

Comprehensive Progress Report

Mission:

Vision:

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.			
	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:		Staff are trying to design supports to curriculum that will support our "Pathways" students - older students who have only a few credits, and have not attended school regularly. These students typically have little to no support at home. Staff have created some guided supports for credit recovery courses in Canvas so that these students have a better chance at success when working independently on courses. These include building quizzes and other assessments that include supporting materials to meet varied learning styles, and also provide quick feedback to students on progress. It is difficult for staff to find time to create as many of these support modules as are necessary to meet needs.	Limited Development 12/04/2015		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:		When this objective is fully met staff will have been able to build in multiple support modules into Canvas for this particular demographic of students. Students will experience more success in earning credit toward graduation, and dropouts will be reduced.		Tracie Weisz	05/21/2021
Actions			2 of 3 (67%)		
12/4/15	Parents will meet with REACH academy staff to discuss student achievement and review curriculum opportunities/choices available to them.		Complete 08/14/2016	John Brady	05/27/2016
Notes: Or as needed					
12/4/15	Parents will receive instruction in interpreting testing data, through both written information provided by the REACH academy and workshop opportunities.		Complete 08/14/2016	Leann Young	05/27/2016
Notes: REACH Academy held two workshops in the past year to interpret test data. This will be a continuous plan in the future.					
2/26/20	Staff will convene in the summer for working committees in which the goal is to create support modules in Canvas for curriculum for "Pathways" students. There will be a set of criteria for what these supports all must include to meet the varied learning needs of this at-risk population of students.			Tracie Weisz	09/01/2020
Notes:					
Implementation:			02/26/2020		

Evidence	8/15/2016 The REACH Academy team makes contact with families on a regular basis to review curriculum, track progress, and answer questions for families.			
Experience	8/15/2016 The REACH Academy team makes contact with families on a regular basis to review curriculum, track progress, and answer questions for families.			
Sustainability	8/15/2016 A continued open door policy, emails, and phone calls will be necessary to continue to meet this objective.			

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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently most of the low performing students and those at risk of dropping out consist of a demographic who have accumulated few high school credits, and are often working with little to no support from home. One of the ways we help to support these students is to make a graduation plan for them, select curriculum that will help them to meet their credit requirements, and then, when time permits, build out support modules in Canvas to accompany that curriculum. These support modules consist of aligned assessments that provide varied assistance and immediate feedback. We have found these additional supports to be very successful in helping students to complete their credit requirements. The curriculum we help them to select is conducive to credit recovery and other challenges that at-risk students face. It is designed to provide standards-based learning for students with low reading levels, or those who have gaps in content and skills due to poor past attendance or failed courses.	Limited Development 02/26/2020		
How it will look when fully met:		When this objective is fully met, our at-risk student population will have access to a variety of curriculum materials that are standards-based, and provide supports that at-risk students often need, such as addressing low reading levels, or gaps in knowledge and skills. These students will also be provided with course supplemental modules in Canvas, which provide additional supports for varied learning needs, and help students to progress through their courses successfully.		Tracie Weisz	05/21/2021
Actions			0 of 2 (0%)		
	2/26/20	Purchase of additional curriculum materials for credit options for our at-risk students.		Tracie Weisz	09/01/2020
Notes:					

2/26/20	Working committees will convene to design supplemental support modules that align with selected curriculum for at-risk students. These modules provide supports and assessments to help low-achieving students learn their high school level content, and become successful in earning credit.		Tracie Weisz	09/01/2020
<i>Notes:</i>				

Core Function:	Supportive Learning Environment
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Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.
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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
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<i>Initial Assessment:</i>	Currently the district has one counselor shared among 8 K-12 schools. This counselor is responsible for all college and career, guidance, and SEL counseling for over 400 students. Although different scheduling and models have been attempted, meeting these responsibilities for all students has been an impossible job.	Limited Development 03/12/2020		
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<i>How it will look when fully met:</i>	College and Career counselor implementing ASCA Counseling Model will provide all students for learning opportunities in ASCA Mindset Competencies, and SEL objectives. This will support and promote individual growth in social emotional learning, and building proper academic and social mindsets.		Tracie Weisz	05/25/2020
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Actions		0 of 1 (0%)		
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3/12/20	Add a college and career counselor to provide additional instruction and support for students to build SEL competencies and mindsets.		Rob Fabian	05/25/2020
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<i>Notes:</i>				
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!	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>			Clear and regular communications between some stakeholders regarding school programs and student programs that are not strictly academic can be difficult in a homeschooling program, as the sole principal/teacher of the program already has many responsibilities.	No Development 03/12/2020		
<i>How it will look when fully met:</i>			College and Career Counselor will provide a link between students, parents, and school programs through regular meetings and communications regarding a students goals, plans, and actions.		Tracie Weisz	05/25/2020
Actions				0 of 1 (0%)		
	3/12/20	Add a College and Career Counselor who will provide support and guidance for individual students regarding courses of study and plans post high school, and provide a communication bridge between students, parents, and teachers to help a student achieve their goals. The counselor is the advocate who brings the stakeholders together.			Rob Fabian	05/25/2020
<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
<i>Initial Assessment:</i>			REACH Academy is a home school that serves the needs of traditional homeschool families but also is the default as an alternative school for students who are not successful in the traditional brick and mortar school. Unfortunately, most of these students are "at-risk". They were unsuccessful in the brick and mortar school due to behavior, attendance, lack of home support and/or other issues. Most of them are "non-traditional" students. They do not have the supports or skills needed to succeed in a home school situation that requires self-discipline and a firm foundation in learning behaviors. As a result, most of these students end up dropping out.	Limited Development 03/14/2019		
<i>How it will look when fully met:</i>			Students will have a transition plan in place by 11th grade year Students will have a plan for mentoring and support by REACH staff		Tracie Weisz	05/22/2020
<i>Actions</i>				0 of 2 (0%)		
	3/14/19		Staff will analyze 11th/12th grade student individual learning plans (ILP's) and meet with students and parents to develop a high school transition plan as part of their ILP.		Tracie Weisz	05/22/2020
<i>Notes:</i>						
	3/14/19		Students will receive mentoring and tutoring from REACH staff utilizing effective dropout prevention strategies		Tracie Weisz	05/22/2020
<i>Notes:</i>						

!	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			School staff at REACH currently take part in professional development provided by the district, which is mostly directed at the brick and mortar schools. Sometimes this is applicable to programs, but is often not relevant to the unique student engagement situation at REACH.	Limited Development 03/14/2019		
How it will look when fully met:			School staff at REACH will have opportunities for ongoing professional development that is directly relevant to the needs of the high school students in REACH. Staff will utilize training, strategies and pd resources from the National Dropout Prevention Center with the at-risk high school population in REACH. Staff will have the opportunity to gain National Dropout Prevention Specialist Certification that will allow them to work with students and support REACH staff. REACH staff and the district team who work with at-risk students will develop a plan of action for putting prevention strategies to use with REACH students in the form of programs and scaffolded supports.		Tracie Weisz	05/22/2020
Actions				1 of 3 (33%)		
	3/14/19	Staff will pursue National Dropout Prevention Certification in order to better serve at-risk population and also to train and support REACH staff with professional development.		Complete 10/08/2019	Rob Fabian	05/22/2020
<i>Notes:</i>						
	4/3/19	Staff will create a plan for putting dropout prevention strategies to work with REACH students, and creating a system of scaffolded supports.			Rob Fabian	05/25/2020
<i>Notes:</i>						
	3/14/19	Staff will attend Nation Dropout Prevention Conference for targeted professional development in strategies for addressing dropout prevention of at-risk youth.			Rob Fabian	10/30/2020
<i>Notes:</i>						

!	5.04	Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.(355)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently there is nothing in place that supports mentoring or coaching of staff in using strategies for dropout prevention.	No Development 03/14/2019		
<i>How it will look when fully met:</i>		At least one staff member will gain National Dropout Prevention Certification. This staff member will be responsible for providing mentoring/coaching and embedded professional development for REACH staff to work with at-risk populations. REACH Staff will have the opportunity throughout the year to participate in online professional development for dropout prevention strategies. Staff will utilize these strategies as they build and implement a dropout prevention plan for REACH students.		Tracie Weisz	05/22/2020
Actions			0 of 2 (0%)		
	3/14/19	At least one staff member will attain National Dropout Prevention Certification in order to provide mentoring/coaching and provide embedded professional development to REACH staff for dropout prevention strategies.		Tracie Weisz	05/22/2020
<i>Notes:</i>					
	3/14/19	REACH Staff will participate throughout the year in online professional development for dropout prevention strategies. Staff will utilize these strategies as they build and implement a dropout prevention plan for REACH students.		Tracie Weisz	05/22/2020
<i>Notes:</i>					

Core Function:	Title Programs
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Effective Practice:	Parent Involvement (Title I)
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!	8.01	Alaska STEPP school improvement team includes varied stakeholder representation.(2114)(FEP)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

REACH has serves two very different populations of students. One group is made of up of traditional home schooling families. The other is comprised of students who are alternative or at-risk. The second group have been unsuccessful in the brick and mortar school program, and are looking for something akin to an alternative school to finish their high school diplomas. However, these students often lack support at home, and do have not developed the skills necessary for self-motivation and independent study needed to complete a homeschool program of study.

REACH has a PAC and hosts parent meetings and family events at least every month. These events are well-attended by the traditional homeschooling families. However, outreach to parents in the alternative population is spotty. Often these students enroll themselves in the program, and when the parent is there, they express helplessness at their own abilities to help their students. Outreach to these parents tends to be very individualized. The REACH staff make efforts to work with these students by offering opportunities for regular check-ins and tutoring, as well as support with proofreading or submitting work to outside vendors, and sometimes financial support for purchase of certain curricula.

Limited Development
11/14/2016

<p>How it will look when fully met:</p>	<p>When this objective is fully met, REACH staff will continue to have regular PAC meetings and host its family events, as these have been successful in reaching out to traditional homeschooling families. During these meetings REACH staff will continue to keep REACH families up-to-date about dropout prevention professional development and ensuing prevention outreach for alternative REACH students</p> <p>REACH staff will REACH will work with stakeholders to put a plan in place that includes outreach to the alternative students families, guardians, or other adult caretakers, and which includes proven dropout prevention strategies and supports. REACH will utilize resources and professional development gained from Dropout Prevention Center training in order to create this plan. Students will be provided with scaffolded supports which will provide the assistance and resources they need to help make them successful enough to either pursue their high school diploma through REACH, pursue their GED, or return to a brick and mortar school to finish their degree.</p>		<p>Tracie Weisz</p>	<p>03/25/2020</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
<p>4/4/19</p>	<p>REACH will continue to plan with stakeholders regarding the usage of school improvement funds to provide training for REACH staff. Implementation of dropout prevention strategies are beneficial to all REACH high school students, and the professional development will benefit all REACH families, both traditional and alternative.</p>	<p>Complete 11/19/2019</p>	<p>Rob Fabian</p>	<p>05/25/2019</p>
<p><i>Notes:</i></p>				
<p>11/15/16</p>	<p>REACH Academy staff will contact families via email, phone calls, and advertisements on social media regarding REACH PAC's and family events. These meetings and events will be utilized to inform families about use of school improvement funds, REACH PD, and to solicit discussion and feedback from families.</p>	<p>Complete 11/19/2019</p>	<p>Rob Fabian</p>	<p>03/25/2020</p>
<p><i>Notes:</i></p>				
<p>4/3/19</p>	<p>REACH Staff will create a structure for outreach and support for alternative students and their families based on strategies acquired for dropout prevention. This structure will include a feedback loop that will enable REACH staff to improve these communications and supports.</p>		<p>Rob Fabian</p>	<p>03/25/2020</p>
<p><i>Notes:</i></p>				

!	8.02	There is a process for communicating with ALL members of the school and community who were not a part of the schoolwide planning team about the planning process, data collection, plan development, and plan approval.(2115)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Currently, REACH communicates with the whole REACH parent community (beyond those who attend meetings and events) through the following channels:</p> <p>Regular emails to all registered REACH families informing them of upcoming events, and other important dates regarding registrations, grade dates, etc.</p> <p>Regular postal mailings to all registered REACH families informing them of testing data, the district report card, and scheduled REACH PAC meetings.</p> <p>Regular postings on social media regarding events and links to REACH website</p> <p>Regular updates to the REACH website which include important dates and pages for parent resources</p>	Limited Development 11/14/2016			
<i>How it will look when fully met:</i>	All members of the school and community will be contacted and informed of the schoolwide planning team meetings when the planning, data, development, and approval phases happen via, postings on social media, postings on the REACH website, and email and postal mail to all registered REACH families.		Tracie Weisz	05/25/2020	
<i>Actions</i>		0 of 1 (0%)			
11/15/16	REACH Academy staff will notify all groups of stakeholders at least three days prior to schoolwide team meetings when discussing planning, data, development, and approval of the STEPP plan via email.		Rob Fabian	05/25/2020	
<i>Notes:</i>					

!		8.03	Parents are notified of the schoolwide planning process and how they could be involved in the plan's development, implementation and evaluation.(2116)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	In the past, parents were not notified of the school wide planning process and how they could be part of the development plan. This is now discussed at PAC meetings, but only those in attendance are privy to this information.	No Development 11/14/2016				
<i>How it will look when fully met:</i>	All registered REACH families will be notified of the planning process and how they can become involved in the plan's development, implementation, and evaluation via postal mail and email at least 3 days before any meeting when discussing the STEPP plan.		Tracie Weisz	05/25/2020		
Actions				0 of 1 (0%)		
11/15/16	All registered REACH families will be notified of the planning process and how they can become involved in the plan's development, implementation, and evaluation via postal mail and email at least 3 days before any meeting when discussing the STEPP plan.		Rob Fabian	05/25/2020		
<i>Notes:</i>						