

Principal: Jackie Hanson



Craig Elementary & Middle School

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School Board Report September 2021

K	1	2	3	4	5	6	7	8	Total
19	16	13	15	16	19	13	18	24	153

Total Student Enrollment: CES (K-5) @ 98 & CMS (6-8) @ 55 Students

Appreciations

- Thank you to Mrs. Kellie Ebbighausen and Mrs. Sandra Marker for compiling student enrollment paperwork and updating PowerSchool accordingly for the elementary and middle school.
- Thank you to Mrs. Karen Packer & Mr. Jared Grieve for all their work in preparing new student (and staff) laptops for deployment. Also appreciated is the time spent preparing teacher/student licenses/accounts and devices for access to purchased online supplemental resources.
- Thank you to Mr. Zach Scheidecker and the custodial crew for their help and support with maintenance and cleaning/sanitizing requests.
- Thank you to Ms. Kristine Cervera and the kitchen crew for their help and support with CEMS breakfast and lunch mitigation efforts for the new school year.
- Thank you to Ms. Melissa Peavey for coordinating the “Wall of Hope” activity with our CMS students in honor of Suicide Prevention Week.

CEMS School Events

- September 1st – CCSD School Opens
- September 2nd – CMS Cross Country Starts
- September 6th – Labor Day/No School
- September 7th – CEMS SRP Training, CMS Wall of Hope Activity, & CES Cross Country Starts
- September 11th – CEMS Cross Country Meet @ Klawock (Canceled on 9/9/21)
- September 18th – CEMS Cross Country Meet @ Craig
- September 20-30th – CEMS Fall MAP Testing (Grades 3-8 in Reading & Mathematics)
- September 21st – CEMS School Pictures & Community Pictures - Optional (5-7PM)
- September 25th – CEMS Cross Country Meet @ Thorne Bay
- September 25th – CES Cross Country Ends
- October 9nd – CMS Cross Country Meet @ Ketchikan & CMS Cross Country Ends

CEMS Student Standard Response Protocol (SRP) Training

- As you are aware, CCSD adopted the Standard Response Protocol (SRP) from the I Love U Guys Foundation, which is an internationally recognized and uniform classroom response to any incident that may threaten school safety.
- The SRP is based on five (5) simple actions, which are as follows: “Hold, Secure, Lockdown, Evacuate, & Shelter.” In the event of an emergency, the action and appropriate direction(s) will be called over the school’s PA system. For ease of reference, please feel free to review the SRP Student/Parent Handout that is attached below.

- CEMS staff and students receive the SRP Training annually. With the help of Mr. Josh Andrews, staff was trained during our August In-service. In addition, Mr. Andrews helped train CEMS students in grades 3-8th on September 7th. Individual K-2nd classroom teachers in the CES will complete the SRP Training for their students by Friday, October 1st.

CES Title I Mathematics Eligibility Guidelines

- Attached to my Board report this month is a rough draft containing Title I Mathematics Eligibility Guidelines to assist the CES with appropriate implementation of Title I Math Services.
- With a full time Title I position, mathematics services can now be part of our Title I program. Just as Title I Reading Eligibility Guidelines were created to help the CES with appropriate implementation of Title I Reading Services in 2018, the Title I Mathematics Eligibility Guidelines will help us serve students requiring Tier II, Title I interventions, in Mathematics. In addition to using the IXL Diagnostic, the CES will also refer to the Primary Numeracy Framework/Assessment to determine Title I math eligibility. The Measures of Academic Progress (MAP) Growth Assessments may also be referenced to support eligibility as well.
- As always, once Title I eligibility is determined, parents/guardians will receive a Title I entrance letter describing the service that is recommended for their child. Parental permission is required for Title I services. When permission is granted, services will be provided. Parents/guardians will receive progress reports on their child's growth while being served in the Title I program. Once a child meets their mathematics goals, parents/guardians will be notified with a Title I exit letter.
- Formalizing our procedures and practices for Title I eligibility will help strengthen our Title I program and services. Thank you in advance for your support with these efforts.

CMS Wall of Hope Activity

- September 6th – 10th is Alaska Suicide Awareness Week. As you may recall the Wall of Hope Project is meant to identify positive aspects in students' lives that highlight why living is important to them (this could be as straightforward as "my pet," "my family," "sports", etc.) The importance of the exercise is for the students to identify a few things to be hopeful for going into the future.
- At CMS, not only did we complete the traditional Wall of Hope Project with our students, but we also presented a Suicide Awareness PowerPoint for/to with them as well. National Suicide Prevention Lifeline Cards, with resources listed, were distributed to students also, so students know who to go to if they, or someone they know, is struggling or is in need of help.
- Ms. Melissa Peavey, our CEMS Counselor, provided CMS students with face-to-face instruction using a presentation format, and was able to facilitate the Wall of Hope exercise with our students. Students worked together with their peers to create a meaningful and memorable "Wall of Hope," which was displayed in the CMS during the week of September 7th.

CES PEAKS Assessment Results

- The CES received hard/paper copies of individual student testing results for the State of Alaska's PEAKS assessment period last spring (April 2021). As you may recall, the CMS was not able to participate in state testing last spring due to CCSD moving into a Red/High Risk Scenario per CCSD's Smart Start to School Plan in Response to COVID-19.
- Parents and guardians of students who tested in grades 3-5 will receive a letter from the CES/me as well as a copy of their child's PEAKS assessment results in the very near future.
- It is important to remember that academic achievement should not be solely based on one (1) assessment. At the CEMS, we use several measures of formal and informal assessments as well as teacher observations and student work samples, to provide us with more accurate representations of each student's individual learning and academic achievement.

- Also of note, the State of Alaska will be moving away from the PEAKS Assessments in English/Language Arts and Mathematics this year. As noted in my Board Report last month, the State of Alaska will be transitioning to NWEA's MAP Statewide Summative Assessments. The state will continue using the PEAKS Science Assessments for Grades 5, 8, and 10.

CEMS NWEA MAP Testing

- CCSD is currently sorting through NWEA MAP licensing issues. As done in the past, CCSD purchased NWEA MAP Assessment licenses in the spring for use during the subsequent school year. Then, with the state's late summer transition to NWEA MAP Statewide Summative Assessments for state testing, the state also purchased licenses for our students. To make a long story short, our Network Technician, Mr. Jared Grieve, is dealing with and sorting through duplicate student licenses.
- Once duplicate licenses are sorted through the CEMS will administer our traditional Fall MAP Testing session for students grades 3-8 in the content areas of Reading and Mathematics. The CEMS is tentatively planning for the week of September 20th and/or the week of September 27th.

CEMS Athletics Updates

- Mr. Chuck Hanson is the CMS Athletic Director for the 2021-2022 school year.
- Cross Country has begun for our elementary & middle school athletes – Ms. Melissa Smith is the elementary coach & Mr. Cody Williams is the middle school coach. Cross country meets are scheduled in Klawock, Craig, Thorne Bay, and Ketchikan (MS only) this season/school year.
- Please note, Mr. Chuck Hanson did submit a CMS Cross Country Mitigation Plan to Superintendent Reitan for the Craig Cross Country Meet scheduled for Saturday, September 18th. In addition, CMS Cross Country is scheduled to attend the Ketchikan Cross Country Meet on Saturday, October 9th; hence, Mr. Hanson will submit another CMS Cross Country Mitigation Plan to Superintendent Reitan for that meet as well.

Volunteers...a BIG thanks! 😊

- **CES Volunteers:** Ella Ebbighausen & Jillian Ebbighausen



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



Title 1 Mathematics Eligibility Guidelines

The following are general guidelines for Title 1 mathematics eligibility. Title 1 will serve only those students requiring Tier 2 interventions. Teachers should recognize that Tier 1 interventions should be applied and documented in the classroom by the classroom teacher prior to Title 1 consideration.

Kindergarten - Assess after 1st quarter

IXL: Marked as at-risk as per the IXL Diagnostic.

Primary Numeracy: Marked far below grade level on the Primary Numeracy Framework, indicating that the student needs regular intensive intervention.

First Grade

IXL: Marked as at-risk as per the IXL Diagnostic.

Primary Numeracy: Marked far below grade level on the Primary Numeracy Framework, indicating that the student needs regular intensive intervention.

Second Grade

IXL: Marked as at-risk as per the IXL Diagnostic.

Primary Numeracy: Marked far below grade level on the Primary Numeracy Framework, indicating that the student needs regular intensive intervention.

MAP: Scores may be referenced to support eligibility. Student Report must indicate the student is performing "Far Below Proficient" and is scoring at least one year below expectations in the area of Math (using norms report comparisons). Scores may be a reference at the middle of the year after the winter assessment session.

Third Grade

IXL: Marked as at-risk as per the IXL Diagnostic.

MAPS: Scores may be referenced to support eligibility. Student Report must indicate the student is performing "Far Below Proficient" and is scoring at least one year below expectations in the area of Math (using norms report comparisons).

Fourth Grade

IXL: Marked as at-risk as per the IXL Diagnostic.

MAPS: Scores may be referenced to support eligibility. Student Report must indicate the student is performing "Far Below Proficient" and is scoring at least one year below expectations in the area of Math (using norms report comparisons).

Fifth Grade

IXL: Marked as at-risk as per the IXL Diagnostic.

MAPS: Scores may be referenced to support eligibility. Student Report must indicate the student is performing "Far Below Proficient" and is scoring at least one year below expectations in the area of Math (using norms report comparisons).