

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 |
| Initial Assessment: | | 4-13-2020 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. | Limited Development 04/13/2020 | | |
| | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| How it will look when fully met: | | 5-22-2020 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. | Objective Met 04/13/20 | Aaron Anderson | 05/22/2020 |
| Actions | | | | | |
| | 4/13/20 | 4-13-2020 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. | Complete 04/13/2020 | Aaron Anderson | 04/13/2020 |
| Notes: | | | | | |
| Implementation: | | | 04/13/2020 | | |
| Evidence | | 4/13/2020 | | | |
| Experience | | 4/13/2020 | | | |
| Sustainability | | 4/13/2020 | | | |

| 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) |
| Initial Assessment: | | 4-13-2020 Faculty will conduct Measures of Academic Progress (MAP) testing Fall, Winter, and Spring to assess student progress according to established national grade benchmarks. The result of these assessments will be reviewed with students and parents/guardians and drive instruction. |
| | | Implementation Status |
| | | Assigned To |
| | | Target Date |
| | | Full Implementation 04/13/2020 |

| 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) |
| Initial Assessment: | | 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. |
| | | Implementation Status |
| | | Assigned To |
| | | Target Date |
| | | Full Implementation 04/13/2020 |
| 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> | | <p>All curriculum used is provided by Southwest Region School District. All programs are research based. Instructional practices are differentiated for each student in a small group setting & nbsp ; This includes differentiated instruction, small group instruction, and one-on-one instructions & nbsp; The student population at Clarks Point is very small which allows for individualized learning.</p> <p>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.</p> | Full Implementation 04/13/2020 | | |
| 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> | | <p>NWEA MAP testing is completed 3x per year to monitor student growth. Reading Running Records are utilized to monitor reading. A variety of curriculum integrated formative assessment are also used.</p> <p>Through the use of quizzes, tests, and AIMSWeb assessment tools, 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.</p> | Full Implementation 04/13/2020 | | |

| 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: | | 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. | Limited Development 02/07/2018 | | |
| How it will look when fully met: | | 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. | | Aaron Anderson | 05/22/2020 |
| Actions | | | 2 of 3 (67%) | | |
| | 5/10/18 | Create Student Handbook | Complete 05/24/2019 | Shannon Harvilla | 04/15/2018 |
| | | Notes: Update handbook yearly | | | |
| | 5/10/18 | Have a parent night to ensure understanding of policies | Complete 02/27/2020 | Shannon Harvilla | 08/20/2018 |
| | | Notes: | | | |
| | 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. | | Aaron Anderson | 09/01/2020 |
| | | Notes: | | | |
| 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: | | 4/13/2020 - Faculty will support struggling students by sending home activities and word study tasks to continue learning throughout the week. A paraprofessional pushes in to assist struggling students. Staff provides differentiated opportunities for student participation. A pre-school program is held several times each week. School faculty and staff are moving towards the CHAMPS model of school wide behavior management. | Full Implementation 04/13/2020 | | |
| 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: | | 4/13/2020 - Each day, during the morning meeting, and during Yupik class, the Yupik value of the month is recited and discussed. During Yupik class, the values are worked on in related classroom activities. Each classroom will have the Yupik Values posted. Yupik Values are incorporated into classroom instruction and lessons to promote diversity and student cultural values. | Full Implementation 04/13/2020 | | |
| 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: | | 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. | Limited Development 02/07/2018 | | |
| How it will look when fully met: | | 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. | | Aaron Anderson | 12/18/2020 |
| Actions | | | 1 of 2 (50%) | | |
| | 5/10/18 | Create Board for Parent Volunteer opportunities. | Complete 05/01/2019 | Shannon Harvilla | 08/20/2018 |
| <i>Notes:</i> Update board monthly | | | | | |

| | | | | | | | |
|---|--|---|--|---------------------|------------------------------|--------------------|--------------------|
| 4/13/20 | 4-13-2020 Faculty 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. | | | | Aaron Anderson | 08/31/2020 | |
| <i>Notes:</i> | | | | | | | |
| 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> | | 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. | | | No Development 02/07/2018 | | |
| <i>How it will look when fully met:</i> | | Parents will attend C.S.C. meetings and aide in development of future plans. | | | | CSC Members | 12/18/2020 |
| Actions | | | | | 1 of 2 (50%) | | |
| 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. | | | | Aaron Anderson | 09/30/2020 | |
| <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: | | 4/13/2020 - During the first month, the principal will discuss in faculty meetings, the previous year's MAP scores and current assessments to determine where students are at and what supports are needed. Map testing, formative and summative computerized assessments, and daily work product are assessed regularly. Staff attend professional development, provided by SWRSD and principal, to address the needs in which the data shows needs to be addressed. | Full Implementation 04/13/2020 | | |
| KEY | 5.03 | School staff embed professional development into daily routines and practices.(353)(KEY) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | 4/13/2020 - 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 04/13/2020 | | |

| | |
|-----------------------|-----------------------|
| 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: | | 3/18/2020 - Clarks Point School has a pre-K program where pre-K students attend Kindergarten class. The transition process is naturally part of the instructional day. 3/15/18 - Clarks Point School does not provide a Pre-K program other than allowing 4 yr olds to come in to a play group for an hour daily. | Full Implementation 02/07/2018 | | |
| | 8.05 | Federal, State, and local service programs are integrated and coordinated.(2118) | Implementation Status | Assigned To | Target Date |

| | | | | |
|-----------------------------------|---|---|---------------------------|---------------------------|
| <p><i>Initial Assessment:</i></p> | <p>3/18/2020 - Clarks Point School works closely with the district office staff and Federal Programs Department to utilize funding to provide a sustainable and effective school-wide program that utilizes various funding sources including Title IA, Indian Education, Migrant Education. Clarks Point has a partnership with the local Tribal Council, and Bristol Bay Economic Development Corporation.</p> <p>3/15/18 - All State and Federal programs are coordinated by SWRSD and are Integrated into Clarks Point School. This includes the coordination of Title IA for after school programs, parent engagement, and pre-school play groups. Indian Education grant supports the Yup'ik Studies program. The school works closely with the Traditional Council and City of Clarks Point to ensure that students have an instructional space.</p> | <p>Full Implementation 02/07/2018</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> |
| <p><i>Initial Assessment:</i></p> | <p>3/18/2020 - Instructional paraprofessionals are not hired unless minimum qualifications are met.</p> <p>3/15/18 - All paraprofessionals have met the Alaska Paraprofessional Qualifications.</p> | <p>Full Implementation 02/07/2018</p> | | |
| <p>8.07</p> | <p>The school will have strategies to attract and retain effective teachers. (2120)</p> | <p>Implementation Status</p> | <p>Assigned To</p> | <p>Target Date</p> |
| <p><i>Initial Assessment:</i></p> | <p>3/18/2020 - The district provides subsidized housing, various professional development opportunities, and district-wide PLC's to help retain staff. At the school level, PLC's, inservices, collaboration, team building, and professional development are all offered.</p> <p>5/10/18 - The school attracted a quality teacher for the 2018 school year. The district is working on renovating the school that was closed several years ago so that classes can occur in an effective instructional space. Housing is being sought for two teachers as well.</p> | <p>Full Implementation 02/07/2018</p> | | |