

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/30/2015

Tongass School of Arts and Sciences Charter School NCES - 20015000523

Ketchikan Gateway Borough School District

Alaska STEPP - School Indicators

Key Indicators are shown in RED.

Curriculum

Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.

Indicator	1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY,SWP)		
Status	Tasks completed: 0 of 4 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/15/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The APC has identified math as an area of growth. Science curricula is being used, we want to review this curricula for alignment to the Alaska Content Standards ELA curricula includes Storytown and Step Up to Writing for K-4 and Step Up to Writing K-6. An alternative reading program aligned to state standards needs to be developed to replace the Stortown Curriculum for 5-6.	
Plan	Assigned to:	Marian Gonzales	
	How it will look when fully met:	The math, science curricula, and the 5-6 ELA curricula has been aligned with all of the Alaska Content Standards, is research based, and fully implemented by all of the staff. When fully implemented, the tasks should enable our school to attain or make significant progress toward attaining our Math AMO targets.	
	Target Date:	10/26/2018	
	Tasks:		
		1. Instructional Math workshops will be developed to address delivery of instruction for the identified prerequisite skills. AIMSweb data will be utilized to identify needed prerequisite skills.	
	Assigned to:	Debra Carlson	
	Added date:	09/15/2015	
	Target Completion Date:	10/14/2016	
	Comments:	A list of prerequisite skills will be developed. These will be compared to AIMSweb MCOMP and MCAP data to determine needed prerequisite skills.	
		2. Science committee will review current science curricula across all grade levels. They will review the 2-year rotation of science instruction to determine that all curricula is aligned to state standards within the two-year rotation.	

Assigned to:	Marian Gonzales
Added date:	09/15/2015
Target Completion Date:	10/13/2017
Comments:	

3. ELA Committee or STEPP subcommittee will be formed to work with the 5-6. This committee will review ELA curricula and develop a written list of fiction and non-fiction materials and instructional strategies/practices that align to the state standards.

Assigned to:	Marian Gonzales
Added date:	09/15/2015
Target Completion Date:	10/13/2017
Comments:	

4. Implement and monitor ELA curriculum, including writing, for alignment with new standards through a review of AMP assessment results, team planning, principal walkthroughs.

Assigned to:	Marian Gonzales
Added date:	09/15/2015
Target Completion Date:	10/12/2018
Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

Assessment

Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

Indicator 2.03 - School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.(331)(KEY,SWP)

Status Full Implementation

Rubric Score: 3

Assessment Level of Development: Initial: Full Implementation 09/15/2015

Evidence: Benchmarking occurs 3X a year using Aimsweb. Data Retreats twice a year to analyze and utilize data. Teachers will be encouraged to log on to AIMSweb to routinely review data for ongoing planning.

Instruction

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.

Indicator 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)

Status Tasks completed: 0 of 3 (0%)

Rubric Score: 2

Assessment Level of Development: Initial: Limited Development 09/15/2015

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Coherent system, needs to be documented. Evaluation of new RTI model needed. Implement within the classroom (in new plan).

Plan	Assigned to:	Marian Gonzales
	How it will look when fully met:	The written RTI model is documented and consistently implemented by staff to reflect how core instruction and supplemental interventions support all students.
	Target Date:	10/19/2018
	Tasks:	
	1. Provide an in-class RTI model to support all students.	
	Assigned to:	Debra Carlson
	Added date:	09/15/2015
	Target Completion Date:	09/14/2018
	Frequency:	daily
	Comments:	
	2. Create a joint APC/Staff attendance committee to develop a communication plan between the school and all subgroups on the importance of school attendance. The school liaison, teachers, office staff, and administration will be included in this plan.	
	Assigned to:	Diane Gubatayao Lane Johnson
	Added date:	09/15/2015
	Target Completion Date:	10/19/2018
	Comments:	
	3. Create an RTI writing team and develop an intervention plan that supports in-class writing instruction within the core.	
	Assigned to:	Debra Carlson
	Added date:	09/15/2015
	Target Completion Date:	09/14/2018
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	3.03 - School staff use research-based instructional practices, programs and materials.(337) (KEY,SWP)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 09/15/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Review alignment of classroom science/social studies themes and state standards.
Plan	Assigned to:	Marian Gonzales
	How it will look when fully met:	All school staff will use Storytown/Scholastic leveled readers and instructional guides for core reading instruction. 5-6 staff will use 50% fiction and 50% nonfiction trade books with instruction, strategies, and assessments that are developed from the 2012 Alaska ELA standards. K-6 Staff will use Words Their Way as the core spelling program and Step Up to Writing as the core writing program. Staff will use

		Handwriting Without Tears as the core handwriting students will begin to use Typing Agent starting in January of each school year. Third through 6th grade students will use Typing Agent as the core typing program. Grades K-6 staff will use Everyday Math as the core mathematics program. Supplemental ELA and math programs are research based and approved by the district's curriculum or special education departments.
	Target Date:	10/19/2018
	Tasks:	
	1. During curriculum-writing sessions, the 5-6 Team will review ELA curricula materials and practices and develop a curriculum map for the two-year 5-6 instructional cycle. The Map will consist of a unit timeline that aligns titles, instruction, and assessment components with State Standards addressed within each unit. Unit descriptions will include a list of the fiction and non-fiction titles along with instructional strategies of focus.	
	Assigned to:	Marian Gonzales
	Added date:	09/15/2015
	Target Completion Date:	10/19/2018
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	3.04 - School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Provide staff development in the use of the standards-based report card.
Supportive Learning Environment		
Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.		
Indicator	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)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Utilize SWIS data and PBIS universal and tiered protocols to maintain positive learning environment expectations.
Indicator	4.05 - School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Extended learning opportunities are provided through RTI, the enrichment program, classroom-learning projects, after-school programs, and special events.
Indicator	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)	
Status	Full Implementation	

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Family survey results, enrichment classes reflect understanding of cultural values.
Indicator	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,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Family survey feedback and TASK notebook parent-involvement records. School communication is accomplished through: news letter, community liaison, open-door policy for parent volunteers and observations, 100% participation rate on ASPI,
Indicator	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)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Student council, DaVinci Night, Celebrations of Learning, parent surveys, providing parents with yearly Annual Report, open APC meetings,APC minutes, are avenues of communication. Plans are developed through feedback from these events and meetings.
Indicator	4.09 - The school keeps physical facilities safe and orderly.(665)	
Status	Tasks completed: 2 of 5 (40%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 09/15/2015
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Review Safe Havens plan and playground safety inquiries.
Plan	Assigned to:	Marian Gonzales
	How it will look when fully met:	Access control and space management practices will include procedures for: screening visitors, maintaining secure entrances and exits, video monitoring of bathroom hallway leading to back door exit from building.
	Target Date:	10/16/2015
	Tasks:	
	1. An Emergency Management plan will outline training, drill, and exercise strategies that support staff in thinking and taking action independently in case of an emergency.	
	Assigned to:	Marian Gonzales
	Added date:	09/21/2015
	Target Completion Date:	10/14/2016

	Comments:	
	2. A written multidisciplinary threat assessment approach will be reviewed annually by staff and kept in an emergency binder for reference.	
	Assigned to:	Marian Gonzales
	Added date:	09/21/2015
	Target Completion Date:	10/14/2016
	Comments:	
	3. Check for good repair wooden climber/slide to remove potential hazards such as sharp edges and missing beams.	
	Assigned to:	Marian Gonzales
	Added date:	09/21/2015
	Target Completion Date:	09/21/2015
	Frequency:	once a year
	Comments:	Maintenance inspected and repaired the wooden climber and added more of the loose soft surface materials to the areas of concern around the monkey bars and climber. Completed 9/28/15
	Task Completed:	09/28/2015
	4. Monitor safety of soft surface area around monkey bars, paying particular attention to concrete post area. Place work orders to replenish soft surface as needed.	
	Assigned to:	Marian Gonzales
	Added date:	09/21/2015
	Target Completion Date:	09/21/2015
	Frequency:	once a year
	Comments:	Principal playground safety walkthrough conducted in early September. Email and work order sent to maintenance department regarding repair requests for wooden climber and additional placement of soft surface area material around concrete posts of monkey bars.
	Task Completed:	09/28/2015
	5. Monitor safety of soft surface area around monkey bars, paying particular attention to concrete post area. Place work orders to replenish soft surface as needed	
	Assigned to:	Marian Gonzales
	Added date:	10/30/2015
	Target Completion Date:	03/31/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 5 (40%)

Professional Development

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

Indicator	5.01 - School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.(350)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015

	Evidence:	AIMSweb, SBA, staff surveys were used to determine professional development priorities.
Indicator	5.03 - School staff embed professional development into daily routines and practices.(353) (KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Team Teaching weekly meetings, additional staff development days, and planned monthly PD days are evidence of the indicator.
Title Programs		
Domain 8.0- The school has a Schoolwide plan in place under Title IA.		
Indicator	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)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	PreK-K and Peer Buddy programs support transition from Head Start and other preschool programs.
Indicator	8.05 - Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Preschool teacher is funded through Title I and Special Education, programs such as Lexia are being shared through Special Education and RTI. Math professional development was funded through Title I and IIA funds. Quality Schools.
Indicator	8.06 - All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.(2119)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Hiring practices ensure all teachers and instructional paraprofessionals meet this definition.
Indicator	8.07 - The school has strategies to attract and retain highly qualified teachers.(2120)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Hiring questions clarify expectations and roles for teachers, mentoring for new teachers, professional development and team teaching compact, travel opportunities, school philosophy are strategies to attract and retain highly qualified teachers.