated by staff in its congruence and alignment with the Alaska Content Standards. Approved resources and tools will be showcased on the school's website to promote its usefulness. | | Katie Stone | 05/17/2019 |
Actions			0 of 1 (0%)	
	10/22/18	Secondary and elementary PLC's will share, evaluate, and align online and hard copy resources/activities with Alaska State Standards. Resources deemed to be aligned with standards will be showcased on the district's website		Katie Stone	05/17/2019
Notes:				

KEY		Implementation Status	Assigned To	Target Date
3.02	District wide efforts to help low-performing students become proficient are coordinated.(1185)(KEY)	Limited Development 10/09/2018		

Initial Assessment: The school does utilize RTI within the K-12 realm, but there is not continuity in the instructional interventions and supports across the grades. Our intervention programs and practices, overall, support low performing students and not the support of all students. However, the school does have after-school programs in place to provide accommodations for all students.

How it will look when fully met: Information needed to provide evidence that objective is met: The school will have a streamline process for RTI at the k-6 level as well as the 8-12 grade levels for RTI. Elementary and secondary teachers will use common RTI forms as established by the school to document and apply interventions for students who are low-performing. K-6 teachers will be meeting on a trimester basis to analyze MAP data to identify progress and further areas of needs of students. These documents will be reviewed on a monthly basis starting in December. Similar documentation will be taking place for identifying and modifying activities to meet higher performing students needs, K-12.

How it will look when objective is met: Structured differentiated strategies will be taking place, K-12, to meet the direct needs of students.

		Jens Jacobsen	12/19/2018

Actions		0 of 1 (0%)	Jens Jacobsen	12/19/2018

10/22/18 Secondary and elementary PLC's will developed structured written documents to be used for tiered interventions, K-6 and 7-12. These documents will also be posted on the district's website and used for student support team meetings.

Notes:

KEY		Implementation Status	Assigned To	Target Date
3.03	District incorporates scientifically based/research strategies into the district-approved curriculum to strengthen the core academic programs in the schools.(1186)(KEY)			
Initial Assessment:	The school does use a variety of research-based instructional practices and programs at all levels, but there is not consistency in where and how those research-based instructional practices are gathered. A system is needed to help educators find and access research-based content, not just assuming it is best practices.	Limited Development 10/09/2018		
How it will look when fully met:	How it will look when objective is met: Data will be backing up the academic program decisions.		Jens Jacobsen	05/17/2019
Actions		0 of 2 (0%)		
10/22/18	NCPS administration and PLCs will evaluate quantitative and qualitative data on core academic programs to identify strengths and weaknesses of programs. These findings and correlations will be used to develop structure and framework for fall inservice.		Jens Jacobsen	05/17/2019
Notes:				
10/22/18	Educational rural peer-reviewed articles will be shared with staff on a regular basis to enhance pedagogical practices as appropriate		Jens Jacobsen	12/19/2018
Notes:				

Information needed to provide evidence that objective is met: Due to the lack of rural Alaskan research, NCPS looks to develop research-based strategies using qualitative and quantitative data measure to establish, monitor, and evaluate core academic programs to meet the direct needs of the students we serve in our school system. As correlations are found in the data, those data points will be shared with the school's staff and administrative team to make adjustments to programs as necessary. Data collection artifacts will include: MAPs, PEAKS, class surveys, teacher feedback, participation rates, and community involvement. NCPS staff will continue to find evidence-based professional development and peer-reviewed journals to review and identify best practices for structure of the classrooms.

KEY		Implementation Status	Assigned To	Target Date
3.04	Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.(1189)(KEY)			

Initial Assessment: All staff at NCPS use a variety of teacher - constructed formative assessments, and common formative assessments, to inform instructional pedagogy and practice. PLC's are also utilized to discuss findings and common threads within practices. The continued growth and development of this will be in continually sharing strategies among colleagues based on data analysis.

Full Implementation 10/09/2018

3.05	District leaders, in collaboration with school staff and community, communicate high academic expectations to students. (1188)	Implementation Status		Target Date
Initial Assessment:	Consistency needs to be developed in helping to have a common voice with all students in terms of having and communicating high academic expectations. Discussions on what does with look and feel like need to be had will all staff, as well as how do we evaluate and monitor our progression.	Limited Development 10/09/2018	Assigned To	
How it will look when fully met:	How it will look when objective is met: There will be a common vision for high expectations between the various stakeholders within the school system, including district leaders, instructional leaders, educational staff, parents, students, and the community.

Information needed to provide evidence that objective is met: The district leader will work with its instructional leaders, staff, and community on helping the mission and vision of the district "take life" with in the school setting. All staff and professional development meetings and sessions will have the mission and vision of the district as a regular point of reference on the agenda to reinforce the importance of high academic expectations. The school staff will also echo this in the classroom by ensuring clearly defined learning objectives are present for each lesson taught in relation to the Alaska state standards. | | Jens Jacobsen | 02/15/2019 |
Actions				
	10/22/18 The district's vision and mission will be listed and referred to on each PLC and staff meeting agenda as a reminder of our purpose. Time for reflection will also be present at each meeting to reflect on progress made.	0 of 1 (0%)	Pat Manning	02/16/2019
Notes:				

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

KEY	4.05	Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.(1193)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School has implemented set times for tiered interventions on a daily basis and the school has a multi-hour after-school program in place for students to get intervention through enrichment opportunities, K-12. Students are actively being recruited to take part in after-schooling programs, where students at the high school level can also receive high school credits for participation.	Full Implementation 10/09/2018		

KEY	4.07	District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.(1195)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Beyond regular semi-annual scheduled conferences, the staff frequently communicates with students' parents and guardians about learning expectations, students progress, and strategies to help support a student's needs. Communication is often done with parents and guardians well beyond disciplinary types of instances. The school also utilizes a district app that is used to also inform parents and guardians of things happening in the school.	Full Implementation 10/09/2018		

4.08	District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.(1196)	Implementation Status	Assigned To	Target Date
		Limited Development 10/09/2018		
Initial Assessment:	The school needs to develop a more structured systematic approach towards collaborating with parents about developing goals and strategic plans. While we do offer many opportunities for parents to take part in activities, NCPS needs a more systematic and strategic approach to gather parent collaboration.			
How it will look when fully met:	How it will look when objective is met: Parent involvement will be done actively through various established committees as well as through letter and information sent home as well as the utilization of the district's app.		Katie Stone	04/12/2019
	Information needed to provide evidence that objective is met: STEPP plan committee established and regularly met, letter of goals for each grade sent home on a yearly basis, and establishment of parent committee			
Actions		0 of 3 (0%)		
10/23/18	Regular parent involvement in STEPP monthly committee meetings		Jens Jacobsen	12/01/2018
	Notes:			
10/23/18	Establish parent committee within the school setting		Katie Stone	12/01/2018
	Notes:			
10/23/18	Create a yearly letter at each grade level highlights the goals and objectives of each content area and explanation of how parents can be involved in the growth process.		Jens Jacobsen	05/17/2019
	Notes:			

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.

			Implementation Status	Assigned To	Target Date
KEY	5.01	District assessment data are a primary factor in determining professional development priorities.(1198)(KEY)	Limited Development 10/09/2018		

Initial Assessment:

More strategic efforts need to be utilized to multiple sources of student data to inform professional development priorities. While student data is viewed and discussed in professional development, student data is not driving the professional development and identifying priorities consistently.

How it will look when fully met:

How it will look when objective is met: Professional development will be derived and driven by various identified data points.

Information needed to provide evidence that objective is met: Strategic process for our data collection process will be formally used and reviewed at annual data meetings at the end of each school year for next year's planning: Step 1 - data collection, Step 2 - Analyzing for correlations, Step 3 - creating action plan within professional development, Step 4 - monitoring progress. Data collection artifacts will include: PEAKS, MAPs, ACE scores, eligibility, and attendance

Actions — 0 of 1 (0%)

		Implementation Status	Assigned To	Target Date
10/23/18	Create strategic professional development plan for 2019-2020 school year based on the following: Step 1 - data collection, Step 2 - Analyzing for correlations, Step 3 - creating action plan within professional development, Step 4 - monitoring progress. Data collection artifacts will include: PEAKS, MAPs, ACE scores, eligibility, and attendance		Stephen Calkin	04/12/2019

Notes:

		Implementation Status	Assigned To	Target Date
KEY	5.05	District allocates sufficient time and resources to support professional development outlined in the district improvement plan.(1202)(KEY)			

Stephen Calkin 04/12/2019

Initial Assessment:	Teachers are able to meet on a weekly basis in there PLC's, K-12, to help support professional development needs based on the beginning of the school year needs assessment. Staff also have access to a number of resources to support their efforts in meeting the goals of the school improvement plan.	Full Implementation 10/09/2018

Core Function: Leadership

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

6.01	KEY	District leaders facilitate the development of the district improvement goals and the alignment of school and district goals, (1203)(KEY)	Implementation Status	Assigned To	Target Date
			Limited Development 10/09/2018		

Initial Assessment: Professional Learning Communities are being established and implemented this year to provide more structure and guidance for staff to support continuous school improvement planning in conjunction with the NCPS's educational leaders. These efforts will lead to a more structured process in helping to support assessing, planning, and monitoring.

How it will look when fully met: How it will look when objective is met: Common language and philosophy will be present between the district, school, and parents in terms of meeting the outlined goals established. The common language and philosophy will lead to continued innovation and progression of programs due to similar missions and visions

Information needed to provide evidence that objective is met: District leaders will meet with the School Improvement Committee on a quarterly basis to provide an update and collaborate on how district improvement goals and alignment are in alignment with the school's identified goals. Minutes from the meetings will reflect the alignment of effort between district and school on identified goals.

Jens Jacobsen   05/17/2019

Actions		0 of 1 (0%)	
10/23/18	Superintendent will update and collaborate with the School Improvement Committee on how district improvement goals and alignment are in alignment with the school's identified goals.	Pat Manning	01/17/2019

		Implementation Status	Assigned To	Target Date
6.02	District leaders assist instructional leaders in understanding student assessment data and its use in improving instruction.(1205)	Limited Development 10/09/2018		
Initial Assessment:	There has been limited set professional development for teachers to understand and utilize student data in its various forms to improve educational goals and objectives, as well as improve instruction. Staff work with data on a regular basis, but more emphasis and guidance is needed, through professional development, on how it can be used to enhance the instructional processes.			
How it will look when fully met:	How it will look when objective is met: Instructional leaders will have an established framework/protocol for working with the educational staff on improving the quality and intention of instruction

Information needed to provide evidence that objective is met: District leaders will meet with instructional leaders on a trimester basis to go over MAP data as well as PEAKS assessment data in the fall to identify gaps. The district leader will model and utilize the ATLAS Looking at the Data Protocol to help break down critical steps in data analysis: facts, interpretations and wonderings, implications, and next steps. The protocol will serve as a framework for instructional leaders to model with staff on a trimester basis as well to lead to a more structured way to improve instructional practices and pedagogy. Evaluations also utilize the Danielson framework and self evaluation. | | Jens Jacobsen | 05/17/2019 |
Actions				0 of 2 (0%)
10/23/18	The superintendent will model and utilize the ATLAS Looking at the Data Protocol to help break down critical steps in data analysis: facts, interpretations and wonderings, implications, and next steps.		Pat Manning	01/17/2019
Notes:				
10/23/18	Evaluations will utilize the Danielson framework and self evaluation for certified staff.		Jens Jacobsen	11/01/2018
Notes:				
6.03	District staff systematically monitors the implementation of the school improvement plans.(1207)(KEY)	Implementation Status	Assigned To	Target Date
KEY				

			Implementation Status	Assigned To	Target Date
Initial Assessment:	6.06	The School Improvement Team meet monthly to evaluate to measure progress on STEPP indicators	Full Implementation 10/23/2018		
KEY		District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts. (1209)(KEY)			
Initial Assessment:		The instructional leaders within the school system regularly communicate to parents and community through various means, including school website, app, facebook page, school board meetings, and letters sent home to discuss school improvement efforts. The instructional leaders also look to get involvement from parents and community members for different committees to have them as active participants in a variety of efforts including school improvement.	Full Implementation 10/10/2018		
Core Function:		Title Programs			
Effective Practice:		Domain 8.0			
Initial Assessment:	8.04	This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs. (2117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The local school works with the local Headstart program to get preschool students regular hours during the spring time in the Kindergarten classroom to observe and take part in transition activities for their upcoming school year shift to the K-12 school. This process has gone well and been a great feeder/introduction process into the kindergarten setting.	Full Implementation 10/09/2018		
	8.05	Federal, State, and local service programs are integrated and coordinated (2118)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Students, K-6, are being pulled out for reading and math intervention with our Title I specialist	Full Implementation 10/10/2018		
	8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date

		Full Implementation 10/10/2018	Implementation Status	Assigned To	Target Date
Initial Assessment:		All but one paraprofessional meets the minimal qualifications (bachelors degree, 48 semester hours, others have passed the HELP exam). The one para experienced a death in the family and will be taking the exam by the end of December to help meet minimal qualifications.			
	8.07 (2120)	The school will have strategies to attract and retain effective teachers.	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school experiences little to no turnover on a yearly basis. When notifications are posted through Alaska Teacher Placement, there is a regular high-qualified applicant pool to interview and select.			
Effective Practice:			Full Implementation 10/09/2018		
		Title Programs			
Core Function:		Parent Involvement (Title I)			
	8.08 (2121)	The school's Parent Involvement Policy engages parents in various aspects of school activities and governance.	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school district has a Parent Involvement Policy (BP/AR 6171) in place to help various aspects of school activities and governance.			
			Full Implementation 10/10/2018		
	8.09 (2122)	The school's Parent Involvement Policy describes how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.	Implementation Status	Assigned To	Target Date
Initial Assessment:		Title I information, which includes the Report Card, School-Parent Compact, Title I Notification, and Parents Right to Know Teacher Qualifications in on the district website. The school also sends out the a letter and the PEAKS assessment scores to individual families.			
			Full Implementation 10/16/2018		

8.10	The school's Parent Involvement Policy provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.(2123)	Implementation Status	Assigned To	Target Date
Initial Assessment:	School will be modifying BP/AR 6171 parental involvement and utilizations of ESEA's School Parent and Engagement Policy by April of 2019. The school currently has posted on our website the School-Parent Compact, Title I Notification, and Parents Right to Know Teacher Qualifications.	Limited Development 10/16/2018		
How it will look when fully met:	How it will look when objective is met: The policy will actively support the district' training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans			
	Information needed to provide evidence that objective is met: School will be modifying BP/AR 6171 parental involvement and utilizations of ESEA's School Parent and Engagement Policy by April of 2019. The school currently has posted on our website the School-Parent Compact, Title I Notification, and Parents Right to Know Teacher Qualifications.		Jens Jacobsen	04/12/2019
Actions		0 of 1 (0%)		
10/23/18	The school board will be modifying BP/AR 6171 parental involvement and utilizations of ESEA's School Parent and Engagement Policy		Pat Manning	04/17/2019
Notes:				