Comprehensive Progress Report

Mission: K-8

Vision:

Goals:

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Curriculum			
Effective Practice:	Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.			

! KEY 1.01	School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Tanacross School is currently in the early implementation stages of MyMath and Redbird, and Lexia Core5, Accelerated Reader, and Scholastic Leveled Bookroom. These are research-based programs that act as the core for our k-5 students. We currently use Orton Gillingham (Sonday System) reading for 1:1 interventions with students, and plan to expand and continue continue.	Limited Development 09/13/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When this objective is fully met, students in K-5 will use the district approved programs: MyMath & Redbird, Lexia Core5, Scholastic Leveled Book Room, and Accelerated Reader to set learning goals toward working at or above grade level, provide intervention, support, and enrichment, and measure progress toward goals. Middle school students (and some 5th graders) will begin implementation of similar programs such as STAR 360 Math and PowerUp, as well as expanded work in 1:1 interventions with Orton Gillingham math.		**Tracie Weisz**	**05/25/2020**
Actions		**0 of 2 (0%)**		
11/7/18	Teachers will plan for ways to implement research-based programs (STAR 360 Math and PowerUp) at the middle school level, into a blended learning model.		Suzanne Bell	05/25/2020
Notes:	Once programs can be implemented, students will use daily.			
2/20/20	Schedule will reflect implementation of Sonday System and KP Math interventions by classified staff.		Suzanne Bell	05/25/2020
Notes:				
Implementation:		11/07/2018		
Evidence	11/7/2018 This program has been very successful for student engagement, and is now a part of the school's master schedule, and the student's regular daily schedule in the afternoons.			

Experience	11/7/2018 During school year 2017/2018, Tanacross School implemented the district's ACHILL curriculum called Alaska Cultures and Mushing for social studies and cultural studies. This allowed daily opportunities for students to authentically engage in local traditional and cultural activities, meet and learn from a variety of culture mentors, veterinarians, and health care providers, while learning more about the history of the community, region, and state.			
Sustainability	11/7/2018 Continued coordination with the district programs director, as well as our local mushers and culture experts will keep this program interesting and engaging for our students.			

!	1.05	School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At the beginning of the year, gaps in student achievement have been identified through a review of the PEAKS, MAP, and AIMSweb data from the previous year. Use of our new curriculum for K-5 (MyMath, Redbird, Lexia Core5, Accelerated Reader, and Scholastic Leveled Bookroom) allows us to monitor student progress an an almost daily basis. At the end of the fall testing window for MAP and AIMSWeb, we will use this current daily classroom data, and compare the progress from those measures that we expect to see, and what we actually see in MAP and AIMS. We anticipate that the MAP and AIMS will be reflection of what we see in that daily data. If it is not, we need to begin to review the curriculum and our implementation of it.	Limited Development 10/05/2011		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		When this is fully met, Our 3 times/year MAP and AIMS data should be a reflection of the daily progress data we see in our new programs, plus offering us a more in-depth look at ways to move students forward. We will also have comparable curriculum for our middle school students to be able to conduct the same analysis. If this is not the case, we will first return to a review of our curriculum implementation with staff to ensure the curriculum is being implemented with fidelity. This may require application of further professional development and training, and support and monitoring from the instructional coach.		**Tracie Weisz**	**05/25/2020**
Actions			**0 of 1 (0%)**		
	11/7/18	After Fall, Winter, and Spring MAP and AIMS assessments, compare Redbird, Lexia, STAR 360 and PowerUp data to those results to determine if student progress matches up. If it does not, begin a program review with curriculum department and staff to determine if the curriculum is being implemented with fidelity.		Suzanne Bell	05/25/2020
Notes:					
Implementation:			11/07/2018		
Evidence		5/6/2013 Selection tests were given weekly to all students. Reading Mastery Fluency checks and charts were kept along with individual portfolios. 4/7/2014 writing assessment feedback.			

Experience	5/6/2013 The Treasure tests were a bit challenging for the students. The students were fluency checked every week in Reading Mastery. 4/7/2014 Kept teachers focused on student ability and allowed teachers to focus on areas of weakness.			
Sustainability	5/6/2013 Treasures and Reading Mastery will continue to be the core curriculum. 4/7/2014 Continued daily structured writing time for students.			

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.**			
2.01	**School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.(328)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	During the past 2 years, the District has made the shift 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. Formative assessment has shifted as well to work within small group centers that engage students in more regular opportunities for critical thinking. With more opportunities for students to work with new content, and new ways of collecting learning data, formative and summative assessment has changed. The district is supporting teachers in this shift with ongoing professional development efforts.	Limited Development 10/05/2011		
How it will look when fully met:	Teacher will implement a blended instructional model and project based units, utilizing small groups and station rotations to address individual student needs across the content areas, and to develop critical thinking skills. Within the model, teachers will utilize digital curriculum in order to collect formative and summative data for decision-making and planning. Teachers will also utilize curriculum such as hands-on thematic science kits, and community-based explorations and inquiry learning in order to apply their learning to real-world situations.

School-wide assessments in reading and math will be implemented that are aligned with Alaska Standards in ELA and Math. These monthly assessments will show student growth within the standards, and also be predictive in relation to the PEAKS testing. These assessments will also point to further targeted instruction and interventions to help students get support and enrichment in needed areas. | | Tracie Weisz | 05/21/2021 |
| **Actions** | | **0 of 1 (0%)** | | |
| | 10/26/17 Teacher will implement curriculum resources, such as reading programs, digital math curriculum, supplemental ELA and math resources, and science kits and centers in a blended station rotation model (vs. strictly whole-group instruction) allowing students to engage in explorations and inquiry learning, and also to develop independent skills and take ownership over their own learning. | | Suzanne Bell | 05/25/2020 |

				Notes:			

	KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status		Assigned To	Target Date
Initial Assessment:			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 11/07/2018			
How it will look when fully met:			Tanacross will continue to utilize MAP and AIMSweb testing 3x per year to measure growth and utilize data for instructional planning. These, plus classroom assessments will guide student growth toward mastery of Alaska standards for reading, math, and early literacy.			Tracie Weisz	05/21/2021
Actions				0 of 1 (0%)			
		3/1/20	Staff will meet each week for PLC's to review assessment data and plan for tiered instruction to meet student needs.			Suzanne Bell	05/21/2021
		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:	Schedule was developed that implements a blended learning station rotation model into the morning cores of ELA and Math for all students. New digital adaptive learning programs, as well as new research based programs have been adopted in the district for K-5 last year and this year. This ensures that students receive personalized instruction and interventions at the level they need, and also sets goals to move students toward performing at and above grade level in ELA and Math. We are looking for ways to expand these offerings to the middle school so that we have a more effective implementation there.	Limited Development 11/07/2018		
How it will look when fully met:	When this objective is fully met, all students in Tanacross School will spend their mornings in an ELA and Math block. Students will rotate through a station rotation model. In K-5 ELA this means they will have time spent on the adaptive learning software, guided reading groups, and writing instruction. In K-5 Math they will have time spent in the adaptive learning software, small group instruction in the core program, and hands-on learning with manipulative centers to further explore new concepts. The time immediately after morning meeting and immediately after lunch is an independent work time for students for various individualized programs. This is the time when students receive intervention supports given for Lexia Core 5, and one on one interventions with Winsor Learning (Orton Gillingham) reading (Sonday) and math. Middle school students will ideally enjoy the addition of PowerUp and STAR 260 Math so they can receive the benefit of the data for these interventions as well.		Tracie Weisz	05/25/2020
Actions		**1 of 3 (33%)**		
	11/7/18 Create spreadsheet shared among teachers for needed interventions each week based on program data and the schedule for Sonday and Winsor Learning math interventions. The sheet should state who needs the interventions, what they are, when they will happen, and who will do it. There should be a place to date when the interventions have been delivered.	Complete 05/25/2019	Denise Key	05/25/2019

		Notes:				
		2/20/20	Maintain and monitor station rotation schedule (blended and personalized learning structure) in ELA and Math throughout the year with data to ensure it continues to meet just-in-time learning needs of each student.		Suzanne Bell	05/25/2020
		Notes:				
		2/20/20	Review data from ELA and Math programs weekly to determine where supports and interventions are needed, and if adjustments in the blended learning rotation or schedule need to occur.		Suzanne Bell	05/25/2020
		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:			Tanacross school continues to implement the Sonday System of reading intervention and supports for all students. The Sonday 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 Sonday System has been in use at Tanacross 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 Tanacross students. Tanacross will also utilize more digital assessment and interventions which not only support the blended learning instructional model, but also meet the need of acquiring just-in-time student data in a way that is not labor intensive for an already busy staff.	Limited Development 09/02/2014		

		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Students at Tanacross School will receive regular instruction in a 1 on 1 setting by instructional aides using the Orton Gillingham materials (Sonday System) for ELA and Math. This system is designed specifically to be used in such settings. The instructional aides in Tanacross are scheduled to allow this kind of intensive support for reading. Tanacross will also utilize research-based digital assessment and interventions which are personalized to student learning needs, support the blended learning instructional model, and meet the needs of acquiring just-in-time student data in a way that is not labor intensive for an already busy staff.				**Tracie Weisz**	**05/25/2020**
Actions				**0 of 5 (0%)**		
	10/25/18	Sonday System (Winsor Learning) implementation. Time for aides to spend 8-10 hours per week on implementation of Sonday System/Winsor Learning materials with students school wide. Aides will work one-on-one and in small groups with students on Sonday reading and math interventions for all students below grade level in reading and math. Aides will maintain assessment records for students and communicate interventions and progress with teachers regularly.			Suzanne Bell	05/25/2020
	Notes:					
	10/25/18	Teachers and aides will implement interventions for students utilizing PowerUp, a literacy intervention to accompany their core program. PowerUp is a digital intervention and will support our blended learning instructional model, PowerUp provides personalized instruction to identify and address the diverse needs of non-proficient readers. Data from PowerUp will be reviewed weekly at PLCs.			Suzanne Bell	05/25/2020
	Notes:					

10/25/18	Teachers and aides will implement STAR 360 assessments in reading and math to all existing and new students Star 360 includes interim assessments for early literacy, math, and reading, and will help to determine the best instruction to meet the needs of all students. Each assessment produces valid, reliable data and is an ideal fit for this school as can be completed in much less time than it takes to complete other benchmark and interim assessments. These assessments will be administered once per month, and data will be reviewed with the team each month. STAR 360 assessments complement our existing core programs in math and reading at Tanacross.			Suzanne Bell	05/25/2020
Notes:	One assessment each month for math and one for ELA				
12/12/17	The Orton Gillingham kits at Tanacross will be replenished and supplemented with new materials that have been added to newer editions of the kits.			Suzanne Bell	05/31/2020
Notes:					
2/20/20	Aides in Tanacross will receive training and ongoing support in Orton Gillingham based reading program (Sonday System).			Suzanne Bell	10/30/2020
Notes:					
Implementation:					
Evidence	2/3/2015 This objective can be evidenced through student workbooks, as well as lesson plans and training logs.				
Experience	2/3/2015 It was relatively easy to pursue because the majority of the logistics were coordinated through the district office. The new reading program is showing promising results with the younger students.				
Sustainability	2/3/2015 We are going to receive more training in the program and will need to continue to have an aid for a minumum of 5.5 hours per day.				

Core Function:	Supportive Learning Environment			
Effective Practice:	**Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.**			
!	4.01	**School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)**	Implementation Status	Assigned To	Target Date

Initial Assessment:	Classroom management strategies based on CHAMPS framework. Teacher establishes and explicitly teaches 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, teach learning behaviors, and promote success within the blended learning model. With a new principal and mostly new classified staff, Tanacross is on a mission to get out of the CSI 5% designation. Part of those efforts require professional development for staff in organizing and managing blended learning practices and strategies.	Limited Development 12/02/2011		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	2018/2019: 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.

Additional staff can help to support the varied and intensive needs of the students in this K-8 school, and provide further supports to the blended learning instructional model. Additional staff in this school will help to reduce disruptions and lost instructional time due to off task-behaviors when the one classroom teacher is occupied with one-on-one or small group work. | | | **Tracie Weisz** | **05/25/2020** |
Actions			0 of 2 (0%)			
	10/26/17	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.			Suzanne Bell	05/25/2020
	Notes:					
	2/20/20	An additional part time classified staff will be hired to assist with blended learning instructional model and implementation of Sonday System for the k-8 grades. This group of students, ranging in age from 5 to 13, has varied learning needs, some intensive. An additional staff to assist with small group and interventions in this classroom will support both students and teacher for student success. An additional staff in this school will also assist in smoother classroom management, and reduce lost instructional time due to management issues that occur when the teacher is focused on small groups and individuals.			Suzanne Bell	09/01/2020
	Notes:					

Implementation:		10/21/2014		
Evidence	5/6/2013 The Super Improver's Wall, bikes, tally mark chart. 10/21/2014 We send home certificates for both being awesome and monthly perfect attendance.			
Experience	5/6/2013 This has been a positive experience. The students have worked hard to earn stars throughout the year. 10/21/2014 this has been a positive experience and forced us to look at ways to get students to come to school and want to be at school.			
Sustainability	5/6/2013 Next year a quarterly system will be set in place to provide the rewards more frequently. 10/21/2014 We will continue to be consistent in recognizing those awesome students.			

!		4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At the beginning of the year staff created a formal supervision plan. This is to address all times in the schedule, including after school, school events, and field trips. It also addresses all areas of the school. The plan includes expectations of student behavior, and expectations of staff behavior, including who is in charge of the supervision of which area and time.	Limited Development 12/02/2011		
How it will look when fully met:			When this objective is fully met, the supervision plan will be displayed where all staff, including classified, have easy access to it. The plan will generate regular collaboration and communication among staff, allow for implementation of CHAMPS in key places, and set clear student expectations. Adherence to the supervision plan by students and adults will ensure that the school functions smoothly, disruptions are minimized, and when discipline is called for procedures and process is clear to all. A school handbook that is up-to-date each year and signed by parents and students will help to ensure that everyone is aware of the school's operating procedures.		Tracie Weisz	05/25/2020
Actions				0 of 2 (0%)		
		11/12/18	Post the supervision plan in places where all school staff have easy access to it. Review and update the plan throughout the year to address changing needs at the school.		Suzanne Bell	05/25/2020
		Notes:				
		11/12/18	At the end of the year, review the supervision plan and the school handbook. With input from staff and community, make revisions where needed in the school handbook, so that it is reflective of the needs of the school and concerns of staff and parents. This will ensure the handbook is ready for a final review at BOY, and can be submitted to the Regional School Board for approval.		Suzanne Bell	05/25/2020
		Notes:				

! KEY	4.05	School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Scheduling study time within the blended learning schedule for students with missing work or who need intervention, with one-on-one teacher instruction as well as after school tutoring opportunities. On site instructional staff to provide one on one support throughout the day.	Limited Development 11/12/2018		
How it will look when fully met:		When this objective is being fully met, the blended learning schedule will integrate time for students who are behind, or who need intensive intervention or support. This will allow students below grade level ample time needed to make accelerated progress. Teacher and instructional support staff will use built-in interventions in the digital curricula to assist students with just-in-time intervention and supports. With extra time to accommodate these needs, students will be able to see progress toward learning goals, and be motivated to continue. Student scores will increase in ELA and math. Classified staff time will be maximized to deliver intervention programs (Sonday System), provide support to a blended learning structure, and to assist in the school with a grade span of 9 grades. There will be an instructional aide trained to provide interventions and assist with blended and personalized learning.		Tracie Weisz	05/25/2020
Actions			0 of 2 (0%)		
	11/12/18	Review ELA and math data weekly to plan for ample time for each student to reach goals in their ELA and math programs.		Suzanne Bell	05/25/2020
	Notes:				
	2/20/20	Hire additional classified aide. This school has one teacher covering 9 grade levels. Almost all of the students need intensive intervention in reading and/or math. The additional aide will be able to assist the teacher to ensure personalized learning and interventions are happening in a timely manner for all students.		Suzanne Bell	08/20/2020
	Notes:				

!	KEY	4.08	School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PAC committee meets infrequently. They last met last year. Outreach to families is mainly one one one, phone calls, and personal interactions. Once a month the village council asks the principal to come and present at their meetings and she reiterates a need for the PAC to assemble and discuss school goals. The principal sends home news letters, and goes to the community nights at the village hall. She also hosts events in the school where the community is invited, such as awards ceremonies and student performances.	Limited Development 09/02/2014		
How it will look when fully met:			When this objective is fully met, PAC meetings will be held once each month. There will be a regular agenda and members will meet with the purpose of supporting school goals and activities.		Tracie Weisz	05/25/2020
Actions				0 of 1 (0%)		
		11/7/18	Schedule a PAC meeting and include a specific agenda. Print the agenda and meeting announcement and put it around the village and in the school. Tell about it at the Village Council meeting and community night. If no one shows up, schedule it again for the next month.		Suzanne Bell	05/25/2020
		Notes:				

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:			Currently, Tanacross School is utilizing new programs for core reading and math that provide just-in-time data on a daily basis. Through consistent use of this data to inform instruction, staff can be more responsive to learning needs of students.

Tanacross will also utilize more digital assessment and interventions which not only support the blended learning instructional model, but also meet the need of acquiring just-in-time student data in a way that is not labor intensive for an already busy staff. | No Development 09/12/2018 | | |

How it will look when fully met:	When this objective is fully met, staff will utilize daily student data from core math and reading programs to regroup daily or as needed, with fluid groupings and one-on-one supports. Students will work in their core programs each day. Students will understand their learning targets, articulate what they need to do to reach their learning goals, and be able to monitor their progress on that path. Staff will be able to provide appropriate tiered instruction and interventions to help students meet growth goals for the year. Staff will also utilize data gathered from daily interventions, and interim assessments to track progress, make up grade levels, and set goals for students that put them on a track toward proficiency in reading and math. 2/10/20 Results of instructional needs assessment, and review and assessment of current blended learning implementation level has shown that improving our blended and personalized learning model for students is a need. Staff has had ample training in the various tools and curriculum, but the ability to personalize that curriculum and deliver quality instruction to a wide range of student readiness levels is proving a challenge, especially with staff who have not been trained in blended learning strategies. Current plans are to continue to work in more efficient implementation of the blended learning model and strategies to improve instruction. Between specific PD from Aurora Institute, as well as embedded PD in PLC's and district inservice support, staff will become more proficient at implemented blended and personalized learning strategies.		Tracie Weisz	05/25/2020
Actions		**0 of 2 (0%)**		
2/20/20	Staff will receive ongoing professional development in blended learning to make the most effective use of classroom time to manage this personalized learning approach by attending the Aurora Institute for PD in blended and personalized learning.		Suzanne Bell	10/30/2020
Notes:				
9/12/18	Staff will receive ongoing professional development to support knowledge of RTI, tiered instructional supports, and appropriate one-on-one interventions at the RTI/MTSS conference.		Suzanne Bell	01/31/2021
Notes:				

KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As part of planning to improve current CSI 5% status, Tanacross School is planning to: Lay out a yearly plan for the RTI cycle Attend the 2020 Aurora Institute PD (formerly iNacol) for targeted professional development in implementing blended learning environments, personalized learning and a competency based approach to instruction. Aurora Institute membership provides unlimited access to publications and webinars that can be used flexibly by staff during PLCs to address current needs. Academic research tells us that successful professional development requires a solid plan and strategy that is grounded in research-based practices. The plan for Tanacross School includes leadership support and is aligned with district goals and initiatives in instruction and providing interventions. Currently Tanacross has no plans implemented for dropout prevention measures. This is a K-8 school, and no one has made associations with Tanacross, since dropout is viewed as a high school problem. However, Tanacross does have a dropout problem. A high rate of students who leave Tanacross after 8th grade and then attend Tok School eventually drop out. This is something we can begin to address with evidence based dropout prevention strategies while students are still in Tanacross.	Limited Development 02/20/2020		

How it will look when fully met:	Staff will embed professional development into practice through better understanding of RTI, and blended and personalized learning. Staff will use Aurora Institute membership resources such as live webinars and publications in conjunction with PLC's to address supports in blended learning environments and competency based learning on a weekly basis. Staff will focus on these practices at weekly PLC meetings, by creating plans for specific implementations or practices, planning next steps, and coming back to review how implementation went and where to adjust based on data. School staff at Tanacross will have opportunities for ongoing professional development that is directly relevant to the needs of the middle school students in Tanacross. Staff will utilize training, strategies and pd resources from the National Dropout Prevention Center with the at-risk high school population in Tanacross. Tanacross staff and the district team who work with at-risk students will develop a plan of action for putting prevention strategies to use with in the form of programs and scaffolded supports that will prepare them for success in high school.		Tracie Weisz	05/25/2021
Actions		**0 of 4 (0%)**		
3/12/20	Staff will attend National Dropout Prevention Conference for targeted professional development in strategies for addressing dropout prevention of at-risk youth.		Suzanne Bell	10/30/2020
Notes:				
3/12/20	Staff will create a plan for putting dropout prevention strategies to work with Tanacross students, and creating a system of scaffolded supports.		Suzanne Bell	10/30/2020
Notes:				
2/20/20	With Aurora Institute membership, staff will receive unlimited access to webinars and publications supporting implementation of blended learning environments and competency based learning. These will be the foundation of weekly PLC meetings to address current needs in these areas of instruction and management.		Suzanne Bell	05/05/2021
Notes:				
2/20/20	Staff will implement RTI cycle and practices for interventions and data gathering to inform instruction.		Suzanne Bell	05/25/2021
Notes:				

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
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 12/02/2011		
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 positive perception of the school. Positive behaviors and communications are reinforced after interactions.		Tracie Weisz	05/25/2020
Actions			0 of 1 (0%)		
	9/12/18	School leaders will continue to reflect, focus, and plan for their own professional growth to lead a community of learners. School leadership will seek opportunities to grow their own leadership skills and build a collaborative community focused on student growth and achievement.		Suzanne Bell	05/25/2020
	Notes:				