Comprehensive Progress Report

Mission:

Vision:

Goals:

Activity in the last 12 months

! = 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:	Staff are all using district adopted curriculum materials.	Full Implementation 04/04/2019		

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:	The school administers the MAP assessment three times a year for grades K-12.	Full Implementation 04/04/2019		

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:	Supplementing core reading curricula, including materials that students have background knowledge on. Working on pacing with students who rush through. Using intervention materials, including Exact Path, for all students in increments of 30 minutes or less. Continuing with Wolf Club, in which students can get extra help after school.	Limited Development 03/07/2019		
How it will look when fully met:	All students who need interventions will receive them. Core curriculum will be implemented fully.		**Naomi Winters**	**12/18/2020**

Actions		0 of 3 (0%)		
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.		Principal	09/15/2020
Notes:	The principal will work with the SSOS Coach and Jon Clouse to make this happen.			
3/17/20	Contract with an external trainer to provide continuous, on-site professional development on the district-adopted ELA curriculum for all grade levels.		Principal & Jon Clouse	09/15/2020
Notes:	The principal will work with SSOS Coach and Jon Clouse to make this happen.			
3/17/20	Purchase books for secondary students that are on the appropriate reading level for students but highly engaging to supplement the district curriculum.		Principal	09/30/2020
Notes:	The principal will work with the SSOS Coach and Jon Clouse to make this happen.			

KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School staff use research-based instructional practices, programs and materials. This has been shown through review of lesson plans/units of study and walkthrough data.	Full Implementation 04/04/2019		

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:		The school is going to implement DIBELS for formative assessments. Teachers use classroom formative assessments. 3/10/2020 - The implementation of DIBELS for formative assessments will continue to be a focus of the staff in order determine progress of elementary students that have been identified for additional support.	Limited Development 04/04/2019		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The school will implement DIBELS as part of the RTI process for formative assessment in Elementary. Classroom teachers in grades 5-12 will continue to monitor progress with classroom data, including data from Exact Path.	Objective Met 02/11/20	Naomi Winters	12/19/2019
Actions					
	4/4/19	Implement DIBELS progress monitoring	Complete 12/20/2019	Naomi Winters	12/20/2019

Notes:				
Implementation:		02/11/2020		
Evidence	2/11/2020 DIBELS progress monitoring implemented and data collected			
Experience	2/11/2020 DIBELS progress monitoring implemented			
Sustainability	2/11/2020 Continuation of DIBELS progress monitoring or MAP progress monitoring			

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
Initial Assessment:	Staff has created PBIS expectation matrix and some behavior incentives. 3/10/2020 - continue the implementation of PBIS including the review of the expectation matrix, training, and incentives for students exhibiting desired behaviors.	Limited Development 04/04/2019		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Staff will have consistent behavior expectations and provide supports. Staff will receive training in Love and Logic, and Trauma informed practices. Behavioral data will be traced through SWIS to monitor success. (decided SWIS not appropriate for our site due to size)		**Naomi Winters**	**10/15/2020**
Actions		**1 of 2 (50%)**		
4/4/19	Love and Logic training	Complete 12/20/2019	Naomi Winters	12/20/2019
Notes:				
3/17/20	Develop and implement a multi-step, school-wide, student engagement project that involves all students in the school, parents, and community members.		Principal	10/15/2020
Notes:	The principal will work with the SSOS Coach and Jon Clouse develop a plan for this student engagement project that may incorporate E-weeks that result in a final project for the school. Ideas might include a student designed and constructed upgrade to the playground, a school-wide ceramic art project to be hung in the school, etc.			
Implementation:		02/11/2020		
Evidence	2/11/2020 Love and Logic Training provided monthly			
Experience	2/11/2020 Love and Logic Training provided monthly			

				Implementation Status	Assigned To	Target Date
Sustainability			2/11/2020 encourage staff to use Love and Logic strategies			
	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:			Wolf Club is provided for students as an opportunity for students in need, but students do not regularly participate. Opportunities in the classroom are provided for students to extend learning	Limited Development 04/04/2019		
How it will look when fully met:			Students in need will participate in Wolf Club after school. The program will be adjusted to make it more appealing to students and incentives for participation will be provided. Students continue to not take advantage of the Wolf Club program. The team will continue to problem solve.		Naomi Winters	**12/18/2020**
Actions				1 of 2 (50%)		
		4/4/19	The Wolf Club program will be adjusted to make it more appealing to students and incentives for participation will be provided.	Complete 12/20/2019	Naomi Winters	12/20/2019
		Notes:				
		2/11/20	problem solve Wolf Club utilization to increase attendance		next administrator	12/18/2020
		Notes:				
	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
Initial Assessment:			Review of walkthrough data shows 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.	Full Implementation 04/04/2019		

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
Initial Assessment:		Parents are informed about student progress. We need to improve student attendance.	Limited Development 04/04/2019		
How it will look when fully met:		Student attendance will improve to 75% or more students with and attendance rate of 90% or greater		Naomi Winters	03/20/2020
Actions			2 of 3 (67%)		
	4/4/19	Provide incentives for attendance	Complete 12/20/2019	Naomi Winters	12/20/2019
	Notes:				
	2/11/20	problem solve solutions for chronic absenteeism		next administrator	12/18/2020
	Notes:	Troopers were not involved in absenteeism yet. Incentives have helped some. The school has provided information to parents regarding absenteeism and the effect on learning.			
	4/4/19	Involving CSC and troopers with chronic absenteeism	Complete 12/20/2019	Naomi Winters	12/20/2020
	Notes:	Student attendance will improve to 75% or more students with and attendance rate of 90% or greater			
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:	3/17/20 The school continues to meet monthly with the CSC and staff to determine the needs of the school. The school also surveys students, staff and parents to get input on the needs of the community. 5/11/18 Every school year, we begin with a back to school event, during which the lead teacher leads an activity to help gauge the needs and desires of the community for the school. This year, each person in attendance at the open house was asked to write down the three most important things for the school to address in the year. From that, the school staff met and created a list of the community desires and used them to make plans for the school year. The middle school students play a big role in organizing activities, especially activities that involve fundraising or activities in which they will be traveling. We also talk monthly during CSC meetings about community wants and needs.	Full Implementation 05/10/2018		

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:			Staff members use student performance data to inform the instruction in the classroom. As a staff, we need to spend more time analyzing school-wide data and using it to inform our site-based professional development priorities.	Limited Development 11/04/2014		
How it will look when fully met:			Staff will meet to review winter MAP and classroom data to determine effectiveness of professional development in reading from the outside trainer, then plan next steps with new administrator. All staff members will participate in data discussions and plan professional development needs.		Jessica Mark	01/31/2021
Actions				**1 of 2 (50%)**		
		5/13/15	On the agenda of each staff meeting that will be focused on data, (the meetings set in objective 3.04), include a time to establish a staff development goal for the year (at the first meeting) and then evaluate whether the staff development is being effective.	Complete 11/10/2016	Meghan Redmond	09/14/2016
		Notes:	Staff will continue to focus on data. Staff developmental goal is to become educated on local culture and use that knowledge in the classroom.			
		3/17/20	Staff will meet to review winter MAP and classroom data to determine effectiveness of professional development in reading from the outside trainer, then plan next steps with new administrator		New administrator	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:		
5/10/18 Teachers used the MAP assessment training to go over student data and work with the students using the learning continuum to drive teaching. In addition teachers have been using exact path to match students needs with test performances. 3/10/2020 - Contract with an external trainer to provide continuous, on-site professional development on the district-adopted ELA curriculum for all grade levels. The principal will work with the SSOS Coach and Jon Clouse, Federal Programs Director to make this happen.	Full Implementation 05/10/2018	

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:	3/17/20 - Through an DEED early learning grant, an minimal early learning process/program was established for pre-K students in Twin Hills. This is the first pre-K process ever in Twin Hills. This plan has the pre-K students participate in the Kindergarten class for part of their day, are included in school lunch, and are naturally integrated into the school processes. 5/9/18 - Currently, there are no early learning programs within the school or community of Twin Hills. This indicator does not apply because there are no early childhood programs within the community. 2014-2015 8/7/14 - There are still no early childhood programs within the community. 5/3/16 - there continues to be no early childhood programs in the community. 4/12/17 - there continues to be no early childhood programs in the community.	Full Implementation 05/07/2012		
8.05	**Federal, State, and local service programs are integrated and coordinated.(2118)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	3/17/2020 - The district office assists each school with the coordination of title grants including SI grants, Indian Ed, Title IA and others to build the strongest possible schoolwide plan. Twin Hills has partnerships established with the local Tribal Organizations to support school activities and student engagement. 5/9/18 - Other programs that are coordinated to support student learning include Indian Education (Yup'ik Studies) and Impact Aid. The district office assists in coordinating and integrating the various Federal and State services and programs. Partnerships between the school district and Head Start (child find) have been established to provide support for students with learning difficulties/disabilities and to provide transitional activities. The Title I-A basic and set-aside programs are used in conjunction with Title I-C (migrant education) program, Title III (Language Acquisition) program, and School Improvement program to provide high quality education to all students at the school, provide support for teachers to become highly qualified, and provide high quality professional development for staff. 2014-2015 8/7/14 - The district office and school leadership work closely on the integration of federal and state programs that enhance school programs, student learning, and teacher effectiveness. The school works with local and regional organizations to coordinate services for students. 5/2/16 - Twin Hills school works with the district to coordinate funds including Title IA and Migrant Ed. The school works collaboratively with local organizations to provide instructional trips for students including AFN and Close Up. 4/12/17 - The school and district work together to integrate the various programs to the students including Title IA funds for after school tutoring and parent involvement, and migrant funding for migrant family nights and other migrant services.	Full Implementation 05/07/2012		
	8.06	**All instructional paraprofessionals will meet minimum qualifications. (2119)**	**Implementation Status**	**Assigned To**	**Target Date**

				Implementation Status	Assigned To	Target Date
Initial Assessment:			3/17/2020 - Paraprofessionals are only hired if they meet the Alaska Paraprofessional Qualification requirements. 5/9/18 - All paraprofessionals meet the Alaska Paraprofessional Qualification requirements. All staff members are highly qualified. The three instructional aides on staff are highly qualified. The two certified teachers are highly qualified in the areas they teach. 2014-2015 8/7/14 - All teachers and paraprofessionals are highly qualified.	Full Implementation 03/27/2012		
		8.07	**The school will have strategies to attract and retain effective teachers. (2120)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			3/17/2020 - The district provides subsidized housing, various professional development opportunities, and district-wide PLC's to help retain staff. Togiak School incorporates several all staff events to build relationships between the staff. 5/9/18 - Improvements to housing is in the works. Twin Hills is a very isolated village but new housing and a travel allowance is provided. Each year, if openings occur, the best highly qualified teachers are sought. A new teacher inservice is offered for every new year to assist in making sure they are ready for their new situation. A year long course is offered to help new teachers to help them learn about the local Yup'ik culture. 3/7/13 -New teacher housing will be built at Twin Hills School to help retain highly qualified staff. 2014-2015 8/7/14 - Teacher housing units have been completed. These new housing units along with the opportunity to work very closely with other staff and the community are strategies used to recruit and retain HQ teachers. 5/3/16 - Twin Hills School supports staff as best as possible to retain effective teachers. Twin Hills is a very isolated village but new housing and a travel allowance is provided.	Full Implementation 03/27/2012		