

	<p>Twin Hills School PO Box 4064 Twin Hills, Alaska 99576 <i>Phone (907) 525 4215</i></p>	
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Successful School Improvement Plan

School Name: Twin Hills

Plan Year: 2023-2026

City/Village: Twin Hills

Phone Number: 907 525 4215

Principal: Louann Taylor

Contact Information: ltaylor@swrsd.org

District: Southwest Region School District

Superintendent: Audra Finkenbinder

District Liaison: Jon Clouse

Email: jclouse@swrsd.org

ESSA Designation: CSI 5%

TSI Subgroup(s) (if applicable): N/A

Revision Date: April 26, 2024



Form # 05-23-041a

Alaska Department of Education & Early Development



School Mission: 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 Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3-year plan based from data collected through the reviews and created in collaboration with school and community members (SCLT).

Goals & Strategies

Goal #1: All Twin Hills School students will develop the skills and habits for reading and mastering challenging text.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. The percentage of students whose grade-level reading achievement has increased.	DIBELS Benchmark	20% of K-5 students were on or above grade level benchmark in fall 2023	5% increase of students at or above benchmark on the 23-24 EOY assessment	10% increase of students at or above benchmark on the 24-25 EOY assessment	15% increase of students at or above benchmark on the 25-26 EOY assessment
	MAP Fall & Spring Assessment	54.5% of students met their growth goal from fall to spring in 2022-23	50% of students will meet their growth goal	65% of students will meet growth goal from fall to spring	80% of students will meet growth goal from fall to spring
2. The percentage of students whose attendance has increased.	Attendance data	38.5% of students had increased attendance between 21-22 and 22-23	5% of students will increase attendance between 22-23 and 23-24	10% of students will increase attendance between 23-24 and 24-25	15% of students will increase attendance between 24-25 and 25-26

Strategy #1: If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. 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. (Sc-3B.4)	DIBELS Benchmark	Dibels was not implemented in 2022-23 so baseline is 0%	100% of K-5 teachers are progress monitoring all students monthly using DIBELS	100% of K-5 teachers are progress monitoring all students monthly using DIBELS	100% of K-5 teachers are progress monitoring all students monthly using DIBELS
	MAP Fall and Spring Assessment	54.5% of students met their growth goal from fall to spring in 2022-23	50% of students will meet their growth goal	65% of students will meet growth goal from fall to spring	80% of students will meet growth goal from fall to spring

Year 1 Milestones and Actions

Milestone 1: Instructional staff implement an RTI/MTSS framework that includes the process of systematically administering DIBELS progress monitoring for students in grades K-5.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in DIBELS, specifically differentiated training based on staff needs (Sc-2B.3)	Training agenda, sign-in, and post training assessment	January or earlier	DIBELS provided by the district and training by reading specialist	Principal	District Curriculum Director
2. Implement DIBELS progress monitoring and collecting data.	Student data used by teacher	At least monthly data results starting in November	DIBELS teacher training funded by the district	Teachers	Principal, District Curriculum Director and Reading Specialist
3. Use DIBELS data to develop appropriate instruction to address individual students' needs.	Implementation chart	Monthly starting in January	Development of implementation chart	Principal, teachers	District Curriculum Director
4. School team use data to review effectiveness of progress monitoring as well as other supports to students as part of RTI/MTSS. (Sc-3C.3)	agendas/minutes	Quarterly starting in March	Development of school team meeting agenda template	Principal, Teachers	District Curriculum Director

Year 2 Milestones and Actions

Milestone 1: Teachers implement district reading/ELA curriculum with fidelity and utilize MAP data when developing instruction.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train instructional staff on MyView and UFLI. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Aug/Sept then continuously throughout the year (once a month)	Initial MyView & UFLI training provided by district or site Individualized training based on staff needs for the continuous training	Principal	District Curriculum Director
2. Collect UFLI assessment data	Repository or data bank	Sept/Oct	Storage method for UFLI assessment data	Principal Teachers	District Curriculum Director
3. Train instructional staff on how to administer DIBELS - both the screener and progress monitoring	Training agenda, sign-in, and post training assessment	Aug/Sept	Initial training provided by district or site Individualized training based on staff needs as needed	Principal Teachers	District Curriculum Director
4. Train instructional staff on how to access and analyze DIBELS data	Training agenda, sign-in, and post training assessment	Sept/Oct	Initial training provided by district or site Individualized training based on staff needs as needed	Principal Teachers	District Curriculum Director
5. Instructional staff will review student data and differentiate instruction to address students' needs. (Sc-3A.3)	School meeting sign in sheet or agendas/minutes	At least quarterly starting in	Dibels and MAP	Principal, Teachers	District Curriculum Director

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
		October			

Year 3 Milestones and Actions

Milestone 1: Teachers incorporate evidence based instructional strategies with fidelity within reading/literacy instruction related to increasing student engagement in reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Instructional staff will complete training on using evidence-based instructional strategies within multi grade level classrooms. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Mid year Jan/Feb annually	Multi-grade “best practices” training provided by external trainer	Principal Teachers	District Curriculum Director
2. School leadership team will provide a menu of evidence based instructional practices that address standards to instructional staff for meeting students’ needs. (Sc-3B.3)	Lesson Planning document or implementation chart	Mid year Jan/Feb annually	Evidence-based instructional practices template	Principal Teachers	District Curriculum Director
3. Instructional staff will implement appropriate multigrade level evidence-based instructional strategies. (Sc-3B.4)	Lesson Planning document or implementation chart	Mid year Jan/Feb annually	Development of lesson plan template or implementation chart	Principal Teachers	District Curriculum Director

Milestone 2: Teachers incorporate reading interest inventories to increasing student engagement in reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Instructional staff will complete training on the use of reading interest inventories.	Training agenda, sign-in, and post training assessment	Jan/Feb annually	Reading Interest Inventory training provided by district or site	Principal Teachers	District Curriculum Director
2. Conduct reading interest inventories on all students.	Completed interest inventory list	Feb/Mar	Development of reading interest inventory template	Principal Teachers	District Curriculum Director
3. Incorporate student information from reading interest inventories into reading	Lesson Planning document or	At least monthly	Development of lesson plan template	Principal Teachers	District Curriculum Director

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
instruction.	implementation chart		or implementation chart		

Strategy #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.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Increase the percentage of school related activities that have a parent/community volunteer.	Commitment list from parents/community	In 2022-23, 0% of school related activities had a parent/community volunteer.	25% of school related activities will have a parent/community volunteer.	50% of school related activities will have a parent/community volunteer.	75% of school related activities will have a parent/community volunteer.
2. Increased number of incentives implemented for parent involvement in school related activities	List of incentives developed	Fall 2023	Increase the number of incentives by one	Identify one incentive for parent participation	Increase the number of incentives by one
3. Increase in parent/community attendance during school events.	Event Attendance data	Fall 2023	5% increase in parent/community attendance	5% increase in parent/community attendance	5% increase in parent/community attendance
4. Increase in schoolwide attendance.	Attendance data	In 2022-23, student attendance rate was 73.8%	5% increase in student attendance	5% increase in student attendance	5% increase in student attendance

Year 1 Milestones and Actions

Milestone 1: School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. School leadership team will develop an implementation plan including identifying current incentives and new incentives.	Meeting agenda, sign-in, and post training	January	Recognition Incentives Clubs Gym Nights	Principal Instructional staff	Federal Programs Director
2. Build a schedule to implement incentive plan	Incentives monthly list/inventory	February	Schedule for incentive plan	Principal Instructional staff	Instructional Staff
3. Develop a student recognition plan.	Awards	March	Certificates Incentives Schedule	Principal	Instructional Staff
4. Track number of students whose attendance increased each quarter.	Quarterly student attendance data	October	Template to track data; school display showing progress	Principal	Instructional Staff Federal Programs Director

Year 2 Milestones and Actions

Milestone 1: School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. School leadership team will collaborate with community and families to develop a Parent/Community Engagement plan for cultural instruction; reading support; and school events.	Sign in sheets Schedule Photos Student writing	First quarter of academic year	Schedule for volunteer plan	Principal	Federal Programs Director Instructional staff
2. School leadership team will identify one incentive for parents to participate in school related activities.	Meeting agenda, sign-in, and post training	January	Identified incentive	Principal Instructional staff	Federal Programs Director



Year 3 Milestones and Actions

Milestone 1: School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Collaborate with the Tribal Council on ways to support attendance.	Sign in sheets Schedule	Quarterly	Template for collaborative projects	Principal	Twin Hills Village Council Federal Programs Director



Reporting

Year 1 Progress Reporting (To be completed at end of school year)

Goal 1: Twin Hills School students will develop the skills and habits in reading that are aligned with a structured literacy approach.

<u>Indicator 1:</u> Dibels	<u>Actual Results:</u> 20% of K-5 students were at or above benchmark on the BOY (beginning of year) assessment.	<u>Comments:</u> 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. 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 of above benchmark. This goal was not met.
<u>Indicator 1:</u> MAP	<u>Actual Results:</u> 63.6% (7 of 11) of students with test data in the fall and spring met their growth goal	<u>Comments:</u> The target was 50% of students to meet their growth goal so this target was met.
<u>Indicator 1:</u> MyView curriculum assessments	<u>Actual Results:</u> Did not collect this data	<u>Comments:</u> 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 target was removed.
<u>Indicator 2:</u> Attendance	<u>Actual Results:</u> 76.9%	<u>Comments:</u> The goal was to have 5% more students increase their attendance between SY22-23 and SY23-24. 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%. The goal was met.

Strategy 1: If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

<u>Indicator 1:</u> Dibels	<u>Actual Results:</u> 33% of K-5 students were progress	<u>Comments:</u> While 100% of teachers progress monitored each month, staff was only able to progress monitor 33% of K-5 staff at least monthly. This target
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	monitoring every month	was not met. Additional training and involving paraprofessionals needed.
<u>Indicator 1:</u> MAP	<u>Actual Results:</u> 63.6% (7 of 11) of students with test data in the fall and spring met their growth goal	<u>Comments:</u> The target was 50% of students to meet their growth goal so this target was met.
<u>Indicator1:</u> MyView Curricular Assessment	<u>Actual Results:</u> Did not collect this data	<u>Comments:</u> 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 target was removed.

Milestones and Actions

Milestone 1:

% Milestone Completed: 75% % Actions Completed: Action 1-80%; Action 2-100%; Action 3-100%; Action 4-in progress

Causes and Adjustments for Year 2: train new staff and paraprofessionals on DIBELS progress monitoring and build a schedule for systematic implementation.

Milestone 2:

% Milestones Completed: 66% % Actions Completed: Action 1-50%; Action 2-100%; Action 3-100%

Causes and Adjustments for Year 2: train new staff and paraprofessionals on MyView and UFLI curriculum

Strategy 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.

<u>Indicator 1:</u> Percentage of school related activities that have a parent /community volunteer	<u>Actual Results:</u> 100%	<u>Comments:</u> 100% of school related activities had a parent/community volunteer including Open Gym, the Book Fair, and Elder Lunch program. This target was met.
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<u>Indicator 1:</u> increase the number of incentives for student attendance by one	<u>Actual Results:</u> 100%	<u>Comments:</u> A student recognition plan was developed including awards each quarter. This target was met.
<u>Indicator : 1</u> Increase in parent/community attendance during school events	<u>Actual Results:</u> 100%	<u>Comments:</u> The goal was to increase parent/community attendance by 5%. The actual parent/community attendance rate at three school related events was 76.3%. This goal was met.
<u>Indicator : 1</u> Increase schoolwide attendance	<u>Actual Results:</u> 72.02%	<u>Comments:</u> The goal was to have 5% more students increase their attendance between SY22-23 and SY23-24. 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%. The goal was not met.

Milestones and Actions

% Milestones Completed: 100% % Actions Completed: Action1-100%; Action 2-100%; Action 3-100%; Action 4-83% attendance rate

Causes and Adjustments for Year 2: Need to focus on engaging middle/high school students with instruction.

Strategy 3: If we develop and implement a schoolwide Social Emotional Learning Plan, then teachers will be knowledgeable about research-based trauma informed teaching practices and students' educational and learning environment will be positively impacted.

<u>Indicator 1:</u> Identify trauma expert	<u>Actual Results:</u> 100%	<u>Comments:</u> Dr. Mark Yeagar was the expert that came out to Twin Hills for an assessment. This target was met.
<u>Indicator 1:</u> Develop PD schedule	<u>Actual Results:</u> 25%	<u>Comments:</u> This schedule needs to be developed.



Indicator 1: PD training Actual Results: 25% Comments: Some training completed during initial assessment from trauma expert.

Milestones and Actions

% Milestones Completed: 50% % Actions Completed: Action1-100%; Action 2-25%; Action 3-25%

Causes and Adjustments for Year 2: This strategy was added to the school empowerment plan mid-year and additional development is needed.

Year 2 Progress Reporting (To be completed at end of school year)

Goal 1: Twin Hills School students will develop the skills and habits in reading that are aligned with a structured literacy approach.

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 2: Attendance	Actual Results: text	Comments: Click or tap here to enter text.

Strategy 1: If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator1: Curricular Assessment	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.

Milestones and Actions

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2024

Alaska Department of Education & Early Development

Revised April 26,



% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 3: Click or tap here to enter text.



Strategy 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 1:	Actual Results: text	Comments: Click or tap here to enter text.
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parent volunteers

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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incentives

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Community attendance

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Student Attendance

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 3: Click or tap here to enter text.



Year 3 Progress Reporting (To be completed at end of school year)

Goal 1: Twin Hills School students will develop the skills and habits in reading that are aligned with a structured literacy approach.

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 2: Attendance	Actual Results: text	Comments: Click or tap here to enter text.

Strategy 1: If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator1: Curricular Assessment	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 4: Click or tap here to enter text.



Strategy 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 1:	Actual Results: text	Comments: Click or tap here to enter text.
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parent volunteers

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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incentives

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Community attendance

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Student Attendance

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 4: Click or tap here to enter text.



Assurances

By my signature below, I assure that

- ***the district has reviewed and approved the school's improvement plan as submitted through GMS,***
- ***that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.***
- ***that the district will continue to support the school in the full implementation of the plan as presented, and***
- ***the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.***
- ***The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).***

Superintendent's Signature: _____

Date: _____

By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by

- ***holding regular School and Community Leadership Team planning meetings,***
- ***monitoring the implementation of the actions and tasks according to the timeline, and***
- ***communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.***

Principal's Signature: _____

Date: _____