

## Comprehensive Progress Report

### Mission:

The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.

Students demonstrate many forms of communication (e.g. reading, writing, and speaking in English, Yupik and other languages).

Students understand, accept and appreciate their own language and culture and the cultures of others.

Students demonstrate adaptability in living and working in diverse cultural environments.

Students learn and understand their rights and responsibilities and work together as members of a democratic society.

Students demonstrate honesty, respect, concern, and caring for themselves, their environment and others.

### Vision:

Students exhibit a positive attitude and self-initiative.

Students use a variety of ways to think and to reason when solving problems, and making thoughtful decisions.

Students demonstrate their awareness of their own strengths and skills and have self-confidence to take risks that will realize their potential as lifelong learners.

Students use technology for adapting to and initiating productive change.

Students demonstrate leisure, vocational and life skills.

Students demonstrate skills and attitudes that will enable them to achieve post high school education.

### Goals:

11/3/20: READING: Between the Fall 2020 and the Winter 2020-21 MAP Reading assessments, all students in grades K-5 will show growth above the 50th percentile.

11/3/20 PARENT AND COMMUNITY ENGAGEMENT: Staff will collect and share anecdotal evidence regarding parent and community engagement. Use this data to set a baseline and a measurable goal for improving this engagement.

By the 2021-2022 winter MAPS Assessment, the growth rate for 100% of K-5 students will be in the average or high average growth range (40th -80th percentile).

By the end of the 2021-22 school year, 90% of students will have a work completion rate of 90% or higher.

By the end of the 2021-22 school year, the school will host at least 2 community events, with at least 50% of the families represented.

By the end of the 2021-22 school year, 70% of the parents in the school will have volunteered or visited the school during a school day, at least one time during the school year.

By the end of the 2021-22 school year, the instructional staff of the school will have completed at least 8 hours of professional development to develop effective instructional strategies with their students.

By the end of the 2021-22 school year, each of the instructional staff will try and complete a self reflection of 4 previously unfamiliar effective instructional strategies.



! = 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:		5/20/21 - The district selects the research-based curricula and ensure it is aligned to the Alaska Content Standards through a committee process. The staff implements the district approved curricula and supports the implementation of the curricula with professional development on effective practices for the curricula.	Full Implementation 05/21/2021		
	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
Initial Assessment:		4/22/21 - Interim assessments (MAPS) and state assessments (PEAKS when available) 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.	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.			
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

<b>Initial Assessment:</b>	5/20/21 - 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 05/21/2021		
----------------------------	--	-----------------------------------	--	--

<b>Core Function:</b>	<b>Instruction</b>
-----------------------	--------------------

<b>Effective Practice:</b>	<b>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.</b>
----------------------------	--

	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
--	-----	------	---	-----------------------	-------------	-------------

<b>Initial Assessment:</b>	<p>Supplementing core reading curricula, including materials that students have background knowledge on.</p> <p>Working on pacing with students who rush through.</p> <p>Using intervention materials, including Exact Path, for all students in increments of 30 minutes or less.</p> <p>Continuing with Wolf Club, in which students can get extra help after school.</p>	Limited Development 03/07/2019		
----------------------------	---	-----------------------------------	--	--

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
--	-------------------	----------------------	----------------	--	--

<b>How it will look when fully met:</b>	All students who need interventions will receive them. Core curriculum will be implemented fully.	<b>Objective Met 05/21/21</b>	<b>LoAna Benton</b>	<b>12/18/2020</b>
---	---	-----------------------------------	---------------------	-------------------

<b>Actions</b>					
	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.	Complete 05/20/2021	Principal	09/15/2020

<b>Notes:</b>	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.	Complete 05/20/2021	Principal & Jon Clouse	09/15/2020
<i>Notes:</i> 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.	Complete 05/20/2021	Principal	09/30/2020
<i>Notes:</i> The principal will work with the SSOS Coach and Jon Clouse to make this happen.				
<b>Implementation:</b>		05/21/2021		
<b>Evidence</b>	5/21/2021			
<b>Experience</b>	5/21/2021			
<b>Sustainability</b>	5/21/2021			
<b>KEY</b>	<b>3.03</b>	<b>School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Limited Development 05/25/2021		
<p><b>5/25/21</b></p> <p><b>Background-</b> Currently, Twin Hills School has a fairly new secondary education program, only started within the last 6 years. There is one secondary generalist teacher, who just finished her second year of teaching after completing a career in the military. The secondary generalist has limited knowledge of Alaska standards, and has limited evidence-based teaching strategies, simply because of lack of experience. There is an instructional aide who assists with secondary instruction, who has been following the pacing guides. Much of the instruction has been limited to reading and completing worksheets or workbook pages. Both these professionals have expressed a desire to learn more engaging strategies for classroom instruction, and have tried new strategies as they were introduced.</p> <p>Our special education/ general education teacher's previous experiences in teaching involves a self-contained, therapeutic classroom for students with emotional disabilities, so his bank of effective strategies for that environment may not always be best in a general education or resource setting. He has expressed particular interest in strategies for teaching language arts to a multi-age group.</p>				

*Implementation plan-*

The district will be provided many opportunities to learn effective research based strategies for teaching elementary language arts as a new curriculum is adopted.

We plan to contract with an educational consultant who will work with the staff and consult on an action research project involving growth mindset. She will also provide 4 professional development sessions introducing all instructional staff to effective cooperative learning strategies, and strategies for increasing student engagement.

The lead teacher will be training the secondary instructional staff in some key aspects of the AVID (Advancement Via Individual Determination) system (a research based, effective system), and the secondary school will all use the AVID binder system and note-taking system.

The lead teacher will attend a virtual "Train the trainer" workshop for *Thinking Maps*, and will provide monthly professional development for all instructional staff for utilizing thinking maps across all areas of instruction. Thinking maps will be used school-wide to increase student engagement and writing proficiency.

Our professional development will include 2 sessions monthly, learning various effective instructional strategies. Instructional staff will be asked to try the new strategy in their classroom groups before the next professional development, and share their experiences.

<p><b>How it will look when fully met:</b></p>	<p>5/25/21 - By the end of the 2021-22 school year, each instructional staff will have used and reflected upon at minimum 4 previously untried instructional strategies, as evidenced by a staff log and pictures.</p> <p>We plan to contract with an educational consultant who will work with the staff and consult on an action research project involving growth mindset. She will also provide 4 professional development sessions introducing all instructional staff to effective cooperative learning strategies, and strategies for increasing student engagement.</p> <p>The lead teacher will be training the secondary instructional staff in some key aspects of the AVID (Advancement Via Individual Determination) system (a research based, effective system), and the secondary school will all use the AVID binder system and note-taking system.</p> <p>The lead teacher will attend a virtual "Train the trainer" workshop for Thinking Maps, and will provide monthly professional development for all instructional staff for utilizing thinking maps across all areas of instruction. Thinking maps will be used school-wide to increase student engagement and writing proficiency.</p> <p>Our professional development will include 2 sessions monthly, learning various effective instructional strategies. Instructional staff will be asked to try the new strategy in their classroom groups before the next professional development, and share their experiences.</p>		<p>LoAna Benton</p>	<p>05/13/2022</p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>5/25/21</p>	<p>Professional development plan for Thinking Maps and purchase of materials.</p>		<p>LoAna Benton</p>	<p>08/01/2021</p>
<p><i>Notes:</i></p>				
<p>5/25/21</p>	<p>Secure consultant for effective strategies</p>		<p>LoAna Benton</p>	<p>08/01/2021</p>
<p><i>Notes:</i></p>				
<p>5/25/21</p>	<p>Create a documentation system for logging various strategies as attempted.</p>		<p>LoAna Benton</p>	<p>09/01/2021</p>
<p><i>Notes:</i></p>				

	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>5/25/21 The school did not use DIBELS for formative assessments this year. This year, for elementary formative assessments, the school used curriculum based measures and MAP test results. Because of COVID closures and quarantines, it is difficult to determine if student's academic progress or struggle is due to missed instruction.</p> <p>The school is going to implement DIBELS for formative assessments.</p> <p>Teachers use classroom formative assessments.</p> <p>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.</p>	Limited Development 04/04/2019		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p>	Index Score: 4		
<i>How it will look when fully met:</i>			<p>The school will implement DIBELS as part of the RTI process for formative assessment in Elementary.</p> <p>Classroom teachers in grades 5-12 will continue to monitor progress with classroom data, including data from Exact Path.</p>	02/11/20	LoAna Benton	12/19/2019
<b>Actions</b>						
			<i>Notes:</i>			
<b>Implementation:</b>				02/11/2020		
<i>Evidence</i>			2/11/2020 DIBELS progress monitoring implemented and data collected			
<i>Experience</i>			2/11/2020 DIBELS progress monitoring implemented			

<b>Sustainability</b>	2/11/2020 Continuation of DIBELS progress monitoring or MAP progress monitoring			
-----------------------	--	--	--	--

<b>Core Function:</b>	<b>Supportive Learning Environment</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.</b>
----------------------------	---

		<b>4.01</b>	<b>School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			4/22/21 - 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		
		<b>4.02</b>	<b>School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			4/22/21 - 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		
	<b>KEY</b>	<b>4.03</b>	<b>School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



**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.

5/20/21 - the community engagement project will be the demolition of the current basketball court due to safety concerns and the building of a new basketball court that will also serve as a community gathering area. The materials have been ordered and should arrive in Twin Hills during the summer of 2021. The community, staff, and students will work together to build the new basketball court/community gathering area during the 2021-22 school year.

5/26/21 - The student/community engagement project will continue during the 2021-22 school year. The students, staff, parents, and community will work together to complete the new platform. In addition, parents and community would like to work together with the school to design and build a greenhouse for community/school use.

Limited Development  
04/04/2019

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Staff will have consistent behavior expectations and provide supports. Staff will receive training in Love and Logic, and Trauma informed practices.</p> <p>Behavioral data will be traced through SWIS to monitor success. (decided SWIS not appropriate for our site due to size)</p> <p>5/20/21 - the community engagement project will be the demolition of the current basketball court due to safety concerns and the building of a new basketball court that will also serve as a community gathering area. The materials have been ordered and should arrive in Twin Hills during the summer of 2021. The community, staff, and students will work together to build the new basketball court/community gathering area during the 2021-22 school year.</p>			<b>LoAna Benton</b>	<b>10/15/2021</b>
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	4/4/19	Love and Logic training	Complete 12/20/2019	Naomi Winters	12/20/2019
	<i>Notes:</i>				
	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	10/15/2021
	<i>Notes:</i> 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.				
	Update on 5/20/21- The students chose to rebuild the basketball court which had fallen into disrepair. The students measured, consulted with a representative at a builder's supply company, estimated needed materials, and helped form a list of supplies to order. Those supplies have been purchased, and are on a barge coming to us.				
<b>Implementation:</b>			02/11/2020		
<b>Evidence</b>	2/11/2020	Love and Logic Training provided monthly			

<i>Experience</i>		2/11/2020 Love and Logic Training provided monthly			
<i>Sustainability</i>		2/11/2020 encourage staff to use Love and Logic strategies			
<b>KEY</b>	<b>4.05</b>	<b>School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>Wolf Club is provided for students as an opportunity for students in need, but students do not regularly participate.</p> <p>Opportunities in the classroom are provided for students to extend learning</p>	Limited Development 04/04/2019		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>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.</p> <p>Students continue to not take advantage of the Wolf Club program. The team will continue to problem solve.</p>	<b>Objective Met 05/21/21</b>	<b>LoAna Benton</b>	<b>12/18/2020</b>
<b>Actions</b>					
	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
<i>Notes:</i>					
	2/11/20	problem solve Wolf Club utilization to increase attendance	Complete 05/20/2021	next administrator	12/18/2020
<i>Notes:</i>					
<i>Implementation:</i>			05/21/2021		
<i>Evidence</i>		5/21/2021			
<i>Experience</i>		5/21/2021			
<i>Sustainability</i>		5/21/2021			
<b>KEY</b>	<b>4.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

5/25/21

Elementary classroom starts each day with calendar activities in both English and Yupik. All pre-k and elementary students receive Yup'ik instruction daily. Middle school students have Yup'ik instruction daily. The school participates in the Yup'ik Value of the Month, and encourages students to demonstrate those values. The elementary class visited village elders and took gifts of fruit to each elder. The elementary teachers planned several cultural lessons about cultural artifacts displayed in our display case. The secondary students are involved in "I am Twin Hills," and ongoing photo-documentary project.

Full Implementation  
05/25/2021

--	--	--	--	--

	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
<b>Initial Assessment:</b>			<p>Parents are informed about student progress.</p> <p>We need to improve student attendance.</p> <p>5/25/21</p> <p>Parents are informed of student progress, and communicate regularly with staff via phone and in person.</p> <p>Plan for next school year include a daily student/parent communication folder for elementary, agendas for secondary, and 1 educational event for parents on how to help your students succeed in school, if COVID protocols allow.</p>	Limited Development 04/04/2019		
<b>How it will look when fully met:</b>			Student attendance will improve to 75% or more students with and attendance rate of 90% or greater		LoAna Benton	03/20/2022
<b>Actions</b>				<b>2 of 3 (67%)</b>		
		4/4/19	Provide incentives for attendance	Complete 12/20/2019	Naomi Winters	12/20/2019
<i>Notes:</i>						
		4/4/19	Involving CSC and troopers with chronic absenteeism	Complete 12/20/2019	Naomi Winters	12/20/2020
<i>Notes:</i>			Student attendance will improve to 75% or more students with and attendance rate of 90% or greater			
		2/11/20	problem solve solutions for chronic absenteeism		LoAna Benton	12/18/2021
<i>Notes:</i>			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.			
	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

<p><b>Initial Assessment:</b></p>	<p>5/26/21 - The student/community engagement project will continue during the 2021-22 school year. The students, staff, parents, and community will work together to complete the new platform. In addition, parents and community would like to work together with the school to design and build a greenhouse for community/school use.</p> <p>12/2/2020 - students will work with community members to dismantle the wooden platform that is used for outdoor activities by the school and community, design a new platform, and install/construct the platform. The project will support technical reading and increase exposure to non-fiction text; provide opportunities for problem solving and critical thinking; practice real-world math applications; and help develop a stronger partnership with parents and the community.</p>	<p>Full Implementation 12/03/2020</p>		
-----------------------------------	--	---	--	--

<p><b>Core Function:</b></p>	<p><b>Professional Development</b></p>			
------------------------------	--	--	--	--

<p><b>Effective Practice:</b></p>	<p><b>Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.</b></p>			
-----------------------------------	---	--	--	--

	KEY	5.01	<p><b>School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>
--	-----	------	---	-------------------------------------	---------------------------	---------------------------

<p><b>Initial Assessment:</b></p>	<p>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.</p>		<p>Limited Development 11/04/2014</p>		
-----------------------------------	--	--	---	--	--

	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>		
--	--------------------------	-----------------------------	-----------------------	--	--

<p><b>How it will look when fully met:</b></p>	<p>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.</p> <p>All staff members will participate in data discussions and plan professional development needs.</p>		<p><b>Objective Met 05/21/21</b></p>	<p><b>Jessica Mark</b></p>	<p><b>01/31/2021</b></p>
--	--	--	--	----------------------------	--------------------------

<p><b>Actions</b></p>					
-----------------------	--	--	--	--	--

<p>5/13/15</p>	<p>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.</p>		<p>Complete 11/10/2016</p>	<p>Meghan Redmond</p>	<p>09/14/2016</p>
----------------	---	--	----------------------------	-----------------------	-------------------

*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/spring MAP and classroom data to determine effectiveness of professional development in reading from the outside trainer, then plan next steps with new administrator

Complete 05/20/2021

LoAna Benton

01/31/2021

*Notes:*

**Implementation:**

05/21/2021

**Evidence**

5/21/2021

**Experience**

5/21/2021

**Sustainability**

5/21/2021

**KEY**

**5.03**

**School staff embed professional development into daily routines and practices.(353)(KEY)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

5/25/21

Background- Lack of experience, combined with fragmented schedules because of urgent COVID situations, have limited opportunities for developing routines that embed professional development.

Implementation plan-

The district will be provided many opportunities to learn effective research based strategies for teaching elementary language arts as a new curriculum is adopted. These will become part of the routines and practices.

The lead teacher will be training the secondary instructional staff in some key aspects of the AVID (Advancement Via Individual Determination) system (a research based, effective system), and the secondary school will all use the AVID binder system and note-taking system. We will be setting aside time daily for implementation of these strategies.

Our professional development will include 2 sessions monthly, learning various effective instructional strategies. Instructional staff will be asked to try the new strategy in their classroom groups before the next professional development, and share their experiences.

Limited Development  
05/25/2021



<p><b>How it will look when fully met:</b></p>	<p>The district will be provided many opportunities to learn effective research based strategies for teaching elementary language arts as a new curriculum is adopted. These will become part of the routines and practices.</p> <p>The lead teacher will be training the secondary instructional staff in some key aspects of the AVID (Advancement Via Individual Determination) system (a research based, effective system), and the secondary school will all use the AVID binder system and note-taking system. We will be setting aside time daily for implementation of these strategies.</p> <p>Our professional development will include 2 sessions monthly, learning various effective instructional strategies. Instructional staff will be asked to try the new strategy in their classroom groups before the next professional development, and share their experiences.</p>		<p>LoAna Benton</p>	<p>05/13/2022</p>
--	---	--	---------------------	-------------------

<p><b>Actions</b></p>		<p>0 of 3 (0%)</p>		
<p>5/25/21</p>	<p>Secure consultant for effective strategies</p>		<p>LoAna Benton</p>	<p>08/01/2021</p>
<p>Notes:</p>				
<p>5/25/21</p>	<p>Create a documentation system for logging various strategies as attempted.</p>		<p>LoAna Benton</p>	<p>09/01/2021</p>
<p>Notes:</p>				
<p>5/25/21</p>	<p>Professional development plan for Thinking Maps and purchase of materials.</p>		<p>LoAna Benton</p>	<p>09/01/2021</p>
<p>Notes:</p>				

<p><b>Core Function:</b></p>	<p><b>Title Programs</b></p>				
<p><b>Effective Practice:</b></p>	<p><b>Domain 8.0</b></p>				
	<p>8.04</p>	<p>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)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

<i>Initial Assessment:</i>	5/20/21 - 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.	Full Implementation 05/21/2021		
	<b>8.05</b> <b>Federal, State, and local service programs are integrated and coordinated.(2118)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - 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, school improvement funds, impact aid, and Indian Education to provide high quality education to all students at the school.	Full Implementation 05/21/2021		
	<b>8.06</b> <b>All instructional paraprofessionals will meet minimum qualifications. (2119)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed.	Full Implementation 05/21/2021		
	<b>8.07</b> <b>The school will have strategies to attract and retain effective teachers. (2120)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	5/20/21 - This is typically a responsibility of the district. However, PLC's, inservices, collaboration, team building, peer-observation, professional development, opportunity for advancement, and housing are methods to attract and retain effective teachers.	Full Implementation 05/21/2021		