


Comprehensive Progress Report

Mission: Koliganek School is committed to providing every student with the opportunity to grow and develop as life-long learners. We believe school should be a positive place where students are actively engaged while working cooperatively with staff and other students to reach their full potential. Our staff, students, parents, and community members work together to create a support network for all students to learn and become productive citizens.

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:		5/10/19: Staff follow the district curriculum which is aligned to the state standards. This is monitored weekly by the submission from teachers of Daily Outcomes for each class.		Full Implementation 05/09/2019		

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:		5/10/19: Students are assessed 3 times per year using NWEA MAPS.		Full Implementation 05/09/2019		

Core Function:		Instruction			
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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
<i>Initial Assessment:</i>			<p>12.2.16 The school is currently using AIMS web, MAP, Plato Data, Go Math assessments and Reading Mastery checkout data to identify low performing students. Furthermore, classroom performance data will also be used to identify students who are low-performing. Reading Mastery, especially the various "checkouts" at each level will be used to target students who are not performing on grade level. During the mid-semester parent teacher conferences, the teachers, parents, and students created goal sheets for students that had been identified as low performing. Koliganek school uses the RTI model for intervention. Tier 1 interventions are used with all students. Students that are identified as low performing and not responding to the tier one interventions are discussed with the teacher, parents, aides working with the students, and principal. Interventions are developed and implemented. The teacher monitors for progress for at least 6 weeks and then the group reviews the progress. The group may decide that additional interventions need to to be developed for the student, the previous intervention was effective and needs to be continued, or the intervention was effective and is no longer needed. The schools plan for intervention aligns with the district's plan for RTI. Although a plan is in place, there have been significant changes with the documentation and the use of Tienet. The staff still needs additional support in the documentation of interventions in the system.</p> <p>5/10/19: Meetings with parents are held, but we continue to struggle with documentation and development of SMART goals for struggling students. Scheduled intervention times during the school day are now in place for several students.</p>	Limited Development 06/01/2015		
<i>How it will look when fully met:</i>			When fully met all students will receive core instruction with the desired outcome of mastery of the material. All low performing students will be identified and receive interventions that also allow them mastery of the material. The interventions will be documented and all intervention will be research based and follow best practices.		Deb Forkner	05/10/2019
<i>Actions</i>				2 of 3 (67%)		
	10/23/17	10/23/17 All students identified as performing below expectations will be required to attend after school tutoring. Tutoring will focus on areas of weakness according to the data.	Complete 04/17/2018	Deb Forkner	05/18/2018	

<i>Notes:</i>						
12/3/16	All intervention meeting will be documented through the use of TIENET. Any Tier II or III interventions will be recorded into Tienet with follow up data collection and review by the team.			Complete 05/01/2019	Deb Forkner	04/02/2019
<i>Notes:</i> Previously many intervention team meeting were informally performed. These have been effective at developing strategies and interventions to use in the classroom but does not provide the documentation the process and allows for better data collection. 4/17/18: Team needs to continue working to better document intervention meeting and plans, with measurable goals.						
5/9/19	5/10/19: Continue to work on documenting intervention meetings and scheduling follow-up/progress monitoring meetings. Work with Sped Director to assure documentation is in place.				Deb Forkner	05/01/2019
<i>Notes:</i>						
	KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			5/10/19: Staff using the district approved curriculum which are research-based and align with state standards.	Full Implementation 05/09/2019		
	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>			5/10/19: Staff use a variety of formative assessment strategies to measure the effectiveness of their instruction: homework, quizzes, exit tickets, questioning are some examples.	Full Implementation 05/09/2019		

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>		<p>The positive behavior ticket system that was previously used is still in place. We are selecting 3 tickets per grade grouping each month from the Caught Being Good bulletin board and announcing them at a pep rally. The selected students also receive a voucher for small slushy and popcorn at an attendance incentive event or sports activity. There have been very few behavioral issues that disrupted the learning environment, but we would benefit from all staff using common language and developing common expectations for common areas such as gym, hall, cafeteria, and bathrooms.</p> <p>2017-18 Positive Behavior tickets will continue. Staff are considering/trying ideas to recognize all students who get a positive behavior ticket. Names are still drawn during monthly assembly from the behavior tickets to receive a reward.</p> <p>1/10/18: We continue to use the positive behavior tickets which are posted on the bulletin board in the cafeteria. 3 names are drawn each month to receive various prizes. Each month a students from each class are nominated to be Student of the Month. They receive certificates and prizes at the monthly awards assembly.</p> <p>5/10/19: The positive behavior ticket system is still in place.</p>	Limited Development 01/09/2017		
<i>How it will look when fully met:</i>		Students will be able to describe the expectations using common language for all common areas. Students will be able to describe the expectations in class that are appropriate for the current task of independent work, group work, or direct instruction. All students and staff will be able to identify the correct voice level for an activity and location and use a common system to communicate the voice level. Expectations will be posted and referenced by students and staff if an issues does arise.		Deb Forkner	05/22/2020
<i>Actions</i>			4 of 5 (80%)		
	1/9/17	Common Area Expectations will be developed and posted for gym, cafeteria, hallway, and bathrooms.	Complete 08/18/2017	Deb Forkner	08/21/2017

Notes: The expectations need to be reviewed each semester to ensure that they are accurate. They will also need to be consistently reviewed with the students to ensure understanding and compliance.

1/9/17	Common Language needs to be developed to ensure that the same message is conveyed from all staff. An example is voice level. Instead of telling students to Be Quiet you would tell them voice level 1 (whisper that only your immediate neighbor can hear). This removed the ambiguity from the directions and makes it much easier for compliance. This material is part of Safe and Civil CHAMPS procedures.	Complete 01/09/2018	Deb Forkner	01/10/2018
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Notes:

1/9/18	Secondary teachers will develop and implement common expectations for students. Expectations will consistently be taught and enforced in ALL secondary classrooms.	Complete 04/17/2018	Deb Forkner	05/18/2018
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Notes:

4/17/18	New secondary staff will work with administration to set clear common expectations that are taught and positively reinforced throughout the school year.	Complete 08/31/2018	Deb Forkner	09/30/2018
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5/9/19	Secondary staff will agree to and enforce a common set of rules consistently. Students will be taught the expectations continually throughout the year.		Deb Forkner	05/22/2020
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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>		5/10/19: Interventions are provided during the school day during scheduled one-on-one time. Tutoring is available after school for all students at least 3 days per week. Struggling students are required to attend tutoring sessions. Summer school is available for Migrant Ed. students.	Full Implementation 05/09/2019		
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>		5/10/19: All students K-8th grade have Yupik class daily. The pledge is said in Yupik as a whole school every morning. Teacher's incorporate the local culture in to lessons whenever possible.	Full Implementation 05/09/2019		

	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
<i>Initial Assessment:</i>			5/10/19: Parent/teacher conferences are held twice per year, grade progress reports are sent home every 4 to 5 weeks. School staff contact parents when a grade is below a C. Intervention meetings are held for students who continue to struggle. Family nights are held at least twice per year, as well as, open house and back to school nights. Monthly assemblies are held to recognize student achievements.	Full Implementation 05/09/2019		
	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>			5/10/19: Monthly Community School Committee (CSC) meetings are held. These are open to the public. School goals and plans are reviewed annually. Community leaders are specially invited to take part in review meetings. Parents and community members are a part of the goal setting committee.	Full Implementation 05/09/2019		

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:		5/10/19: Staff development is primarily driven by district office priorities. However, when site time is allotted, data is used to focus staff learning. The primary focus is on the Marzano Framework for Effective Instruction and the use of MAP data to inform instruction.	Limited Development 05/09/2019		
How it will look when fully met:		All staff development opportunities will focus on area where student data show weaknesses in student achievement.		Deb Forkner	05/22/2020
Actions			0 of 1 (0%)		
	5/9/19	5/10/19: Train staff to use analyze MAP data and to use the analyses to drive instruction and interventions.		Deb Forkner	05/22/2020
Notes:					

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>		<p>The staff have not been participating in peer observations or peer coaching events to the frequency that would be needed. The staff have been implementing the training that we have completed this year, but would benefit from inclusion more into normal daily routines.</p> <p>Examples: Mr. Coppin attended the RTI conference and implemented the material he learned about structured writing during the conference. We had training on scales and learning goals and these have been observed in most classrooms.</p> <p>2/26/18: All Math teachers have implemented with fidelity Math Daily Review. Dianna Schollmeier has visited to provide support and to model lessons. Staff continue to implement training received at conferences, workshops, and through the district. Observations and post-conferences centered on the Marzano model also occur throughout the year.</p> <p>5/10/19: The Marzano model is still the basis for instruction, however, training has been limited and implementation is not where it should be. This is especially true for new to the school teachers. All teachers have set goals using iObservation self evaluation and Marzano's elements and have done reflections throughout the year.</p>	Limited Development 03/20/2017		
<i>How it will look when fully met:</i>		<p>When fully implemented, a plan for peer observation will be in place with a review process that documents learning opportunities obtained from the peer observations. The staff will regularly conduct PLC's and implement the training that is conducted in these into their daily routines and practices.</p> <p>2/26/18: Peer observations has not been a focus for the 2017-18 school year. Staff have focused on implementing district required curriculum (Reading Mastery, GoMath, MDR) with fidelity.</p> <p>5/10/19: With 3 new staff members, the primary focus for the 2018-19 school year has been learning and implementing the required curriculum.</p>		Deb Forkner	12/21/2020
Actions			0 of 1 (0%)		
	3/20/17	A schedule for staff peer observations will be established and implemented.		Deb Forkner	12/14/2019

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
<i>Initial Assessment:</i>		<p>3/17/20 - Through an DEED early learning grant, a minimal early learning process/program was established for pre-K students in Koliganek. This plan has the pre-K students have class in the school and interact with other students in the school during appropriate times including but not limited to the school lunch time. These students are naturally integrated into the school processes.</p> <p>4-4-16 Koliganek School provides a place for early childhood from 9:00 to 11:00 every day. Since Head Start can't be done in Koliganek and the PAT program can no longer be funded the school stepped up to the challenge and is trying to provide something for early childhood. Currently, the old PAT person is working with early childhood to help them be prepared for the transition. Furthermore, we enroll newborns to 5 in Imagination Library so they get a free book every month. Every year we have the 4 year olds spend time in the Kindergarten classroom at the end of the year to help them make the transition. Koliganek continues to provide a location for early childhood activities for two hours each day. Every year we have the 4 year olds spend time in the Kindergarten classroom at the end of the year to help them make the transition. 4.11.17 We still continue the program for pre-school children. We also use child find and identify students eligible for services that are below school age and provide services.</p> <p>2/26/18: The district continues to fund 2 hours of Pre-school per day for 3 and 4 year olds. School staff works with BBNA Infant Learning program to help identify younger children who need support.</p>	Full Implementation 02/20/2012		
	8.05	Federal, State, and local service programs are integrated and coordinated.(2118)	Implementation Status	Assigned To	Target Date

<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>4-4-16 Federal, State, and local service programs are coordinated at the District level by the Director of Federal and State programs. That individual assists schools in integrating and coordinating the various programs. 4/11/17 The principal works with the federal programs director for the coordination of programs including Title IA for after school programs, Title IC for migrant students, Title VII, and other various programs.</p> <p>2/2/6/18: School personnel continue to work with the Federal Programs Director at District Office to provide services to students. A strong Migrant Education program is in place that includes after school tutoring and family nights. Title IA supports family engagement activities and the after school program.</p>	<p>Full Implementation 02/20/2012</p>		
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		8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>3/17/2020 - Paraprofessionals are not hired unless they meet the Alaska Paraprofessional Qualifications.</p> <p>2/26/18: . All para-pro's are meet the Alaska Paraprofessional Qualifications.</p>	Limited Development 02/20/2012		
			<p>Priority Score: 1</p> <p>Opportunity Score: 1</p>	Index Score: 1		
How it will look when fully met:			Paraprofessionals are not hired unless they meet the Alaska Paraprofessional Qualifications.	Objective Met 03/17/20	Deb Forkner	12/01/2011
Actions						
	4/20/12		The instructional leader will work with District office staff to identify any teachers who are not HQ and then have a written plan on file that outlines their plan to become HQ.	Complete 02/01/2016	Cody McCanna	12/01/2011
			<i>Notes:</i> All teachers who are not HQ have a plan with the District to become HQ.			
Implementation:				03/17/2020		
	Evidence		3/17/2020 All paraprofessionals have met the Alaska Paraprofessional Qualifications.			
	Experience		3/17/2020 The district was very supportive of teachers to attain HQ status			
	Sustainability		3/17/2020 Paraprofessionals will not be hired unless they meet the Alaska Paraprofessional Qualifications.			
		8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>3/17/2020 - The district provides subsidized housing, various professional development opportunities, and district-wide PLC's to help retain staff.</p> <p>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. The District does hire locals to take new teachers out and give them a rural experience fishing, hunting, or gathering berries. This is an effective practice that should continue. We have a new school and new teacher housing. *Even with all of these strategies in place it must be noted that teacher retention in rural Alaska is becoming harder and harder with the teacher shortage. The biggest effect on teacher retention is student behavior and community support. It is critical that the school administrator is there to support teachers when student discipline issues are present.</p> <p>2/26/18: Continued efforts such as local mentors, weekly staff development and longevity bonus have not been very effective at helping with teacher retention, particularly at the secondary level. Efforts will continue and hopefully stability in leadership will help as well.</p>	<p>Full Implementation 02/20/2012</p>		
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