

## Comprehensive Progress Report

**Mission:**

**Vision:**

**Goals:**



Title I Schoolwide Indicators

! = 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
<i>Initial Assessment:</i>		<p>4/13/2022 - Aleknagik has selected supplemental curricula to address the identified gaps in student learning. These supplemental materials are also approved at the district level through the instruction department. The supplemental curricula is aligned to Alaska Content Standards and are vetted via research studies.</p> <p>5/23/2021 - The district selects and reviews all curriculum based on the state standards and staff implements the district approved curriculum. The staff implements the curriculum that is adopted by the district.</p> <p>5/22/2020 - The district selects and reviews all curriculum based on the state standards and staff implements the district approved curriculum. The staff implements the curriculum that is adopted by the district.</p>	Full Implementation 05/22/2020		

	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
<i>Initial Assessment:</i>	<p>5/21/21 - Teachers use MAPS data three times per year to determine if the curriculum being taught is meeting the needs of the students.</p> <p>Teachers keep a record of Standards covered. Formative assessments are used (ex. AIMSweb, STAR, MAP, and Study Island strands) to determine if the curriculum being taught is meeting the needs of the students.</p>	Limited Development 10/06/2010			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	Use SBA scores and unit tests to determine if students are meeting the objectives and/or Alaska Standards. If they aren't, find interventions and perform some remediation. We are in the third year of the newly adopted Reading Mastery and SRA math. Use MAPS, Study Island or Ed. City for younger kids for remediation in math and Language Arts for specific skills. Other supplemental materials are being adopted by the Language Arts committee and the math committee.	<b>Objective Met 04/13/22</b>	<b>Cialey Pintande</b>	<b>05/21/2022</b>	
<b>Actions</b>					
5/15/13	Keep an accurate record of Alaska Standards that have been taught. <i>Notes:</i> Teachers documented the Alaska Standards on their weekly lessons plans.	Complete 10/01/2013	Teacher(s)	10/31/2013	
5/15/13	Analyze test results for student strengths and weaknesses. <i>Notes:</i> Instructors studied test results of all students and adjusted instruction to correct misunderstandings and/or to change weaknesses to strengths.	Complete 01/31/2014	Audra Finkenbinder	11/15/2013	
5/17/14	Look at MAP scores for subject area strengths and weaknesses. <i>Notes:</i>	Complete 05/16/2022	All instructors	09/22/2014	
<b>Implementation:</b>			04/13/2022		
<i>Evidence</i>	4/13/2022				
<i>Experience</i>	4/13/2022				
<i>Sustainability</i>	4/13/2022				

<b>Effective Practice:</b>		<b>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.</b>				
	<b>KEY</b>	<b>3.02</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

5/22/20 - this objective has been met as students are attending the After school program. Students and parents have been helping students without access to transportation by giving them rides to and from After School tutoring. The district continues to work with the city of Aleknagik to get a working school bus to solve the transportation problem.

1/9/18 - Students needing additional support in content areas (who are unable to stay for the After School Program) receive one-on-one assistance when needed during the school day. \* Although the bridge is now complete and all students have access to the After School Program, participation is still limited due to the schedule of district provided and non-district provided transportation.

11/07/14 Aleknagik School provides an After School Program to assist students who need extra help on assignments and objective mastery. This school has a unique situation in which there are students who live across the lake and are unable to stay after school to participate in the program due to transportation limitations. Once the bridge is complete and passable, these students will have the ability to participate in and benefit from the After School Program. Students with IEPs receive one-on-one (or small group) instruction based on their needs on a daily basis. All instructors monitor and adjust core instruction on a regular basis to meet the needs of all students. 12/15/14 Low performing students are identified through assessment scores, class grades, and interactions with instructors. Interventions are implemented on a 6-9 week basis with progress being checked weekly. Because Aleknagik is a small site, our class sizes are relatively small (3-12 students) so students remain in the regular classroom throughout the day unless he/she has an I.E.P. Also, students have the opportunity to attend the After School Program for more individualized assistance. 11/2/15 (updated 1/10/17) Students needing additional support in content areas (who are unable to stay for the After School Program) receive one-on-one assistance when needed during the school day. \* Although the bridge is now complete and all students have access to the After School Program, participation is still limited due to the schedule of district provided and non-district provided transportation.

Limited Development  
11/07/2014

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		When this objective is fully met, 100% of Aleknagik students will be able to participate in and benefit from the After School Program. All students will be at a higher proficiency level in core subject areas. The evidence will be an improvement in universal screening scores and state mandated test scores (if applicable). 11/2/15 - This indicator is 95% complete - the remaining 5% will be the continuation of the school working with parents in providing additional transportation if/when needed. 1/10/17 - This indicator is 97% complete - the remaining 3% will be the continuation of the school working with parents in providing additional transportation if/when needed.		<b>Objective Met 05/22/20</b>	<b>Cialey Pintande</b>	<b>09/01/2017</b>
<b>Actions</b>						
	11/7/14	Continue to look for ways for all students to both physically and topographically participate in the After School Program so that they may have an opportunity to receive the additional help needed to achieve academic mastery and student growth in all subject areas.		Complete 05/22/2020	Randy Finkenbinder	09/01/2017
		<i>Notes:</i> The task is to continually review methods to provide better access to after school programs.				
<b>Implementation:</b>				05/22/2020		
	<b>Evidence</b>	5/22/2020 this objective has been met as students are attending the After school program. Students and parents have been helping students without access to transportation by giving them rides to and from After School tutoring. The district continues to work with the city of Aleknagik to get a working school bus to solve the transportation problem.				
	<b>Experience</b>	5/22/2020 - it has been challenging to find transportation.				
	<b>Sustainability</b>	5/22/2020 The district continues to work with the city of Aleknagik to get a working school bus to solve the transportation problem.				
<b>KEY</b>	<b>3.03</b>	<b>School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>5/22/2021 - The district adopted curriculum is researched based. Research based strategies are used in the classroom based on CHAMPS, Marzano, and PBIS best practices.</p> <p>5/22/2020 - The district approved curriculum materials are research based. Strategies that are being implemented include but not limited too direct instruction, cooperative learning and independent instruction. This is apparent during observations. Teachers accept responsibility of teaching curriculum with fidelity</p>	Full Implementation 05/22/2020		
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<b>Core Function:</b>	<b>Supportive Learning Environment</b>
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<b>Effective Practice:</b>	<b>Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.</b>
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	4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	<p>5/21/21 - Staff have been trained throughout the year on Trauma Informed Practices, PBIS, and student engagement strategies resulting in zero office referrals for the school year. Best practices from CHAMPS, ASDN Trauma Informed Courses, and Teach Like a Champion have been taught and observed being used in all classrooms.</p>	Full Implementation 05/22/2021		
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		4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Student discipline logs, teachers maintain individual parent contact lists, individual classroom procedures for different grade levels, gym-list implementation, and open door policy for parents with a check-in procedure with the office and/or secretary.	Limited Development 10/31/2011		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			Classrooms will be not be interrupted due to phone calls - messages will be provided to instructors during break times.	<b>Objective Met 05/22/21</b>	<b>Chad Martin</b>	<b>08/18/2014</b>
<b>Actions</b>						
	5/17/14		Messages will be taken for and provided to instructors during break times or after school.	Complete 05/21/2021	Nina Tinker - secretary	08/18/2014
<i>Notes:</i>						
<b>Implementation:</b>				05/22/2021		
	<b>Evidence</b>		5/22/2021			
	<b>Experience</b>		5/22/2021			
	<b>Sustainability</b>		5/22/2021			
	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><b>Initial Assessment:</b></p>	<p>5/22/21 - All staff received training in PBIS, MTSS, RTI, and Trauma Informed Practices throughout the year resulting in zero office referrals for the FY21 school year. Best practices were implemented using research based approaches borrowed from CHAMPS, ASDNs Trauma Informed Course, and PBIS World online.</p> <p>5/22/20- All students and parents/guardians receive an updated copy of the student handbook at the beginning of the year and sign it.</p> <p>1/9/18 - Information below is current, with the exception of the Student Handbook was updated and approved at the end of the 2016-2017 school year.</p> <p>1/10/17 - Aleknagik School, along with the CSC, is in the process of updating the current handbook to include the addition of the high school students to a small, rural Alaskan school. Students and parents receive a copy of the Student Handbook at the beginning of the school year and are asked to read and sign the signature page stating that they understand and agree to the terms therein. Students also attend an assembly on the first day of school during which time all schools rules are reviewed. Each teacher is required to post classroom rules and expectations for student reference which are based upon the Student Handbook which influences conformity and unilateral teamwork. At different grade levels, a variety of positive reinforcements are awarded including, but not limited to, Class DOJO, parental phone calls, sticker charts, and behavioral comments on progress reports and report cards. In addition to general assembly awards on a biannual basis.</p>	<p>Limited Development 01/10/2017</p>		
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<p>All students in grades K-12 will be treated fairly and consistently according to the newly adopted Student Handbook. All staff will follow the handbook procedures with unilateral expectations through out all grade levels. In addition, all students and parents will be informed and provided a copy of the handbook.</p>	<p><b>Objective Met 05/22/21</b></p>	<p><b>Chad Martin</b></p>	<p><b>05/19/2017</b></p>
<p><b>Actions</b></p>				
<p>5/22/20</p>	<p>The student handbook will be presented to all students and parents in the fall to review expectations, methods of communication, and the describe the plan for positive supports.</p>	<p>Complete 05/21/2021</p>	<p>Miranda Bacha</p>	<p>09/15/2020</p>
<p>Notes:</p>				
<p><b>Implementation:</b></p>		<p>05/22/2021</p>		



<i>Evidence</i>		5/22/2021			
<i>Experience</i>		5/22/2021			
<i>Sustainability</i>		5/22/2021			
<b>KEY</b>	<b>4.05</b>	<b>School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		5/22/2020 - After school tutoring is available for all students 3 days per week during the school yea. Two migrant ed nights take place each year (one focuses on literacy and the other focuses on science). Students are able to seek additional assistance before school, during lunch, and after school.	Full Implementation 05/22/2020		
<b>KEY</b>	<b>4.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		5/21/21 - Aleknagik school recognizes the importance of cultural values and conveys knowledge about the history, traditions, and language. Students take Yupik classes from Kindergarten through high school and classes such as seashore basket weaving and art are offered for high school students. During exploration weeks, classes are offered such as soapstone carving and qaspek making. These classes are taught by Alaska natives, community members, and elders and help build a connection between the community and school.	Full Implementation 05/22/2020		
<b>KEY</b>	<b>4.08</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	5/22/2020 - Parents, students, staff, and the CSC are all contributing stakeholders to the priorities, goals, and planning for events, policy, and procedures. There are monthly CSC meetings (public meetings). The educational program, parent involvement policy, parent/school compact, and other pertinent information is provided at these meetings and during parent nights, P/T conferences, etc. Feedback is continually sought during public meeting, parent nights, and/or informal conversations.	Full Implementation 05/22/2020		
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<b>Core Function:</b>	<b>Professional Development</b>			
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<b>Effective Practice:</b>	<b>Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.</b>			
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	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
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<b>Initial Assessment:</b>	<p>4/13/2022 - The staff meets periodically to review MAPS data and curricular data to determine where training needs to be focused.</p> <p>5/21/21 - Professional development occurs weekly at the district and the site level. Staff are allowed to attend one conference per year. The district includes district wide inservice days throughout the year to provide continuing staff development.</p> <p>5/22/2020 - Aleknagik School supports opportunities for professional development. The district uses several in-service day each year to provide training and support for instructional staff. Each teacher and principal is able to attend one conference per year. 50% of teachers elect not to attend a professional conference because it is difficult to find substitutes to cover their classes. On early release days, staff is given time to collaborate with one another. Aleknagik School would like to add time for staff to meet and work with data to identify student needs and to develop plans to meet those needs.</p>			Limited Development 05/22/2020		
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<b>How it will look when fully met:</b>						
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<b>Actions</b>						
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Notes: