

Comprehensive Progress Report

Mission:

Clarks Point School is committed to creating a learning environment in which each child shall receive a quality education, while feeling safe and welcomed. Utilizing culturally relevant curriculum, students will be held to high standards, that promote growth and development of lifelong learners. Through positive feedback of parents, students, staff and community, working together; all students will achieve academic and personal success.

Vision:

Clarks point school strives to be a culturally relevant learning environment, that is a safe and respectful place for all students, in which personal and academic goals can be achieved through a strong support network of parents, students, staff, and community.

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
<i>Initial Assessment:</i>		<p>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. Clarks Point 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>9-1-2020 Clarks Point school utilizes all materials provided by Southwest Region School district. All curriculum is aligned to Alaska Content Standards. Reading and Language arts curriculum used is Reading Mastery, the math curriculum is Go Math.&nbsp;</p>	Limited Development 04/13/2020		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>9-1-2020 Staff will maintain current certification and contemporary teaching methods to follow district approved, research-based curricula by following each curriculum and pacing guides in consult with the district curriculum director as needed. This includes utilizing the initial district in-service times to find out what curriculum will be implemented at the site and what is necessary to implement it. The principal will observe compliance during employee observations.</p> <p>3-25-2021 The staff at Clarks Point School has continued with the above statement implementing those objectives.</p>	Objective Met 03/26/21	Claudia Pinto	03/25/2021
<i>Actions</i>					
	4/13/20	9-1-2021Clarks Point school utilizes all materials provided by Southwest Region School district. All curriculum is aligned to Alaska Content Standards. Reading and Language arts curriculum used is Reading Mastery, the math curriculum is Go Math. 	Complete 03/25/2021	Claudia Pinto	03/25/2021
<i>Notes:</i>					

Implementation:			03/26/2021		
<i>Evidence</i>		4/13/2020			
<i>Experience</i>		4/13/2020			
<i>Sustainability</i>		4/13/2020			
	1.04	School staff use a variety of assessment data to systematically review and identify gaps in the curricula.(326)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Throughout the school year2020-2021 the principal-teacher and teacher aide have been consistent in having Reading Mastery lessons for every student in the school on a daily basis, and Go Math lessons as well at the level where the students are woking. Testing determined the reading and math levels where are students were placed.</p> <p>When our students were in quarantine or doing remote learning during due to Covid 19 protocols appropriate work was sent home for students to continue with their learning targets in the districts curriculum and with other supplementary materials that addressed the Alaska State standards for their grade level.</p>	Full Implementation 03/26/2021		
	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>		3/26/21 - Interim assessments (MAPS) and state assessments 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. The district has a systematic method for reviewing curricula that involves a committee of varied stakeholders. This larger committee is used to review and adopt core curriculum.	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.			
	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:		Throughout the entire 2020-2021 we have used district curriculum that is aligned with the Alaska State Standards. We have done this on a daily basis with fidelity to our math, reading and language arts programs.	Full Implementation 03/26/2021		
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 04/13/2022		

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:		4/13/2022 - Learning is achieved through direct instruction, utilizing both technological and print curriculum. Learning is differentiated based on needs of the student and all students are in small groups. The very small student population at Clarks Point allows for individualized learning and instruction. The daily schedule has been arranged to provide maximum time for the core instruction areas earlier in the day for maximum effectiveness. Teacher student ratio is such that low performing students will receive scaffolded instruction and one on one direct instruction as needed to improve performance. Additionally, the school has a part-time academic interventionist through a grant funded program at the district level to work with specific students needing Tier II interventions.	Full Implementation 04/13/2022		
KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date

Initial Assessment:		4/13/2022 - As faculty follow district mandated curriculum and pacing guides, they will consult with the district curriculum director as needed to make sure to use research based instructional practices, programs, and materials. This includes utilizing the initial district in-service times to find out what curriculum will be implemented at the site and what is necessary to implement it. The principal will observe compliance during employee observations.	Full Implementation 04/13/2022		
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
Initial Assessment:		4/13/2022 - NWEA MAP testing is completed 3x per year to monitor student growth. A variety of curriculum integrated formative assessment are also used. Through the use of quizzes, tests, and other curricular assessments, teachers will measure the effectiveness of instruction given and adjust instruction as needed demonstrated by student performance. Performance will be shared with parents during parent/teacher conferences and additional meetings to generate strategy improvements and additional supports for students.	Full Implementation 04/13/2022		

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:		3/26/21 - Staff are responsible for ensuring that the instructional time is honored for each student and class. Staff implement cooperative learning strategies, centers, independent study, small group instruction and make sure paraprofessionals are part of the classroom management strategies to make sure students are engaged during instructional time.	Full Implementation 05/21/2021		
	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:	3/26/21 - 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		
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	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
Initial Assessment:			<p>04/13/2022 - At Clarks Point School we have been successful thus far with maintaining a safe school climate. The expectations have been based on CHAMPs for good classroom management and also an assertive discipline plan. Staff work together to ensure the school-wide expectations are communicated to student and staff.</p> <p>1/25/18 - Clarks Point school in conjunction with Clarks Point C.S.C. are in the process of addressing this issue by rewriting school handbook.</p> <p>1/9/2020 During the school year Clarks Point School staff will continue to implement and carry out the objectives in the school handbook.</p>	Limited Development 02/07/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>The C.S.C. and Mr. Harvilla developed policies in a written handbook. The policies will be rolled out for the 2018-2019 school year. There will be a parent meeting / back to school night, in which the policies are rolled out. Positive behavior supports are in place.</p> <p>The policies that have previously put into place have been fully implemented during the current school year 2020-2021 by the principal/teacher Claudia Pinto with the assistance of the one teacher aide who works at Clarks Point School. We are following the CHAMPS expectations for success. We are also using an Assertive Discipline Plan that allows the teacher to teach and students to learn. There are rewards for following our school rules and consequences for inappropriate behavior. Parents are informed of all student behavior from week to week.</p>	Objective Met 03/26/21	Claudia Pinto	03/25/2021
Actions			5/10/18 Create Student Handbook	Complete 05/24/2019	Shannon Harvilla	04/15/2018
<i>Notes:</i> Update handbook yearly						
5/10/18 Have a parent night to ensure understanding of policies				Complete 02/27/2020	Shannon Harvilla	08/20/2018

<i>Notes:</i>							
4/13/20	4-13-2020 School faculty and staff are moving towards the CHAMPS model of school wide behavior management. Currently, detention minutes were assigned to negative behavior for students to serve detention at designated times (recess, P.E., and after school) immediately following infractions. Positive actions were given good minutes to be redeemed during open gym on Fridays after school as supervised by faculty. The principal will train staff and faculty during staff meetings on implementing this programs.			Complete 03/31/2021	Claudia Pinto	09/01/2020	
<i>Notes:</i>							
Implementation:					03/26/2021		
Evidence		3/26/2021 - CHAMPS provides the opportunity to track negative behaviors. A communication plan has been developed to communicate with parents. The process is reinforced with students frequently.					
Experience		3/26/2021					
Sustainability		3/26/2021 - continue the implementation of CHAMPS					
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
<i>Initial Assessment:</i>		4/13/2022 - There has not been a pre-school program this year. After school tutoring has been provided this year. Also learning boxes with differentiated instruction has been sent home to meet student needs at their level. We continue to use CHAMPS expectations for good classroom management in order to be able to teach and have our students learn in a support and safe learning environment.			Full Implementation 04/13/2022		
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
<i>Initial Assessment:</i>		4/13/2022 - The school has continued to incorporate the Yupik Values of the month. The students do work based on these values and draw illustrations that are posted on the bulletin board each month. We continue to have morning meetings to remind students to follow our CHAMPS expectations and our assertive discipline plan.			Full Implementation 04/13/2022		

	KEY	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
<i>Initial Assessment:</i>			<p>3/25/2021 This year we have had excellent parent participation in a variety of ways. We started the year off with a family picnic at the beach. All parents have come for parent teacher conferences. We have had parent volunteers for our school cooking club. Our Migrant Ed Family nights have been successful. The parents and community members have been very supportive in helping the principal/teacher in whatever has been requested. Parents have been kept informed of their children's progress sometimes daily and even weekly with pictures of learning taking place in the classroom or phone calls with positive reports of students' progress etc.</p> <p>This is at a full implementation Level.1/25/18 - Parent participation is non existant at the current time. Plans to address this include, written parent communication, parents night (book fair), and other events to ensure parents are comfortable with the school and staff. In addition a homework policy is being developed in the Clarks Point School Student Handbook.</p> <p>3/25/2021 This year we have had excellent parent participation in a variety of ways. We started the year off with a family picnic at the beach. All parents have come for parent teacher conferences. We have had parent volunteers for our school cooking club. Our Migrant Ed Family nights have been successful. The parents and community members have been very supportive in helping the principal/teacher in whatever has been requested. Parents have been kept informed of their children's progress sometimes daily and even weekly with pictures of learning taking place in the classroom or phone calls with positive reports of students' progress etc.</p> <p>This is at a full implementation Level.</p>	Limited Development 02/07/2018		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>In the 2018-2019 school year progress reports will be sent home regularly. In addition, letters home and signage will be developed to alert parents of school events. In addition a volunteer opportunity board will be constructed at school to make it easy for parents to know what ways they can be involved in their child's educational experience.</p> <p>During the 2020-2021 school year the parents have been informed of everything that is happening in the school with monthly reports, parent-teacher conferences, principal newsletters, phone calls, and the above objective has been implemented and carried out.</p>		Objective Met 03/26/21	Claudia Pinto	03/25/2021
Actions					
	5/10/18	Create Board for Parent Volunteer opportunities.	Complete 12/01/2020	Shannon Harvilla	08/20/2018
	<i>Notes:</i> Update board monthly				
	4/13/20	9-1- 2021Faculty will send home an introduction letter at the beginning of the year outlining learning expectations, student progress, and ideas on how to increase learning at home. Teachers will keep a contact log throughout the year. During PLC meetings, teachers will discuss additional ideas to implement at home. At parent teacher conferences, teachers will discuss what is working and suggest additional ideas to implement.	Complete 03/25/2021	Claudia Pinto	03/25/2021
	<i>Notes:</i>				
Implementation:			03/26/2021		
Evidence	3/26/2021				
Experience	3/26/2021				
Sustainability	3/26/2021				

	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:			<p>3/26/2021 This year meeting with parents in person or through telephone conferences they have been given the opportunity to help set realistic learning goals and objectives for their children along with the principal/teacher in reading, writing and math etc along with behavioral objectives as well.</p> <p>1/25/18 - There currently is no parental participation in goal setting. All plans are set by the CSC and Administrator. A plan to increase parent involvement is currently under development.</p>	No Development 02/07/2018		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Parents will attend C.S.C. meetings and aide in development of future plans.	Objective Met 03/26/21	CSC Members	12/18/2020
Actions						
	5/10/18	Send home reminders of meeting with students		Complete 08/30/2019	Shannon Harvilla	08/20/2018
<i>Notes:</i>						
	4/13/20	4-13-2020 The school will develop a school mission with the CSC board and community members at the first potluck. As part of this development, the community will prioritize school goals, events, and plans for the school year.		Complete 12/01/2020	Aaron Anderson	09/30/2020
<i>Notes:</i>						
Implementation:				03/26/2021		
Evidence				3/26/2021		
Experience				3/26/2021		
Sustainability				3/26/2021		

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>		4/13/2022 - This year we have continued to look at test scores and data received from MAP Testing, and other tests used to determine where individual students needs are and to provide instruction to meet those needs and help all of our students to make the progress needed to the next level.		Full Implementation 04/13/2022		
	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>		4/13/2022 - During PLC meetings, faculty will discuss problems with implementation of new strategies and seek solutions with administration. This includes utilizing the initial district in-service times to find out what strategies will be implemented at the site and what is necessary to implement it. The principal will observe compliance during employee observations.		Full Implementation 04/13/2022		

Core Function:		Title Programs				
Effective Practice:		Parent Involvement (Title I)				
		8.01	Alaska STEPP school improvement team includes varied stakeholder representation.(2114)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		3/26/2021 - School leadership works closely with parents, the local CSC, and the Clarks Point Village Council as part the Parent Involvement committee.		Full Implementation 03/26/2021		
		8.02	There is a process for communicating with ALL members of the school and community who were not a part of the schoolwide planning team about the planning process, data collection, plan development, and plan approval.(2115)(FEP)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>			3/26/21 - Parents are contacted individually as part of the communication plan for schoolwide planning. The planning process is part of the local CSC meetings. The Clarks Point Village Council is invited to attend these meetings.	Full Implementation 03/26/2021		
		8.03	Parents are notified of the schoolwide planning process and how they could be involved in the plan's development, implementation and evaluation.(2116)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			3/26/21 - Parents are contacted individually as part of the communication plan for schoolwide planning. The planning process is part of the local CSC meetings. The Clarks Point Village Council is invited to attend these meetings.	Full Implementation 03/26/2021		
		8.08	The school's Parent Involvement Policy engages parents in various aspects of school activities and governance.(2121)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			3/26/21 - Covered in our site's Parent Involvement Policy and the policy is available upon request.	Full Implementation 03/26/2021		
		8.09	The school's Parent Involvement Policy describes how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.(2122)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			3/26/21 - Covered in our site's Parent Involvement Policy and the policy is available upon request.	Full Implementation 03/26/2021		
		8.10	The school's Parent Involvement Policy provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.(2123)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			3/26/21 - Covered in our site's Parent Involvement Policy and the policy is available upon request.	Full Implementation 03/26/2021		

Core Function:		Title Programs			
Effective Practice:		Domain 8.0			
	8.04	This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3/26/21 - there are no pre-school children in the community at this time.	Full Implementation 03/26/2021		
	8.05	Federal, State, and local service programs are integrated and coordinated.(2118)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3/26/21 - 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 03/26/2021		
	8.06	All instructional paraprofessionals will meet minimum qualifications.(2119)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3/26/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed.	Full Implementation 03/26/2021		
	8.07	The school will have strategies to attract and retain effective teachers.(2120)	Implementation Status	Assigned To	Target Date
Initial Assessment:		3/26/21 - 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 03/26/2021		