

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:		Ekwok has implemented the district curriculum designed to use in the classroom such as Reading Mastery and Go Math for elementary, and Mirrors and Windows and Go Math for Middle School. Science tubs are being implemented, and the district adopted Social Studies Materials.	Full Implementation 10/09/2019		

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:		We are currently using MAP testing for assessments three times a year to determine students' progress in Reading, Math, Language and Science.	Full Implementation 10/09/2019		

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:			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		
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.		Roxanne Meneguín	12/06/2019
Actions				1 of 3 (33%)		
		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 12/02/2019	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.		Jon Clouse	09/15/2020
Notes:			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.		Roxanne Meneguín	09/15/2020
Notes:			Roxanne will work with the SI team and SSOS Coach on this objective.			
	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school consistently uses the District-approved curriculum.	Full Implementation 10/09/2019		

	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
<i>Initial Assessment:</i>			Teachers use formative assessments from the Reading Mastery (such as Fluency Checkout, Mastery Tests, etc) and Go Math, and oral comprehension checks with Mirrors and Windows.	Full Implementation 10/09/2019		
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
<i>Initial Assessment:</i>			There are no significant behavior problems with the students in Ekwok.	Full Implementation 10/09/2019		
	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>			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.	Limited Development 10/09/2019		
<i>How it will look when fully met:</i>			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.	Objective Met 02/13/20	Roxanne Meneguín	12/06/2019
Actions						
		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>						
	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:		3/17/20 - Staff will work on the development and implementation to build local cultural awareness and self-identity across all curriculum that ends with a culminating student trip to the Alaska Native Heritage Center in Anchorage. 10/9/19 - The school environment is respectful of cultural values for the students and community. It is a safe environment for the students and staff.	Full Implementation 10/09/2019		
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:		Expectations and progress are being communicated about ELA. With another staff member possibly coming in, communication about Math and other subjects will increase.	Limited Development 10/09/2019		
How it will look when fully met:		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.		Roxanne Meneguín	04/15/2020
Actions			1 of 2 (50%)		
	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.		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.					

!	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
<i>Initial Assessment:</i>			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.	Limited Development 10/22/2019		
<i>How it will look when fully met:</i>			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.		Roxanne Meneguín	03/16/2020
Actions				1 of 2 (50%)		
	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>			
	2/13/20		Figuring out how to get parents to attend meetings.		Roxanne Meneguín	12/31/2020
			<i>Notes:</i>			

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:		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.	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 02/20/20	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:			02/20/2020		
Evidence	2/20/2020	We are continuing to talk and watch students' progress through testing and other curriculum assessments.			
Experience	2/20/2020	Communicating with the other teacher to keep up to date on students' progress.			
Sustainability	2/20/2020	Continue to communicate amongst the teachers.			

!	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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.	Limited Development 10/22/2019		
How it will look when fully met:			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.		Roxanne Meneguín	02/14/2020
Actions				0 of 2 (0%)		
	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.		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.		Roxanne Meneguín	01/31/2021
			<i>Notes:</i>			

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

<p>Initial Assessment:</p>	<p>3/17/2020 - The school and district work together in a collaborative effort to ensure Child Find occurs in Ekwok. There are no pre-school programs/processes offered in Ekwok.</p> <p>4/15/18 - The school works closely with Head Start to complete the Child Find process. Currently, there are no pre-school programs offered in Ekwok.</p> <p>The school hosts a pre-kindergarten class for 3 and 4 year olds. Preparing them for kindergarten is the goal of the class. As funding and staff are available, the program will continue. 5/7/2013 Pre-kindergarten class continues one hour a day each day of the week.</p> <p>2014-2015 8/7/14 - The staff is not available to continue the school pre-school group. This indicator does not apply because there are no early childhood programs within the community. 4/13/16 We have incoming Kindergartners start school half time after the last round of MAP testing in April. 4/12/17 - Child find is completed when necessary. We don't anticipate any kindergartners coming in for next year.</p>	<p>Full Implementation 04/06/2012</p>			
	<p>8.05</p>	<p>Federal, State, and local service programs are integrated and coordinated.(2118)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

<p>Initial Assessment:</p>	<p>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.</p> <p>4/15/18 - Additional programs to the ones listed below that are coordinated to serve student needs include Indian Education (Yup'ik Studies) and Impact Aid.</p> <p>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 state funding to provide support for teachers to become highly qualified, and provide high quality professional development for staff. 2014-2015 8/7/14 - The school continues to work with the district office personnel to integrate and coordinate the federal and state programs to support students and teachers. The school develops partnerships with local entities to support students, staff, and programs. 4/13/16 - The school continues to work with the district office personnel to integrate and coordinate the federal and state programs to support students and teachers. The school develops partnerships with local entities to support students, staff, and programs. We continually contact district office personnel about state and Federal programs. 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.</p>	<p>Full Implementation 04/06/2012</p>			
	<p>8.06</p>	<p>All instructional paraprofessionals will meet minimum qualifications. (2119)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:	<p>3/17/2020 - paraprofessionals are not hired unless they meet the Alaska Paraprofessional Qualification requirements.</p> <p>10/15/17 - All paraprofessionals have meet the Alaska Paraprofessional Qualification requirements.</p> <p>All teachers and paraprofessionals are "highly qualified". 2014-2015 8/7/14 - All teachers and instructional paraprofessionals are highly qualified. 5/06/16 All teachers and instructional paraprofessionals continue to be highly qualified.</p>	Full Implementation 04/06/2012				
		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. A new "tiny house" was built for additional teacher.

5/09/18 - The housing has been remodeled to accommodate staff. An additional housing unit is being secured in order to have two teachers in Ekwok.

One of our highly qualified teachers has been in the district for 10 years. Teachers are provided professional development, workshops, college level classes and inservice training in an effort to continuously improve teaching effectiveness. The district has improved the technology as a means of instruction and enhanced the availability of resources for instruction. Job fairs are attended in an effort to recruit the best possible candidates. 3/7/13 - New teacher housing will be constructed to help retain highly qualified teachers. 2014-2015 8/7/14 - The teacher housing unit has been completed in Ekwok. The new housing along with the close collaboration between the school and community are strategies that will help retain HQ teachers. 5/06/16 The school continues to provided Teachers with professional development, workshops, college level classes and inservice training in an effort to continuously improve teaching effectiveness. The district has improved the technology as a means of instruction and enhanced the availability of resources for instruction. Job fairs are attended in an effort to recruit the best possible candidates.

Full Implementation
04/06/2012