

## Comprehensive Progress Report

### Mission:

The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents active participation.

Students demonstrate many forms of communication (e.g. reading, writing, and speaking in English, Yupik and other languages).

Students understand, accept and appreciate their own language and culture and the cultures of others.

Students demonstrate adaptability in living and working in diverse cultural environments.

Students learn and understand their rights and responsibilities and work together as members of a democratic society.

Students demonstrate honesty, respect, concern, and caring for themselves, their environment and others.

Students exhibit a positive attitude and self-initiative.

### Vision:

Students use a variety of ways to think and to reason when solving problems, and making thoughtful decisions.

Students demonstrate their awareness of their own strengths and skills and have self-confidence to take risks that will realize their potential as lifelong learners.

Students use technology for adapting to and initiating productive change.

Students demonstrate leisure, vocational and life skills.

Students demonstrate skills and attitudes that will enable them to achieve post high school education.

### Goals:

Science: By the end of the 2020-21 school year, 80% of students will be at the 50th percentile or higher.

Parent engagement: By the end of the 2020-21 school year, at least one parent from 10% of the family units will attend each CSC meeting.

Parent engagement: By the end of the 2020-21, 40% of families with children in the school in participation in the Greenhouse community.

Reading: By the end of the 2020-21 school year, 80% of students will be at the 50th percentile or higher.

Math: By the end of the 2020-21 school year, 80% of students will be at the 50th percentile or higher.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Curriculum</b>				
<b>Effective Practice:</b>		<b>Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.</b>				
	<b>KEY</b>	<b>1.01</b>	<b>School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		4/13/2022 - The district continues to use a curriculum review cycle to select the "core" curricula which the selection committee ensures is aligned to current Alaska Content Standards. William Sonny Nelson School 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.		Full Implementation 04/12/2022		
		<b>1.05</b>	<b>School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		4/13/2022 -The school staff meets twice a year to review the supplemental curricula that is selected, and approved by the district, to address the identify learning gaps. MAP data and curricular assessments are reviewed to determine if students learning needs are being addressed through the curriculum  5/13/21 - Interim assessments (MAPS) and state assessments (PEAKS when available) are reviewed to in collaborative teams to determine areas of need. The district provides a larger review of data to evaluation the effectiveness of curricula is addressing the learning needs of all students.		Full Implementation 05/21/2021		

Core Function:		Assessment			
Effective Practice:		Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.			
KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		4/13/2022 - MAPS is the universal screening assessment that is administered to all students in the content of literacy and math. The MAPS assessment is administered three times each year (fall, winter, spring).	Full Implementation 04/12/2022		

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:		4/21/21 - The teachers and aides have collaborated to ensure that all students are getting what they need to be successful in the classroom. Principal makes sure that aides who are teaching different subjects have the support they need to deliver effective instruction. Staff follows a written schedule each day.	Limited Development 10/09/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When we receive the MAP testing scores we will be able to compare scores between the FALL and Winter scores. Once we see where the students are and where they are struggling, we will start using intervention materials where needed. All teachers will use interventions to lower-performing students to help bring them closer to grade level.	Objective Met 04/12/22	Roxanne Meneguín	12/06/2019
Actions					
	2/13/20	We are going to be giving the Winter Maps testing to students 1-8 grades. We will compare the winter test scores with the Fall test.	Complete 05/20/2022	Roxanne Meneguín	01/13/2020

Notes:

	3/17/20	Contract with an external trainer to provide continuous, on-site professional development on the district-adopted math curriculum for all grade levels.	Complete 04/12/2021	Jon Clouse	09/15/2020
	<i>Notes:</i> Roxanne will work with SSOS Coach and Jon Clouse to make this happen.				
	3/17/20	The SI team will consistently meet to review the SI plan, check for progress of meeting objectives, and make adjustments as needed.	Complete 04/20/2021	Roxanne Meneguín	09/15/2020
	<i>Notes:</i> Roxanne will work with the SI team and SSOS Coach on this objective. We were meeting consistently, but fell off track and will get back on track.				
<b>Implementation:</b>			04/12/2022		
	<b>Evidence</b>	4/20/2021 We have MAP data available, we have contracted with the math professional development provider, and will continue to work with her for about another month. We will continue with SI meetings until the end of the year.			
	<b>Experience</b>	4/20/2021 We have been working with the math professional development provider. We do our benchmark testing three times a year. This year due to Covid we only did the benchmark testing twice. We normally meet weekly with SI team to discuss school improvement and STEPP indicators.			
	<b>Sustainability</b>	4/20/2021 We will continue to implement MAP assessments, analyze and share data with parents, and use data for instructional planning. We will continue to look for appropriate professional development, including Webinars and conferences. We will continue meeting once a month with the SI team to collaborate on school improvement and STEPP procedures.			
<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>

<i>Initial Assessment:</i>			4/13/2022 - School staff continue to implement a comprehensive plan to support but the implementation wasn't as smooth as hoped due to COVID-19 related restrictions. The team will be implementing the use of evidence-based resources to promote collaborative learning, small group instruction, one-on-one instruction through the intentional use of posters, rugs, lamps, seating, and specific tables or desks that promote this type of learning. In addition, the team will be implementing Montessori math materials, leveled readers, and organizing literature by genre and level, and creating "spaces" that promote reading.	Full Implementation 04/12/2022		
<b>KEY</b>	<b>3.04</b>	<b>School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			4/13/2022 - Teachers use formative assessments from the available curriculum and through the use of instructional techniques such as cooperative learning, questioning, and quick self-assessments.	Full Implementation 04/12/2022		

<b>Core Function:</b>			<b>Supportive Learning Environment</b>			
<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>			
	<b>4.01</b>	<b>School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>			Full Implementation 05/21/2021			
	<b>4.02</b>	<b>School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<i>Initial Assessment:</i>		5/13/21 - The entire staff works together to follow the operational procedures to minimize disruptions. This includes communication protocols, transition time protocols, starting and ending the school day protocols, and other protocols. These protocols are designed for the administrative assistant, for parents, for community organizations, for students, and for staff. The school works to make sure that instructional time is valued and not minimized.	Full Implementation 05/21/2021		
<b>KEY</b>	<b>4.03</b>	<b>School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		4/13/2022 - Our students are given expectations at the beginning of the year and reviewed throughout the year. Throughout this year, students are given incentive tickets throughout the day. For instance, turning in homework, attending school on time and behavior in the classroom. The students are given positive reinforcements for being helpful and being kind to staff and other students. Bulletin boards are put up with positive reflections and comments. Hanging classroom rules posters in the classroom. We will be sending home more letters to parents to keep them more up to date on behavior expectations for students.	Full Implementation 04/12/2022		

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
<b>Initial Assessment:</b>		4/12/21 - After-school tutoring is available three days a week. Some students are there on a regular basis, but not all. Students use it to finish homework or catch up on missing work. In addition, the community greenhouse project will offer additional opportunities for extended learning opportunities.	Limited Development 10/09/2019		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		We will have students going to after school tutoring on a more regular basis to do supplementary work to go along with their content subjects such as reading and math. Based on MAP scores, lesson/unit assessments, and classroom observation we can determine what to use during after school tutoring and intervention.	<b>Objective Met 04/12/21</b>	<b>Roxanne Meneguín</b>	<b>12/06/2019</b>
<b>Actions</b>					
	2/13/20	Continuing to give after school tutoring support for students. By Fall of 2020 I would like to have a certified teacher doing the after school tutoring or have a lower elementary tutor and a upper elementary and MS tutoring.	Complete 09/01/2020	Roxanne Meneguín	09/01/2020
<i>Notes:</i>					
	4/12/21	Calling parents to keep updates on students during tutoring.	Complete 04/12/2021	Becky Kahlvik	04/12/2021
<i>Notes:</i>					
<b>Implementation:</b>			04/12/2021		
	<b>Evidence</b>	4/12/2021 Students are continuing to come to tutoring on a regular basis.			
	<b>Experience</b>	4/12/2021 2nd quarter we started calling parents to have their child to attend tutoring 2 days a week after school.			
	<b>Sustainability</b>	4/12/2021 Keep having students attend after school tutoring and communicating with parents.			
KEY	4.06	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>		4/13/2022 - There have been plans for a student trip to the Alaska Native Heritage Center that has been delayed because of COVID-19 restrictions. However, the trip to the Alaska Native Heritage Center is finally going to occur this spring. Other methods of developing a classroom environment that respects other cultures is that the school invites local knowledge bearers into the school to work with students during dedicated Yup'ik Studies classes. Students have also participated in Yup'ik language courses virtually in partnership with Manokotak School.	Full Implementation 04/12/2022		
<b>KEY</b>	<b>4.07</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>4/13/2022 - The expectations of staff is that continuous communication occur with parents about student progress and supporting learning at home. The expectations are communicated with parents at the beginning of the year and during parent/teacher conferences. Communication methods include email, phone calls, and conferences.</p> <p>5/21/21 - The school will be continuing the implementation of an attendance incentive program to reduce chronic absenteeism.</p> <p>4/4/20 - Expectations and progress are being communicated about ELA. With another staff member possibly coming in, communication about Math and other subjects will increase.</p>	Limited Development 10/09/2019		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		When fully implemented we will see at least 90% of parent engagement whether it be academics or other school social events. We continue to send home letters to parents, announce over the VHF radio for events as well as put announcements on Facebook. Parents have been given their child(rens) MAP scores.	<b>Objective Met 05/14/21</b>	<b>Roxanne Meneguín</b>	<b>04/15/2020</b>
<b>Actions</b>					
	2/13/20	I would like to to have parents to be able to have access to Power School so they are able to see what their kids are doing with grades.	Complete 04/15/2020	Roxanne Meneguín	04/15/2020
<i>Notes:</i>					



	3/17/20	Purchase attendance incentives to promote the implementation of a school-wide attendance improvement plan.	Complete 04/12/2021	Roxanne Meneguín	09/15/2020
	<i>Notes:</i> Roxanne will work with the SSOS Coach and Jon Clouse, Federal Programs Director to make this happen.				
	<b>Implementation:</b>		05/14/2021		
	<b>Evidence</b>	4/12/2021 Purchases have been made.			
	<b>Experience</b>	4/12/2021 We were able to purchase incentives for attendance and work with school improvement funds.			
	<b>Sustainability</b>	4/12/2021 Continue to give students incentives for their attendance as they earn the attendance tickets.			
<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>

**Initial Assessment:**

5/21/21 - The school worked with parents, community members, and students to determine a community and parent engagement project that would increase the participation of parents and community in the educational process. Another purpose of this project is to strengthen the partnerships and communication with parents and community regarding the learning process and improvement initiatives. The project is centered around building a greenhouse that can be used to incorporate ELA, math, and science projects with students that involve active participation by parents and community members. The FY22 year will be the implementation stage of the greenhouse (building it and begin using it).

Currently, the staff, CSC members, parents and students collaborate about plans for events for the school, such as sports, fundraisers and trips. Academic goals and priorities are not currently collaboratively dealt with. When school is fully staffed we will be able to sit down and discuss academic goals.

12/02/2020 - staff and students will work with community members to install a greenhouse that will be used by the school and the community to grow fresh food. The project will support technical reading and increase exposure to non-fiction text; provide opportunities for problem solving and critical thinking; practice real-world math applications; and help develop a stronger partnership with parents and the community.

Limited Development  
10/22/2019

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	We will have more participation during the CSC meetings by Parents and community members to give their ideas and views on school events as well as academically.		<b>Objective Met 04/12/22</b>	<b>Roxanne Meneguín</b>	<b>05/19/2021</b>
<b>Actions</b>					
	2/13/20	Make sure parents and community members know about the meetings, such as CSC meetings, fundraiser meetings...etc. Postings, VHF calls, notes home to parents and FB posting are to be done for announcing meetings.	Complete 02/20/2020	Mary Walcott	03/01/2020
	<i>Notes:</i>				
	5/10/21	When a staff member or community member comes to the principal and suggest a certain idea or activity, The principal can tell them to come to the CSC meetings when they are posted and bring their ideas and suggestions to the meeting to be discussed.	Complete 05/10/2021	Roxanne Meneguín	05/10/2021
	<i>Notes:</i>				
	2/13/20	Staff discussion on how to encourage parent and community member attendance at the CSC meetings.	Complete 05/20/2022	Roxanne Meneguín	05/19/2021
	<i>Notes:</i> Still working on how to get more parent engagement.				
<b>Implementation:</b>			04/12/2022		
<b>Evidence</b>	4/12/2022	We have agendas that are posted for monthly meetings.			
<b>Experience</b>	4/12/2022	Agendas get posted for each meeting. Announcements are done on the VHF radio. Communication is one through mouth, person to person			
<b>Sustainability</b>	4/12/2022	Will continue to communicate the meetings.			

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:		<p>4/13/2022 - The professional development needs for the 2021-22 school year were also centered around student data although the team determined that it wasn't necessary to continue the professional development in the math curricular area and focused on the implementation of the newly adopted ELA curriculum.</p> <p>4/13/2021 - In the 2020-21 school year, a professional development plan was created to address the learning needs of students and to strength teaching practices with staff based on MAPs data. This professional was designed to be provided through virtual platforms.</p> <p>Once I get fully staffed with a teacher, I can sit down with that person and talk about where students are at and use the data from mastery tests, MAP test and other daily work. I can use that information as a source to determine what to bring in for Professional Development for the rest of the staff.</p>	Limited Development 10/22/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Being fully staffed, we can sit down and look at the data, such as MAP, Peaks and curriculum assessments and determine where the students are and where we, as teachers, need to go forward with the students. We will use site-based inservice time to look at data and plan.	Objective Met 05/14/21	Roxanne Meneguín	05/15/2020
Actions					
	2/13/20	Now that we are fully staff, we can start communicating about students' achievements and successes as well as talking about the struggling students who need more help.	Complete 02/20/2020	Roxanne Meneguín	11/02/2019
Notes:					
Implementation:			05/14/2021		
Evidence		2/20/2020 We are continuing to talk and watch students' progress through testing and other curriculum assessments.			

<b>Experience</b>		2/20/2020 Communicating with the other teacher to keep up to date on students' progress.			
<b>Sustainability</b>		2/20/2020 Continue to communicate amongst the teachers.			
<b>KEY</b>	<b>5.03</b>	<b>School staff embed professional development into daily routines and practices.(353)(KEY)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Once I get fully staffed with a teacher, I can sit down with that person and talk about where students are at and use the data from mastery tests, MAP test and other daily work. I can use that information as a source to determine what to bring in for Professional Development for the rest of the staff.  4-12-21 Fully staffed. Becky is doing PD with Bobby Jo Erb for Math. She is currently using this in her classroom.	Limited Development 10/22/2019		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		As a full staff, we can collaborate on what we can bring in for PD to use during our site inservice time, such as webinars, teaching videos and bring it to the students in the classroom.	<b>Objective Met 04/12/21</b>	<b>Roxanne Meneguín</b>	<b>02/14/2020</b>
<b>Actions</b>					
	3/17/20	Contract with an external trainer to provide continuous, on-site professional development on the district-adopted math curriculum for all grade levels.	Complete 04/12/2021	Jon Clouse	09/15/2020
		<i>Notes:</i> The principal will work with the SSOS Coach and Jon Clouse, Federal Programs Director to make this happen.			
	2/13/20	Need to agree on needs and to decide what would best fit. Will lay out a plan to use the site based in-service time. Decide how to use it in the classroom.	Complete 04/12/2021	Roxanne Meneguín	01/31/2021

Notes:

<b>Implementation:</b>		04/12/2021		
<b>Evidence</b>	4/12/2021 We as a staff, meet and collaborate to discuss what is happening in the school and with students in the classroom.			
<b>Experience</b>	4/12/2021 As a staff, we talked regularly about students and progress in the school.			
<b>Sustainability</b>	4/12/2021 We continue on a regular bases collaborating.			

<b>Core Function:</b>		<b>Title Programs</b>			
<b>Effective Practice:</b>		<b>Domain 8.0</b>			
	<b>8.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		4/21/21 - there are no pre-school children in the community at this time.	Full Implementation 05/14/2021		
	<b>8.05</b>	<b>Federal, State, and local service programs are integrated and coordinated.(2118)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		4/21/21 - The district office assists in coordinating and integrating the various Federal and State services and programs. The Title I-A basic and set-aside programs are used in conjunction with Title I-C (migrant education) program, and Indian Education to provide high quality education to all students at the school.	Full Implementation 05/14/2021		
	<b>8.06</b>	<b>All instructional paraprofessionals will meet minimum qualifications. (2119)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<i>Initial Assessment:</i>	4/21/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed.	Full Implementation 05/14/2021			
		<b>8.07</b> <b>The school will have strategies to attract and retain effective teachers. (2120)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	4/21/21 - This is typically a responsibility of the district. However, PLC's, inservices, collaboration, team building, peer-observation, professional development, and housing are methods to attract and retain effective teachers.	Full Implementation 05/14/2021			