

Comprehensive Progress Report

Mission:

The Kodiak Island Borough School District, in close cooperation with our diverse island community, exists to provide an educational program of the highest standard that empowers all students to achieve personal and academic excellence while developing their full potential as responsible, productive citizens.

Vision: Every rural child in the Kodiak Archipelago leads a healthy and empowered life with access to unlimited opportunities (from cradle to community).

Goals:

- Increase the number of students demonstrating academic growth from 50% to 80% by May 22, 2021.
- Decrease the number of students demonstrating chronic absenteeism and increase the percentage of students who missed less than 10% of the school
- For the FY21 school year, teachers will implement their PD in their classroom routines and instruction
- For the FY21 school year, teachers will increase their ratio of positive communications to negative communication with parents to 3:1 and maintain



! = Past Due 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.		
K	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
E				
Y				
Initial Assessment:		All regular education classrooms are using ARC ELA curriculum, which has been reviewed for alignment with State Standards.	Limited Development 02/22/2013	
How it will look when fully met:		With support, teachers are comfortably implementing ARC curriculum in their classrooms. Ongoing PD from ARC and KIBSD		Peggy Azuyak
Actions			3 of 4 (75%)	12/10/2020

10/18/19	Teachers receive in person PD from ARC Coach in planning for Unit 2.	Complete 10/14/2019	Peggy Azuyak	10/14/2019
<i>Notes:</i> This training took place in Chiniak on 10/14				
10/18/19	Old Harbor will receive in person coaching from ARC Coach.	Complete 11/18/2019	Peggy Azuyak	11/20/2019
<i>Notes:</i> An ARC Coach will visit Old Harbor to provide individual PD to the teachers. Weather prevented an in-person PD day. Teachers and Principal met virtually with the ARC Coach.				
10/18/19	Teachers will participate in an ARC discussion during PD time.	Complete 12/13/2019	Peggy Azuyak	12/17/2019
<i>Notes:</i> Teachers will collaborate and express their needs in continuing to implement curriculum.				
10/18/19	During classroom observations, teachers are fully implementing ARC curriculum.		Peggy Azuyak	12/10/2020
<i>Notes:</i> Classroom visits provide evidence of implementation. Had to adjust date as COVID-19 affected implementation and				

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.

K E Y	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:		Universal screening is accomplished according to the District Assessment Calendar. FastBridge benchmarks have been accomplished for the majority of students at Old Harbor School. Based on student scores, a progress monitoring plan will be put in place for those students in need of Tier II and Tier III supports.	Limited Development 02/22/2013		
How it will look when fully met:		Universal Screening Assessments will be fully implemented by the end the Winter testing window. Progress monitoring plans will be implemented for targeted students.		Peggy Azuyak	03/20/2021
Actions			2 of 4 (50%)		

10/18/19	Fall Benchmark baseline was established	Complete 10/17/2019	Peggy Azuyak	10/17/2019
<i>Notes:</i> This was accomplished for the majority of students.				
10/18/19	On site teachers will complete the Fall FastBridge Benchmark/Baseline assessment for students that were absent or unable to test.	Complete 10/25/2019	Heather Bogardus	10/25/2019
<i>Notes:</i>				
10/18/19	FastBridge data will be analyzed and students in need of Tier II and Tier III interventions will be identified and a progress monitoring plan will be developed.		Peggy Azuyak	10/20/2020
<i>Notes:</i> Old Harbor has administered the Fastbridge assessment twice. Staff and administration has not analyzed data and identified Tier II and Tier III students. Had to revise schedule as COVID-19 affected benchmarking dates				
10/18/19	Progress Monitoring plans are in place and students are being monitored on a 1 or 2 week cycle.		Heather Bogardus	10/31/2020
<i>Notes:</i>				

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.			
K	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:		Old Harbor School is currently Targeted Assistance and is not schoolwide at this time.	No Development 10/25/2013		

How it will look when fully met:		Each student at Old Harbor School has an Individual Learning Plan (ILP) that outlines their strengths and weaknesses and includes specific strategies, interventions, and significant adults that will support the student for success.		Peggy Azuyak	11/30/2020
Actions			0 of 3 (0%)		
	6/2/14	An Individual Learning Plan is developed for each student.		Peggy Azuyak	10/03/2020
	<i>Notes:</i>				
	10/25/13	Each child's Individualized Learning Plan (ILP) is shared with and signed by parents.		Peggy Azuyak	10/22/2020
	<i>Notes:</i> An update on the plan is shared during parent-teacher conferences.				
	3/3/20	Case managers contact home about ILP regularly.		Heather Bogardus	12/17/2020
	<i>Notes:</i>				
KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment: Some staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs. All staff uses research-based instructional practices in planning and teaching. Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed. Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. They teach their students rather than expecting them to learn mostly from curriculum materials. They do not just stress facts or skills, they also emphasize concepts and understanding. Following active instruction, teachers provide opportunities for students to practice and apply learning. They monitor each student's progress and provide feedback and remedial instruction as needed, making sure students achieve mastery. Where we feel that we fall short of a 3 is in teaching at an appropriate level for all students in our classrooms. We have multi-aged, multi-leveled classrooms that make it difficult to meet each student at their individual level of student readiness, interest, and learning needs. The staff requires more time to collaborate for the purpose of sharing scientifically based best practices. The staff requires targeted professional development in the area of differentiated instruction to help improve the appropriateness of our instruction for all students.</p>	<p>Limited Development 11/03/2011</p>		
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<p>How it will look when fully met:</p>	<p>When this objective is being fully met, all staff are using scientifically based practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas. Teachers use differentiated instruction techniques to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas. Teachers allocate time to different content areas based on district and school goals. Teachers keep non-instructional time to a minimum by beginning and ending lessons on time, keeping transition times short, and managing classrooms so as to minimize disruptive behavior. Teachers set and maintain a brisk pace for instruction that remains consistent with thorough learning. New objectives are introduced as quickly as possible; clear start and stop cues help pace lessons according to specific time targets. Teachers maintain awareness of the rest of the class when working with individuals or small groups and take action as necessary to keep all students on task. To assure that time is used productively, learning activities are presented at a level that is neither too easy nor too difficult for the majority of students; adaptations are made to serve the needs of faster and slower learners. Seat work activities are kept productive through careful preparation, active supervision, and provision of assistance to students in such a way that others are not disturbed. Students are encouraged to pace themselves. If they don't finish during class, they work on lessons before or after school, during lunch or at other times to they keep up with what's going on in class. Teachers regularly assign homework to students above the primary grades to extend learning. Evidence will include: Lesson plans, student work,</p>		<p>Peggy Azuyak</p>	<p>03/20/2021</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
<p>11/3/11</p>	<p>There will be continued professional development and implementation of research-based practices. In particular, the interventions suggested and provided by FastBridge based on student benchmark data.</p>	<p>Complete 10/20/2020</p>	<p>Jennie Schauff</p>	<p>10/20/2020</p>
<p><i>Notes:</i></p>	<p>Once our Benchmarks have been completed. We will analyze data and dig into the interventions provided by FastBridge</p>			
<p>4/6/12</p>	<p>Principals will meet with teachers to determine list of scientifically proven interventions that are taking place and add to list of possible interventions to use.</p>	<p>Complete 04/25/2012</p>	<p>Peggy Azuyak</p>	<p>10/30/2020</p>
<p><i>Notes:</i></p>				
<p>10/18/19</p>	<p>Scientifically proven interventions are implemented according to each child's Individualized Learning Program and progress monitoring is implemented.</p>		<p>Peggy Azuyak</p>	<p>05/20/2021</p>

Notes:

KEY	3.04 School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY)	Implementation Status	Assigned To	Target Date
<p>Initial Assessment:</p> <p>Teachers are using formative assessment and observations to determine effectiveness of interventions and instruction. We need to establish a systematic progress monitoring plan for those students identified for Tier II and Tier III instruction.</p>		<p>Limited Development 10/18/2019</p>		
<p>How it will look when fully met:</p> <p>Teachers are following progress monitoring plan and making instructional decisions based on the data.</p>			<p>Peggy Azuyak</p>	<p>12/17/2020</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>10/18/19</p>	<p>Progress monitoring plan is implemented and teachers are meeting to discuss data.</p>		<p>Peggy Azuyak</p>	<p>12/17/2020</p>
<p>Notes:</p>				
<p>10/18/19</p>	<p>Teachers examine their MAP data and make instructional decisions based on the student outcomes.</p>		<p>Peggy Azuyak</p>	<p>12/17/2020</p>
<p>Notes: Teachers will have examined their Winter Benchmark MAP data</p>				

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.

KEY	4.03 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<p>Initial Assessment:</p> <p>Secondary behavioral expectations have been communicated and reinforced. It would be helpful to develop school wide behavioral expectations for classrooms- the cafeteria and recess has been developed.</p>		<p>Limited Development 10/18/2019</p>		

How it will look when fully met:		Using grant funds, consultants on school-wide behavior initiatives will be brought to Kodiak. Teachers will work as a team to determine school-wide expectations, how to present and teach to students, and how to reinforce positive behaviors.		Peggy Azuyak	05/20/2021
Actions			0 of 6 (0%)		
	10/18/19	School staff meet to determine school wide behavioral expectations		Peggy Azuyak	05/20/2020
	<i>Notes:</i> This is being planned for our November Inservice				
	10/18/19	Based on developed behavioral expectations, the team works to develop an implementation plan		Heather Bogardus	12/17/2020
	<i>Notes:</i>				
	2/28/20	The Rural Schools Admin team will conduct weekly attendance reviews in order to identify student		Todd Burton and Peggy Azuyak	12/17/2020
	<i>Notes:</i>				
	2/28/20	The school administrators will call home for students who are absent. They will hold meetings with parents and students who have five or more absences.		Peggy Azuyak	12/17/2020
	<i>Notes:</i>				
	2/28/20	The school will partner with the community to continue to implement incentives for good attendance.		Heather Bogardus	12/17/2020
	<i>Notes:</i>				
	10/18/19	Teachers and staff are fully implementing the school-wide behavioral expectations and positive behavioral supports plan.		Heather Bogardus	05/20/2021
	<i>Notes:</i>				
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:	Opportunities exist for students to participate in extended learning opportunities though a need for further expansion of opportunities exists.		Limited Development 11/01/2011		
How it will look when fully met:	A consistent after school program will exist to address remedial needs as well as enrichment needs.			Peggy Azuyak	05/25/2021
Actions			1 of 4 (25%)		

	6/2/14	The Extended Day Program will be developed based on the academic needs of the students, as well as the various enrichment interests. Student data will be collected to determine the needs and then staff will be hired to address the academic and enrichment needs. The appropriate remedial curriculum or activities will be utilized.	Complete 02/25/2020	Damon Hargraves	02/25/2020
	<i>Notes:</i> This will happen each year				
	2/28/20	Teachers will work with culture/language consultants to incorporate in their lessons.		Peggy Azuyak	12/17/2020
	<i>Notes:</i>				
	2/28/20	Administrators and teachers will schedule relevant guest speakers/teachers to integrate arts and local sciences, etc.		Peggy Azuyak	05/20/2021
	<i>Notes:</i>				
	2/28/20	Old Harbor School will partner with community members and entities to provide extracurricular activities for all age groups		Heather Bogardus	05/25/2021
	<i>Notes:</i>				
K E Y	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: Teachers are including cultural activities. They institute "Alutiiq Fridays" and incorporate subsistence and arts activities. There is research to support an Arts Integrated approach in working on SEL and creating Trauma Informed or Trauma Sensitive schools.			Limited Development 10/18/2019		
How it will look when fully met: Teachers have access to rich and effective PD experiences on Arts Integration. Teachers are teaching content through the arts. Students have multiple outlets to explore and express their selves.				Peggy Azuyak	05/22/2021
Actions			0 of 4 (0%)		
	10/21/19	Principal and Leadership Team will explore options for Arts Integration and PD within the school.		Peggy Azuyak	01/17/2020

Notes: Principal currently has knowledge of potential opportunities. Must explore funding for such opportunities.						
3/3/20		A team of teachers attend the Creating Trauma Sensitive Schools Conference in 2021 organized by the Attachment and Trauma Network.		Peggy Azuyak	02/28/2021	
Notes:						
10/21/19		Teachers implement learning from PD opportunities in their instruction.		Peggy Azuyak	05/22/2021	
Notes:						
10/21/19		Provide rich and effective PD in Arts Integration for teachers and students at Old Harbor School.		Peggy Azuyak	05/25/2021	
Notes:						
K	E	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.(348)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers communicate with parents as needed, especially when students are in need of particular support with behavior or academics. We would like to increase our regular contact with parents, especially in the area of positive communication. This may include a monthly school newsletter, positive phone calls and other informal communication methods.	Limited Development 10/12/2011		
Priority Score: 2		Opportunity Score: 3		Index Score: 6		
How it will look when fully met:			Old Harbor School is communicating regularly with parents and the community. Teachers are communicating with parents at least once a month regarding student progress, etc.		Todd Burton	12/17/2020
Actions				1 of 3 (33%)		
10/12/11		School staff is using the Old Harbor Community FB page to distribute public information about events and happenings at the school		Complete 12/12/2011	Phyllis Clough	11/11/2019
Notes:						
11/1/13		Individualized Learning Plan case managers will make contact home about ILPs on a weekly basis			Todd Burton	12/17/2020
Notes:						

2/28/20	Teachers will increase their positive to negative contact home to 3:1 and log their contact home.		Peggy Azuyak	12/17/2020
<i>Notes:</i>				
Implementation:				
<i>Evidence</i>	1/21/2013			
<i>Experience</i>	1/21/2013			
<i>Sustainability</i>	1/21/2013			

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
<i>Initial Assessment:</i>			Limited Development 10/18/2019		
Teachers have identified individual needs based on their experiences with their students- using some student outcome data and observational data.					
How it will look when fully met:				Peggy Azuyak	05/05/2021
Teachers use student outcome data fromFastBridge Benchmarks/progress monitoring to identify areas of PD needs.					
Actions			0 of 2 (0%)		
10/18/19	Teachers determine area of need for future PD opportunities.			Peggy Azuyak	05/20/2020
<i>Notes:</i>					
10/18/19	Teachers analyze their student outcome data from FastBridge			Peggy Azuyak	05/05/2021
<i>Notes:</i>					
KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 10/13/2011		
Teachers are engaged in curriculum PD with ARC and are implementing daily. They are involved in individualized PD based on self-identified needs. Principal must conduct classroom visits to determine if PD is being implemented into their classroom routines and instruction.					

How it will look when fully met:	Teachers are actively incorporating learning from PD into their classroom routines and instruction.		Peggy Azuyak	05/21/2021
Actions		2 of 4 (50%)		
6/2/14	More time will be supplied to the Old Harbor staff in order to address their particular professional development needs. This will occur on the Friday early-release days.	Complete 09/06/2019	Peggy Azuyak	09/06/2019
	<i>Notes:</i> Individualized PD time has been built into the early release			
10/18/19	Teachers submit Personalized PD plans to Principal	Complete 10/21/2019	Peggy Azuyak	10/04/2019
	<i>Notes:</i> Some teachers have submitted their plan.			
10/18/19	Teachers independently engage in personalized PD throughout the year.		Peggy Azuyak	05/20/2021
	<i>Notes:</i>			
10/18/19	Principal visit classrooms throughout the year and observe teachers. They engage in discussion of individualized PD and its incorporation into their classroom routines and instruction.		Peggy Azuyak	05/20/2021
	<i>Notes:</i>			