

Meeting 2 - Title IA Improving Programs

SWRSD Parent Advisory Committee Meeting

March 17, 2025 immediately after Meeting 1 Regular PAC Meeting



Zoom Link: <https://tinyurl.com/SWRSDPAC>

Meeting ID: 812 5460 0396

Phone Dial In: 1 719 359 4580

Meeting ID: 812 5460 0396

1. Call to Order
2. Roll Call
3. Public Comment
 - a. Read public comment instructions
 - b. List those wishing to make public comment. First and last name and community.
 - c. Open for public comment by calling on each person.
4. Approval of Agenda
5. Approval of Minutes from October 28, 2024 Title IA Meeting
6. Reports & Feedback
 - a. Report to the Public
 - b. Application & Budget
 - c. School Success Plans
 - i. Designation status
 - ii. Progress towards meeting goals
7. Action Items
 - d. Recommendations
8. Adjournment

MISSION STATEMENT: *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.*

SCHOOL BOARD GOALS:

Cultural Programs

Strong, Dedicated Staff

Academic Growth for All

Community Involvement

Life-Ready Programs

Resources

- Minutes from October 28, 2024 Title IA Meeting
- Report to the Public Letter
- 24-25 Application & Budget
- School Success Designations and Plan Update

SWRSD PAC - Public Comment Instructions

Dear Parents, Guardians, Staff and Community Members,

First, thank you for attending this evening and please note that since this is a public meeting, just a reminder that we must adhere to Article VI, Item 8 of the SWRSD PAC Procedures and to Alaska State Statute (29.20.020) regarding public comment.

In providing your public comment, please ensure that you utilize the following as guidelines:

Provide first and last name

Testimony is limited to five minutes in length

Comments may not identify, reference or include complaints against any specific employee of the Southwest Region School District or member of the SWRSD PAC.

Lastly, please know that we appreciate you taking the time to voice your opinions, but that we must follow various protocols.

Southwest Region School District
Parent Advisory Committee Title IA Meeting Minutes
October 28, 2024 immediately following the Annual Meeting

1. Call to Order

The meeting was called to order by Mary Andrew, Chair at 12:28 pm

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Teresa Ayojiak , Member, Manokotak
Shellie Aloysius, Member, Aleknagik
Germaine Eningowuk, Member, Togiak
Christian Valdez, Member, Ekwok

Absent:

Betty Gardiner, Member, Clarks Point (U)
Nolan Foster, Member, Twin Hills (E)

Guests in Attendance:

Candice Hall, Director of Curriculum & Instruction
Lorraine Masterman, Yup'ik Studies Coordinator
Jon Clouse, Federal Programs Director

3. Public Comment

No public comment

4. Approval of Agenda

Germaine Eningowuk moved to approve the agenda with a second by Shellie Aloysius. Motion passed.

5. Approval of Minutes from February 26, 2024 Title IA Meeting

Germaine Eningowuk moved to approve the minutes with a second by Shellie Aloysius with correction to the spelling of her name. Motion passed.

6. Reports & Feedback

District staff gave oral reports to support the resources presented at the meeting

- Germaine Eningowuk asked about what happens if a CSI school does not make enough improvement after three years.
- Germaine Eningowuk asked how being short staff effects the implementation of School Success plans.
- Shellie Aloysius asked what ALICE is in the Title IA application.

7. Action Items

There were no recommendations so no action needed.

8. Adjournment

Mary Andrew motioned to adjourn with a second by Shellie Aloysius. Adjourned at 12:45 pm.

Mary Andrew, SWRSDPAC President

Date

Christian Valdez, SWRSDPAC Secretary

Date

Report to the Public



Annual Report to the Public --- School Year 2023-24

Dear Parent(s) and Guardian(s):

Recently the Alaska Department of Education & Early Development (DEED) released the 2023-2024 Report Cards to the Public for each school district and school in Alaska. These Report Cards present information about performance for the 2023-2024 school year. During this third administration of The Alaska System of Academic Readiness (AK STAR) assessment, students in grades 3-9 were assessed in English Language Arts and Mathematics. Students in grades 5, 8, and 10 took the Alaska Science Assessment.

To view a 2023-2024 School or District Report Card to the Public, go to <https://education.alaska.gov/compass/report-card>. Once there, you will be able to select which School or District Report Card to the Public you wish to view. This user-friendly website aims to provide families with clear, common information about all public schools and districts in our State. These Report Cards to the public contain data and information about academics, school environment, teacher quality, and more. If you are unable to access the Report Card to the Public online, please contact your student's school.

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure academic success. Working together as a team, we can improve not only how well our students are performing individually, but how our school and district is performing as a whole. There is nothing more important to administrators and teachers than ensuring that students are ready for the next step in their academic career. We look forward to partnering with you.

If you have any questions or concerns regarding our school or district report card to the public, please don't hesitate to contact your school principal or contact the school district representative listed below.

Sincerely,

Jon Clouse
Federal Programs Director
jclouse@swrsd.org
907 842 5287

Title IA Budget & Program

Budget Overview					
Southwest Region School District (45) Public School District - FY 2025 - ESEA Consolidated - Rev 3 - Title I-A					
Filter by Location:		All - \$1,005,429.46 ▼			
Account Code	Purpose Code	BG - Basic Grant	PE - Parent Engagement	H - Homeless	Total
310 - Certificated Salaries		87,184.00	0.00	0.00	87,184.00
320 - Non-Certificated Salaries		347,472.75	0.00	0.00	347,472.75
360 - Employee Benefits		104,542.77	0.00	0.00	104,542.77
410 - Professional & Technical		89,675.00	0.00	0.00	89,675.00
420 - Staff Travel		109,252.81	0.00	0.00	109,252.81
425 - Student Travel		900.00	0.00	0.00	900.00
440 - Other Purchased Services		59,220.28	0.00	0.00	59,220.28
450 - Supplies/Materials/Media		124,266.14	10,036.00	3,566.97	137,869.11
490 - Other Expenses (Dues and Fees)		3,550.00	0.00	0.00	3,550.00
495 - Indirect		58,897.61	638.28	226.85	59,762.74
480 - Tuition & Stipends (Students)		6,000.00	0.00	0.00	6,000.00
Total		990,961.36	10,674.28	3,793.82	1,005,429.46
				Adjusted Allocation	1,005,429.46
				Remaining	0.00

Program Details	
Southwest Region School District (45) Public School District - FY 2025 - ESEA Consolidated - Rev 3 - Title I-A	
Purpose of Title I-A The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. [Section 1001]	
A. Title I-A Targeted Assistance Programs - (as applicable) A.1. For all schools served with a targeted assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)] Southwest Region School does not have any targeted assistance schools. A.2. Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)] Southwest Region School does not have any targeted assistance schools. A.3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)] Southwest Region School does not have any targeted assistance schools.	
B. Title I-A Schoolwide Programs - (as applicable) B.1. Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)] All of our schools have current schoolwide plans in place and on file in both the individual school sites and the district office (on the district website). All of these plans include procedures that are in place at the individual school level describing how low-achieving students, in all subgroups, will receive assistance to improve performance levels. The process for annually reviewing and updating the schoolwide plans is an ongoing process throughout the year at each school and is monitored at the district level. The review and revision is completed by the school leadership team and feedback is provided by the district leadership team. The district is using the template provided by DEED.	

CSI 5% Schools are using the DEED Successful School Improvement process along with the Title IA Schoolwide supplemental document. These schools include Togiak School, Twin Hills School, and William Sonny Nelson School. The activities described in the schoolwide plans vary from school to school but the following list comprises many of the general activities used to help low-achieving students increase their level of achievement. After school programs that target students will specific academic needs; one-on-one and small group interventions; progress monitoring of interventions; development of SMART goals for students or groups of students based on student performance data. There is a focus on aligning practices with the District MTSS plan for reading which includes individualized reading plans for K-5 students as needed, multiple screenings, progress monitoring, and increased parent communication. PBIS and SEL instructional practices are also a focus. The district has selected the "district determined PPA amount" addressed in the instructions for completing the consolidated application. The PPA amounts do not correspond with the poverty levels because of the large range in school student population sizes between our schools. In order to provide equitable services, the PPA amounts are bigger for our smaller schools than our larger schools regardless of poverty levels.	B.2. Provide a general description of the use of Title I-A funds at each schoolwide school. [Section 1112(b)(5)] Each school will have parent and family engagement planned throughout the year (several events each year). The after school tutoring programs vary between schools. Differences include students served, number of days/hours of tutoring, transportation costs, and extra-duty costs. There are schools that have similar programs which are described in general below: Aleknagik School is a K-12 school that serve about 22 students. The after school program enrichment club operates once a week for 1 hour per session per grade span (K-12). There is a 1.1 FTE paraprofessional to support instruction in academics and Yup'ik Studies curriculum. Staff participate in the ASDN sponsored MTSS conference to support the MTSS intervention process. CHAMPS is the positive behavior support program being implemented in the school. Professional development in MTSS will also be a focus for staff. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulative, CTE consumables, etc. Summer school will be offered during the week of July 1 - 6, 2024. Clarks Point School is a K-12 school that serves about 11 students. Staff participate in the ASDN sponsored MTSS conference to support the ELA instruction. There is a 1.0 FTE paraprofessional to support instruction. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, supplies for a well-rounded education (physical education, science, and social studies). Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc. The school is partnering with the Sagayuuq Tribal Council to send students to the AFN Convention in Anchorage in October, 2024. The school will be pay for two chaperones for this trip to ensure students receive a well-rounded education. Twin Hills School is a K-12 schools that serves about 22 students. Students in 6th through 8th grade have the opportunity to participate in the after school programs to get help with homework and assignments. The staff and community will be working on developing a library within the school so support literacy. Professional development on the school improvement process will be a focus. There are 1.62 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM
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kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc. Summer school will be offered during the week of July 8-13, 2024.

William Sonny Nelson School is a K-12 schools that serves about 14 students. There are 0.833 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented. Summer school will be occurring for all K-5 students in July, 2024. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc. Summer school will be offered during the week of July 8-13, 2024.

Koliganek School is a K-12 school that serves about 55 students. The after/before school program operates two days a week for 1 hour per session. The target group is students in 1st through 12th grade to get extra help on homework and assignments, as well as, extra practice on specific skills based on the needs of students including reading skills through an online supplemental resource. There are opportunities for students to participate in enrichment activities to increase student engagement and offer a well-rounded education. There is 3.0 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

Chief Ivan Blunka School is a K-12 school that serves about 130 students. The after school program is differentiated per grade span. The program is available to all students but focuses on students in grades 1st through 5th that need intervention based on the MAP assessment (4 times per week). There is a homework assistance program for 6-12 grade students as well (twice a week). There are opportunities for students to participate in enrichment activities including a fab lab to increase student engagement and offer a well-rounded education. There are 3.3 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Supplies include basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc; supplies for after school rogram clubs (Fab Lab) - Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

Manokotak Nunaniq School is a K-12 school that serves about 134 students. The after school program operates four times a week between 1 and 1.5 hours per session. The program is available to all students as a time for homework assistance but the focus is on students in the elementary grades that would benefit from extra skill practice based on MTSS team meetings. Tutors meet with classroom teachers to develop mini-plans for specific students that need extra practice. Dual credit opportunities for students will be provided. Staff participate in the ASDN sponsored MTSS conference to support the MTSS intervention process. There is 1.6 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented. Supplies - basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc; After School Program Enrichment supplies to support the Fab Lab club. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.

Togiak School is a K-12 school that serves about 191 students. The after school program operates three times a week between for 1 hours per session (K-5, 6-8, 9-12 grade spans). The program is available to all students as a time for homework assistance. There are different tutors to meet the needs of the students in varying grade levels. CHAMPS is the positive behavior support program being implemented in the school. Dual credit opportunities will be available to

students. There are opportunities for students to participate in enrichment activities including a fab lab, weight lifting club, music club, and other clubs to increase student engagement and offer a well-rounded education. There are 2.0 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented. Dual credit opportunities will be available to students. Supplies - basic intervention supplies based on student need; STEM kits or other similar items for enrichment activities; books for the library; instructional supplies such as paper, pencils, crayons, notebooks, pens, manipulatives, CTE consumables, etc. Additional supplies to address instructional needs outlined in individualized learning plans such as notebooks, phenome building supplies, decoding supplies, etc.
B.3. For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)] Schoolwide planning is a continuous process throughout the year and involves a school leadership team for each school that includes various stakeholders. Each team begins a needs assessment in January, which includes various data including student achievement data, community feedback, staff input, and student feedback. The school leadership teams then meet multiple times during the spring to revise the schoolwide plan based on the results of the needs assessment. Title I Schoolwide plans an regular item on the local Community School Committee meetings which provides and opportunity for parent/community feedback. The district leadership reviews each site plan several times during the year and provide feedback as necessary. Part of the continuous process is to monitor the effectiveness of the plans outlined within the schoolwide plans by the district leadership team.
B.4. For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)] None of our schools have a new schoolwide plan.
C. Other Uses of Funds - (as applicable) Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.
C.1. Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(13)(A)] Southwest Region School district is not using funds for this purpose
C.2. Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(13)(B)] Southwest Region School district is not using funds for this purpose

C.3. Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(13)]

Professional Development

August 12-13, 2024

Professional development will occur for 9 school instructional leaders at the district office in Dillingham in the following areas: review the district MTSS models and how to effectively use the dedicated 30 minute block of time in the schedule for interventions at the K-5 grade level; review of new math and social studies curriculum; training in the development and implementation of PBIS structures; training on the evaluation process of staff; effective integration of technology to support instruction and interventions; blended instruction models; identification and support for homeless and foster care students; cultural integrations and supports; Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel.

August 12-13, 2024

Onboarding/induction programs for approximately 20 new to the district teachers at the district office in Dillingham on the following topics: effective implementation of the ELA, math, science and social studies curriculum will a focus on intervention supports; a new teacher orientation into teaching in rural Alaska. This is a mentoring type of program that introduces new teachers to the local culture, identifies common cross-cultural barriers (communication differences, family structure differences, etc.), provides information about local traditions, beliefs, and customs, and provides an on-site mentor that helps them adjust to the community, get involved in community events, and integrate culture into instruction. Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel.

August 14-15, 2024

Professional development will occur for approximately 70 instructional staff at the district office in Dillingham in the following areas:
K-6 teachers and instructional aides - effective implementation of the new math and social studies curricula to meet the state standards; effective implementation of Tier I ELA curriculum and Tier II interventions based on district MTSS plan, in conjunction with, effective use of benchmark assessments to develop individualized learning plans and for progress monitoring; effective communication strategies with parents that are centered on educational progress; effective implementation of cultural standards into instruction; introduction to PBIS structures.
7-12 teachers: effective implementation of the new math and social studies curricula to meet the state standards; identifying when interventions are necessary based on curriculum assessments; effective implementation of grade specific and content specific interventions; effective communication strategies with parents that are centered on educational progress; effective implementation of cultural standards into instruction; introduction to PBIS structures; CTE specific training in NCCER Core and effective instructional practices; effective integration of technology into instruction. Additional professional development will be provided regarding effective teaching via distance delivery and/or blended instruction models.
Costs include airfare, lodging, per diem, snacks and drinks, car rentals, fuel and food for an all staff dinner. Dillingham restaurants do not have the capacity to support an influx of 70 people to the community seeking dinner all at the same time. It is cheaper and more efficient for the district to provide food for dinner.

October 2024 or January, 2025

9 school instructional leaders will participate in professional development improve leadership skills and implementation of school-wide strategies to improve instruction and learning. The training will be focused around topics on effective leadership through, collaboration, MTSS implementation, and other effective leadership skills. The MTSS conference and principal's conference has provided this training in the past and has a rural focus that has been valuable to instructional leaders. (9 principals x \$2,200 per trip x 1 trip (includes airfare, lodging, per diem).

Other

ASDN membership

Parent Advisory Committee

November 2024 and February 2025 - eight parents to Dillingham for the semi-annual PAC meeting and then the annual meeting in Anchorage in April, 2024

Instruction

K-12 Social Studies Curriculum

Homeless

Supplies for homeless students to effectively participate in the education process and to eliminate barriers to participation

Support for Staff

Supporting teachers to get endorsements, certifications, and meet the AK Paraprofessional Qualifications requirements.

Recruiting

Contract with law firm to process H-B-1 visa candidates due to the severe teacher shortage in the district, state, and nation.

Foster Care Support

Transportation costs for students in foster care.

Educational Specialist

0.5 FTE for an Educational Specialist to support implementation of curriculum with an emphasis on the district MTSS plan.

Parent Engagement

Providing support to our school leadership teams for meaningful parent engagement

School Improvement Designations

Southwest Region School District - School Success Timeline Matrix								
School Name	Support Designation	Designation Year	Year 1 School Success Process	Year 2 School Success Process	Year 3 School Success Process	Year Eligible to Exit	Exit Status	Next Steps
Togiak School	CSI - 5%	2019-20 based on 2018-19 data	2022-23 Needs Assessment 3-yr Plan Development	2023-24 Implementation of 3-yr plan	2024-25 Implementation of 3-yr plan	2024-25 based on 2023-24 Data	Yes - Exited CSI Designation	Universal Support - no additional action required. Encourage school to continue the implementation of the School Success Plan
Twin Hills	CSI - 5%	2019-20 based on 2018-19 Data	2022-23 Needs Assessment 3-yr Plan Development	2023-24 Implementation of 3-yr plan	2024-25 Implementation of 3-yr plan	2024-25 based on 2023-24 Data	No - Requires More Rigorous Intervention	New Designation of CSI-MRI aka CSI More Rigorous Interventions A needs assessment will be conducted A 3-year plan will be developed; the school can exit during any year of the 3-yr plan.
William Sonny Nelson	CSI - 5%	2019-20 based on 2018-19 data	2022-23 Needs Assessment 3-yr Plan Development	2023-24 Implementation of 3-yr plan	2024-25 Implementation of 3-yr plan	2024-25 based on 2023-24 Data	Yes - Exited CSI Designation	Universal Support - no additional action required. Encourage school to continue the implementation of the School Success Plan
Manokotak Nunaniq	ATSI Economically Disadvantaged Subgroup	2023-24 based on 2022-23 Data	2024-25 Needs Assessment 3-yr Plan Development Implementation of Plan	2025-26 Optional but District Recommended Implementation of 3-yr plan	2025-26 Optional but District Recommended Implementation of 3-yr plan	2024-25 based on 2023-24 Data	Yes - Exited ATSI Designation	Continue with Needs Assessment Development of School Success Plan Start Implementation of School Success Plan Note - Schools can enter and exit ATSI frequently
Aleknagik	ATSI Economically Disadvantaged Subgroup	2024-25 based on 2023-24 Data	2024-25 Needs Assessment 3-yr Plan Development	2025-26 Implementation of 3-yr plan	2026-27 Implementation of 3-yr plan	2026-27 based on 2024-25 Data	TBD October 2025	Complete Needs Assessment and Development of School Success Plan
Chief Ivan Blunka	ATSI Students with Disabilities Subgroup	2024-25 based on 2023-24 Data	2024-25 Needs Assessment 3-yr Plan Development	2025-26 Implementation of 3-yr plan	2026-27 Implementation of 3-yr plan	2026-27 based on 2024-25 Data	TBD October 2025	Complete Needs Assessment and Development of School Success Plan

2023-24
School Success Plan Evaluations
(Year 1)

William Sonny Nelson School
Togiak School
Twin Hills School

William Sonny Nelson Success Plan Evaluation - Year 1 of Implementation				
Goal 1 - Ekwok School students will develop the skills and habits in reading that are aligned with a structured literacy approach.				
Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)
The percentage of K-5 students who meet grade level proficiency in reading has increased	K-5 mClass DIBELS Benchmark	The target was to increase the percentage of students who are at or above benchmark by 5% from BOY (beginning of year) 2023 to EOY (end of year) 2024. 12.5% of K-5 students were at or above benchmark on the BOY Dibels assessment.	Less than 5% of students were at or above benchmark on the EOY Dibels assessment.	No
The percentage of K-5 students who meet grade level proficiency in reading has increased	K-5 MAP Reading Benchmark	The target was 50% of students to meet their growth goal	55.6% of students with fall and spring MAP data met or exceeded their projected growth goal.	Yes
Teachers and staff will integrate evidence-based instructional practices that adequately address state standards; and collect progress monitoring data on all students.	K-5 mClass DIBELS Benchmark	100% of students will be progress monitored monthly	100% of K-5 students were progress monitored at bi-monthly	Yes
Teachers and staff will integrate evidence-based instructional practices that adequately address state standards; and collect progress monitoring data on all students.	K-5 MyView Fluency Assessments	40% of biweekly assessment data are collected; analyzed	Assessments administered but data trends not analyzed. DIBELS is being used routinely to check reading progress. It is the data that is being used to drive instruction. It is the most helpful data. This indicator was removed from the plan.	N/A
Teachers and staff will integrate evidence-based instructional practices that adequately address state standards; and collect progress monitoring data on all students.	Lesson plans showing evidence-based instructional practices	50% of lesson plans are incorporating evidence-based instructional practices	100% collected lesson plans show evidence based instructional practices	Yes
Goal 2 - All students will attend school each day, with the exception of excused absences, and the community will support this effort so that students are able to engage in learning throughout the school year.				
Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)

The schoolwide attendance rate for all students has increased.	Attendance		75% attendance school wide	81.4% schoolwide attendance rate	Yes
Conduct School Success Team meetings on a quarterly basis.	Meeting minutes		50% of meetings with full team	50% of school leadership meetings had all stakeholders represented	Yes
Increase number of communication strategies used routinely with stakeholders.	Meeting minutes		1 communication strategy was added to the communication methods	The Remind app was added as a communication strategy.	Yes

Togiak Success Plan Evaluation - Year 1 of Implementation				
Goal 1 - Togiak School students will develop the skills and habits in reading that are aligned with grade level expectations.				
Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)
The percentage of students who show growth towards grade level proficiency in reading has increased.	K-5 mClass DIBELS Benchmark	5.05% of K-5 students were at or above benchmark on the EOY DIBELS assessment.		Yes
The percentage of students who show growth towards grade level proficiency in reading has increased.	K-5 MAP Reading Benchmark	he target was to increase the percentage of students that met their growth goal by 5%. The baseline was 12% so the goal was 17%.	19% of K-5 students with fall and spring MAP data met or exceed their growth goal	Yes
The percentage of students who show growth towards grade level proficiency in reading has increased.	K-5 mClass DIBELS progress monitoring data	This will start in the 2nd year of implementation.	This will start in the 2nd year of implementation.	N/A
The percentage of students who show growth towards grade level proficiency in reading has increased.	Principal walkthroughs and lesson plans for K-5 teachers	The goal was that 75% of lessons had evidence based practices.	84% of lessons exhibited evidence based instructional strategies	Yes
The percentage of students who show growth towards grade level proficiency in reading has increased.	My View Formative Assessments entered in gradebooks by grade 1-5 teachers	The goal was that 100% of grade 1-5 teachers would implement MyView summative assessments and entering them into the gradebook	100% of grade 1-5 teachers were using MyView summative assessments and entering them in the gradebook	Yes

Goal 2 - Togiak School will utilize a School Leadership Team to improve communication with students and their families, increase community involvement, and integrate a Social Emotional Learning schoolwide plan.

Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)
School leader establishes a School and Community Leadership team composed of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives and students as appropriate that meets routinely to engage in continuous improvement.	Leadership Team Agenda	Leadership Team will meet 6/10 months	A full team that included all stakeholders did not happen. Need to identify a paraprofessional and a student. The team meet twice.	No
School Leadership Team plans and implements improvement strategies that are focused on student learning needs.	Leadership Team Agenda	Leadership Team will identify first improvement strategy implemented for the year	The target was to implement strategies focused on student need. This occurred through the school improvement process.	Yes
School Leadership Team will collect data on community involvement by surveying parents and staff members about involvement with the school	Parent and Staff Surveys (each teacher uses common sign in sheet & survey provided by office)	5% increase in parent participation for Parent/Teacher conferences by the second semester	A survey was administered for parents and community about the level of community involvement supported by the school. This was the only data collected.	No
School Leadership Team will gather data on community involvement by surveying parents and staff members about communication options.	Parent and Staff Surveys (each teacher uses common sign in sheet & survey provided by office)	5% increase in parent participation for Parent/Teacher conferences by the second semester	A survey was administered for parents and community about the adequacy of school communication.	Yes
Conduct School Leadership Team meetings on a quarterly basis.	Leadership Team Agenda	Leadership Team will meet 6/10 months	A full team that included all stakeholders did not happen. Need to identify a paraprofessional and a student. The team meet twice.	No
Determine the number of effective communication strategies to be used to consistently communicate with stakeholders.	Communication Committee Agenda	Establish/Implement one communication strategy and gauge its effectiveness (conduct survey)	The target was to implement one additional communication strategy and gauge effectiveness. That strategy was Remind. Based on the parent survey, it was deemed an effective strategy.	Yes

Utilize district PBIS framework currently in place.	Schoolwide matrices	This will start in the 2nd year of implementation.	This will start in the 2nd year of implementation.	N/A
School Leadership Team will identify an expert/consultant that will provide research-based trauma-informed teaching practices professional development (district focus-Suite 360)	Documented evidence of	Identify external expert in SEL programs to provide assessment of SEL needs for Togiak School	An external expert in SEL programs was identified and the assessment was completed	Yes
Develop the schedule of trainings with the consultant for trauma-informed teaching practices PD or district strategy (Suite 360)	Documented evidence of	Develop a professional development plan and timeline for Suite360 SEL program	A professional development plan was not created	No
The number of staff professional development trainings on trauma informed teaching practices will increase by quantity 2 per semester	Documented evidence of	Staff will participate in two trainings around the use of Suite360 for SEL learning	Training was made available to staff in the Suite360 Tier I SEL program. The number of staff that completed the training is unknown.	No
The number of research-based practices for SEL used by staff will increase by 2 per semester	Walkthrough data	The baseline for use of evidence-based SEL practices was zero. The target was to increase the use of these SEL practices through Suite360 by two strategies in the 2nd semester.	Data was not collected	No

Twin Hills Success Plan Evaluation - Year 1 of Implementation				
Goal 1 - Twin Hills School students will develop the skills and habits in reading that are aligned with a structured literacy approach				
Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)
The percentage of students whose grade-level reading achievement has increased.	K-5 mClass DIBELS Assessment	Increase the percentage of K-5 students who are at or above benchmark by 5% from BOY (beginning of year) 2023 to EOY (end of year) 2024.	20.00% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 20.00% of K-5 students were at or above benchmark.	No
The percentage of students whose grade-level reading achievement has increased.	K-5 MAP Assessment	50% of K-5 students will meet their growth goal	63.6% (7 of 11) of students with test data in the fall and spring met their growth goal	Yes
The percentage of students whose attendance has increased.	Individual attendance data	5% of all students will increase attendance between 22-23 and 23-24	The baseline was 38.5% so an additional 5% would be a goal of 43.5%. The actual percentage of students whose attendance increased was 76.9%.	Yes
School leadership team ensures that all students are taught evidence based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs	mClass DIBELS Assessment	100% of K-5 students will be progress monitored once a month	33% of K-5 students were progressed monitored once a month	No

Goal 2 - If we increase collaboration with our community and students' families to improve attendance through the use of incentives and recognition events, then students and families will partner with the school to increase student attendance and students will meet their reading growth targets.				
Indicator	Data Used for Evaluation	Year 1 Target	Actual Results	Target Met (Y or N)
Increase the percentage of school related activities that have a parent/community volunteer	Community attendance at school related activities	25% of school related activities will have a parent/community volunteer.	100% of school related activities had a parent/community volunteer including Open Gym, the Book Fair, and Elder Lunch program.	Yes
Increased number of incentives implemented for parent involvement in school related activities	List of incentives implemented for parent engagement related activities	Increase the number of incentives by one	100% - A student recognition plan was developed including awards each quarter.	Yes
Increase in parent/community attendance during school events	Parent/community sign in sheets	5% increase in parent/ community attendance	The baseline data was 0% in 2022-23. In 2023-24, the actual parent/community attendance rate at three school related events was 76.3%.	Yes
Increase in schoolwide attendance	Attendance data	5% increase in schoolwide student attendance	The baseline was 73.8% so an additional 5% would be a goal of 78.8%. The actual percentage of students whose attendance increased was 72.02%.	No

2024-25
School Success Plan Evaluations
(Year 2)

William Sonny Nelson School
Togiak School
Twin Hills School

WILLIAM SONNY NELSON SCHOOL

School Improvement Mid Year check

Goal 1 - Reading

Goal 1 is to improve reading for K-5 students. All teachers have received training in the ELA curriculum and how to access reading data. There is a reading tutoring program being implemented for K-5 students. About 75% of actions/strategies are complete or implemented.

Goal 2 - Attendance

Goal 2 is about improving student attendance rates. The goal is a school-wide attendance rate of 85% or higher. As through the end of December, the attendance rate was 89%. The school is on track to meet this goal

Goal 3 - Comms

Goal 3 is to continue to develop effective communication strategies with the parents and community. Currently, there are five strategies being used to get information to parents. 100% of these strategies are being implemented.



Exiting CSI Status!

In 2018, William Sonny Nelson School was designated as a comprehensive support and intervention school based on a number of performance indicators. As you may already know, William Sonny Nelson School has been working on the implementation of a school success plan for the past three years based.

We are happy to announce that William Sonny Nelson School will be exiting from the school success process! The school success process has worked and has significantly improved the performance indicators. The School Success Team will continue to implement the success plan through the end of this year.



TOGIAK SCHOOL

School Improvement Mid Year check

Goal 1 - Reading

Goal 1 is to improve reading for K-5 students. All teachers have received training in the ELA curriculum. Additional training on using testing data is planned. About 60% of actions/strategies are complete or implemented.

Goal 2 - Engagement

Goal 2 is about improving communication and community engagement. Feedback from parents through surveys have occurred to help the School Success Team develop a school-wide communication plan. About 60% of actions/strategies are complete or implemented.

Goal 3 - SEL

Goal 3 is for the development and implementation of a social and emotional learning plan (SEL) for all students. The school has a program that staff can use to help develop strategies to work through emotions in a productive manner. Next steps is to build a schoolwide SEL plan.



Exiting CSI Status!

In 2018, Togiak School was designated as a comprehensive support and intervention school based on a number of performance indicators. As you may already know, Togiak School has been working on the implementation of a school success plan for the past three years based.

We are happy to announce that Togiak School will be exiting from the school success process! The school success process has worked and has significantly improved the performance indicators. The School Success Team will continue to implement the success plan through the end of this year.



TWIN HILLS SCHOOL

School Improvement Mid Year check

Goal 1 - Reading

Goal 1 is to improve reading for K-5 students. Most teachers have received training in the ELA curriculum. There is a reading tutoring program being implemented for K-5 students. About 20% of actions/strategies are complete or implemented.

Goal 2 - Attendance

Goal 2 is about improving student attendance rates. The goal is for individual student attendance rates to increase by 10% from last year. As through the end of December, 42% of students were on track to meet that goal.

Goal 3 - Engagement

Goal 3 is to continue to develop effective engagement strategies for parents and community. The School Success Team is working on identifying an incentive for parent volunteers. The ultimate goal is to create an engagement plan.



Update on School Success Plan

In 2018, Twin Hills School was designated as a comprehensive support and intervention school (CSI) based on a number of performance indicators. As you may already know, Twin Hills School has been working on the implementation of a school success plan for the past three years based.

Twin Hills School will be receiving additional support through a new designation called CSI-MRI (more rigorous interventions). The School Success Team will continue to implement the success plan through the end of this year AND start the planning for the more rigorous interventions moving forward.

