

# Comprehensive Plan Report

Filter: Indicators included in the plan.

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.

10/13/2015

Point Higgins School NCES - 20015000584

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.**

<b>Indicator</b>	<b>1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
	Rubric Score:	2	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2015	
	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 staff at PHE has fully transitioned to the 2012 ELA standards and are utilizing the district approved, research-based materials. The staff is at the awareness stage with the 2012 math standards with some staff fully transitioned. Work around the math standards has occurred to become familiar with the standards, recognizing the shifts expected from the new standards.	
<b>Plan</b>	Assigned to:	Tony Sines	
	How it will look when fully met:	All PHE staff will implement the district approved, research based curricula that are aligned with Alaska Content Standards. Currently, all content areas are aligned to the Alaska Content Standards except for mathematics. The ELA curriculum was revised in 2014-2015 and is in the first year of implementation. The mathematics curriculum is being revised during the 2015-2016 school year. The district utilizes a 6-year rotation cycle for curriculum review.	
	Target Date:	05/31/2018	
	<b>Tasks:</b>		
	1. Two PHE teachers will serve on the district math curriculum committee in charge of reviewing and revising the district math curriculum. This committee will meet monthly throughout 2015-2016.		
	Assigned to:	Wendy McLaren	
	Added date:	10/13/2015	
	Target Completion Date:	06/30/2016	
	Frequency:	monthly	
	Comments:		
	2. PHE teachers will attend grade level meetings 3 times during the school year to work with district colleagues around the Alaska Content Standards in math and the new ELA curriculum.		
	Assigned to:		

	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	06/30/2016
	Frequency:	three times a year
	Comments:	
3. PHE staff will participate in any district proposed program reviews and piloting of math programs aligned to the Alaska Content Standards in math.		
	Assigned to:	Karlyn Thomas
	Added date:	10/13/2015
	Target Completion Date:	06/30/2016
	Comments:	
4. PHE teachers will work with district and building level administrators to plan and participate in trainings and follow-up professional learning for adopted curriculum and materials.		
	Assigned to:	Geoff Glover
	Added date:	10/13/2015
	Target Completion Date:	06/30/2017
	Comments:	
5. PHE teachers will work collaboratively with math committee members and school colleagues to share best practices in relation to the new math curriculum and materials. This professional learning will occur during district inservice days, staff meetings or school grade level meetings.		
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2018
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

### Supportive Learning Environment

**Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.**

<b>Indicator</b>	<b>4.03 - School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
	Rubric Score:	2	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/08/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	PHE has the foundation of PBIS within the school including the 3 pillars and a behavior matrix for various school locations. School and classroom positive behavior supports such as "Whale Watch", classroom money/points, etc. are utilized.	
<b>Plan</b>	Assigned to:	JoNell Wallace	
	How it will look when fully met:	All school staff at PHE will clearly communicate behavior expectations to students that are understood and achieved by students, and staff	

		will provide positive behavior supports.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. A Positive Behavior Intervention Supports team will be formed and meeting dates established.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	11/30/2015
	Frequency:	twice monthly
	Comments:	
	2. The team will review and revise the school behavior matrices.	
	Assigned to:	JoNell Wallace
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Comments:	
	3. Create a standardized written PBIS referral process form to access supports for students.	
	Assigned to:	JoNell Wallace
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Comments:	
	4. The PBIS team will communicate the work of the team and the PBIS process plan to all staff during staff meetings.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Frequency:	monthly
	Comments:	
	5. The PBIS team will implement a tiered level of supports and interventions for students.	
	Assigned to:	JoNell Wallace
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
<b>Indicator</b>	<b>4.09 - The school keeps physical facilities safe and orderly.(665)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
	Rubric Score:	2
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/09/2015
	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 primary efforts at PHE have involved controlling the flow of visitors in the building. Staff have reviewed sign in/out procedures, student check out and changed practice of parents moving through the school to pick up their child and unknown visitors on playground practices. Outside bathroom doors are now kept open when building is open. Unused rooms remain locked. Adults are present in halls and common areas. Staff complete mandated emergency response training.
<b>Plan</b>	Assigned to:	Tony Sines
	How it will look when fully met:	PHE will provide a safe, attractive, clean and orderly school environment for students and staff.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. The school staff will be trained and then will implement the district-wide emergency management plans.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	09/30/2016
	Comments:	
	2. PHE will investigate the use of emergency communication technology when staff/students are outside of the building. (i.e. radios, cell phones)	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Comments:	
	3. PHE staff will investigate the creation of emergency kits for the use during an evacuation.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Professional Development</b>		
<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>		
<b>Indicator</b>	<b>5.03 - School staff embed professional development into daily routines and practices.(353)(KEY)</b>	
<b>Status</b>	Tasks completed: 0 of 4 (0%)	
	Rubric Score:	2
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/09/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	It is the expectation that staff will embed professional development into daily routines and practices. Some staff members meet as a team to discuss implementation of new programs/materials.

<b>Plan</b>	Assigned to:	Tony Sines
	How it will look when fully met:	Professional development will be ongoing and will be embedded into all school staff's routines and practices.
	Target Date:	05/31/2018
	<b>Tasks:</b>	
	1. PHE teachers will attend grade level meetings 3 times during the school year to work with district colleagues around the Alaska Content Standards in math and the new ELA curriculum.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	06/30/2016
	Frequency:	three times a year
	Comments:	
	2. PHE teachers will work with district and building level administrators to plan and participate in trainings and follow-up professional learning for adopted curriculum and materials.	
	Assigned to:	Geoff Glover
	Added date:	10/13/2015
	Target Completion Date:	05/31/2017
	Comments:	
	3. PHE teachers will work collaboratively with curriculum committee members and school colleagues to share best practices in relation to the curriculum and district materials. This professional learning will occur during district inservice days, staff meetings or school grade level meetings during school collaborative time.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2018
	Comments:	
	4. Informal walk-throughs and formal evaluations of teachers will become an indicator that teachers are utilizing the district approved curriculum and materials and that professional development is embedded into classroom practices.	
	Assigned to:	Tony Sines
	Added date:	10/13/2015
	Target Completion Date:	05/31/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)