

## Successful School Improvement Plan

### School Information:

**School Name:** Togiak School

**City/Village:** Togiak

**Principal:** Aaron Anderson, Elementary

**Principal:** Mary Ann Chapman, Secondary

**District:** Southwest Region School District

**District Liaison:** Jon Clouse

**ESSA Designation:** CSI 5%

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

**Plan Year:** 2023-2026

**Phone Number:** 907 493 5829

**Contact Information:** aanderson@swrsd.org

**Contact Information:** mchapman@swrsd.org

**Superintendent:** Audra Finkenbinder

**Email:** jclouse@swrsd.org

**School Mission:** [Click or tap here to enter text.](#)

**School Vision:** Together we create a safe, respectful, and culturally sensitive environment where learning, preserving, and application of values will create lifelong learners, that promote individual and community success for students in the future they choose.





## School Plan

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

## Goals & Strategies

**Goal #1:** Togiak School students will develop the skills and habits for reading that are aligned with grade-level expectations

### Measures:

| Indicator(s)  | Data Source  | Baseline   | Target Yr 1   | Target Yr 2  | Target Yr 3   |
|---|--|--|---|--|---|
| 1. The percentage of students who show growth towards grade level proficiency in reading has increased. | K-5 DIBELS Benchmark ( <i>Fall to Spring comparison within the same academic year</i> )                          | 12% Fall; 28% Winter; 32% Spring of students proficient in Reading for the 2022-2023 school year (Fall 2023) | 5% increase in students who are proficient in grade level Reading for 2023-2024 school year.      | 5 % increase in students scores to reflect growth toward grade level Reading for 2024-2025 school year.  | 5 % increase in students scores to reflect growth grade level Reading for 2025-2026 school year.        |
|   | K-5 MAPS Reading ( <i>Fall to Spring comparison within the same academic year</i> )                              | 12.7% (overall schoolwide) of students proficient in Reading for the 2022-2023 school year (Spring 2023)     | 5 % increase in students who are proficient in grade level Reading for 2023-2024 school year.     | 5% increase in students' scores to reflect growth toward grade level Reading for 2024-2025 school year.  | 5% increase in students' scores to reflect growth toward grade level Reading for 2025-2026 school year. |
|   | K-5 DIBELS progress monitoring data ( <i>requires additional support for teachers to administer assessment</i> ) | 0% of teachers are progress monitoring students monthly and 57% are using DIBELS PM data to plan instruction | 0% of teachers are progress monitoring students monthly and using DIBELS data to plan instruction | 100% of teachers are progress monitoring students monthly and 100% using DIBELS data to plan instruction | 100% of teachers are progress monitoring students monthly and 100%using DIBELS data to plan instruction |



| Indicator(s) | Data Source   | Baseline  | Target Yr 1  | Target Yr 2   | Target Yr 3   |
|--------------|---|---|--|---|---|
|              | Principal/Leadership Team Walkthroughs and lesson plans ( <i>visits all k5 classrooms</i> ) | Fall 2023   | 75% of completed walkthroughs indicate use evidence-based instructional practices.   | 85% of completed walkthroughs indicate use evidence-based instructional practices.  | 100% of completed walkthroughs indicate use evidence-based instructional practices.   |
|              | My View Formative Assessments entered in gradebooks   | Baseline: 57% of 1-5 Teachers administering curriculum-based assessments at least 50% of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum-based assessments at least 75% of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum-based assessments at least <b>85%</b> of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum-based assessments at least <b>95%</b> of the school year and entering results in their online gradebook |



**Strategy #1:** If we use tier I, **evidence-based** instructional practices that address state standards with fidelity, then teachers will plan and deliver tier I instructional activities that support reading development, **and progress monitor students, then** students will meet their growth targets in reading.

**Measures:**

| Indicator(s)  | Data Source   | Baseline  | Target Yr 1  | Target Yr 2  | Target Yr 3  |
|---|---|---|--|--|--|
| <p>1. Teachers and staff use, with a high degree of fidelity, evidence-based Tier 1 instructional practices that adequately address state standards (SC-3b.2). Structured literacy components correlating to curriculum-based assessments in word study, vocabulary, and comprehension.</p> | <p>K-5 DIBELS Benchmark (<i>Fall to Spring comparison within the same academic year</i>)</p>                          | <p>12% Fall; 28% Winter; 32% Spring of students proficient in Reading for the 2022-2023 school year (Fall 2023)</p> | <p>5 % increase in students who are proficient in grade level Reading for 2023-2024 school year.</p>     | <p>5 % increase in students scores to reflect growth toward grade level Reading for 2024-2025 school year.</p>         | <p>5 % increase in students scores to reflect growth grade level Reading for 2025-2026 school year.</p>        |
|   | <p>K-5 MAPS Reading (<i>Fall to Spring comparison within the same academic year</i>)</p>                              | <p>12.7% of students proficient in Reading for the 2022-2023 school year (Spring 2023)</p>                          | <p>5 % increase in students who are proficient in grade level Reading for 2023-2024 school year.</p>     | <p>5 % increase in students scores to reflect growth toward grade level Reading for 2024-2025 school year.</p>         | <p>5 % increase in students scores to reflect growth grade level Reading for 2025-2026 school year.</p>        |
|   | <p>K-5 DIBELS progress monitoring data (<i>requires additional support for teachers to administer assessment</i>)</p> | <p>0% of teachers are progress monitoring students monthly and 57% are using DIBELS PM data to plan instruction</p> | <p>0% of teachers are progress monitoring students monthly and using DIBELS data to plan instruction</p> | <p>100% of teachers are progress monitoring students <u>monthly</u> and 100% using DIBELS data to plan instruction</p> | <p>100% of teachers are progress monitoring students monthly and 100%using DIBELS data to plan instruction</p> |



| Indicator(s) | Data Source   | Baseline   | Target Yr 1   | Target Yr 2   | Target Yr 3   |
|--------------|---|--|---|---|---|
|              | Principal/Leadership Team Walkthroughs and lesson plans <i>(visits all k5 classrooms)</i> | Fall 2023  | 75% of completed walkthroughs indicate use evidence- based instructional practices.   | 85% of completed walkthroughs indicate use evidence- based instructional practices.   | 100% of completed walkthroughs indicate use evidence- based instructional practices.  |
|              | Core Curriculum Formative Assessments entered in gradebooks                               | Baseline: 57% of 1-5 Teachers administering curriculum- based assessments at least 50% of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum- based assessments at least 75% of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum- based assessments at least 85% of the school year and entering results in their online gradebook | 100% of 1-5 teachers are administering curriculum- based assessments at least 95% of the school year and entering results in their online gradebook |



### Year 1 Milestones and Actions

Milestone 1: K-5 teachers implement evidence based tier 1 instructional practices for reading with fidelity.

| Actions  | Anticipated Outputs   | Timeline  | Resources/Budget                              | Person Responsible | Collaborators                                 |
|--|---|---|---|--------------------|---|
| 1. Train K-5 staff on appropriate evidence based instructional strategies using strategies UFLI and MyView curriculum. | Training agenda, sign- in, post training assessment                           | Beginning of school year (Aug/Sept) and monthly throughout the school year on staff professional development days | School Improvement Title IA<br>District Funds | Principals         | Leadership Team<br><br>Instruction Department |
| 2. Implement appropriate evidence based instructional strategies.  | Options include: Walkthroughs; gradebook checks; "Blue" folders; Lesson plans | At least monthly  | Walkthrough checklist                         | Teachers           | Leadership Team                               |

### Year 2 Milestones and Actions

Milestone 1: Grade K-5 teachers administer DIBELS progress monitoring probes to inform literacy interventions to impact student outcomes.

| Actions   | Anticipated Outputs   | Timeline                            | Resources/Budget                              | Person Responsible | Collaborators                                 |
|---|---|-------------------------------------|---|--------------------|---|
| 1. Conduct training for staff in DIBELS.  | Training agenda, sign-in, post training assessment  | Beginning of school year (Aug/Sept) | School Improvement Title IA<br>District Funds | Principals         | Leadership Team<br><br>Instruction Department |
| 2. Identify facilitator of testing and administer DIBELS progress monitoring in grade levels K-5. | Progress monitoring data collected and used by teachers to plan instructional activities. | At least monthly collection of data | School Improvement Title IA<br>District Funds | Teachers           | Leadership Team<br><br>Instruction Department |
| 3. Use DIBELS PM data to develop instruction to meet the needs of students.                       | Lesson plans for i-time;<br>Walk throughs   | At least monthly                    | School Improvement Title IA<br>District Funds | Teachers           | Leadership Team<br><br>Instruction Department |



### Year 3 Milestones and Actions

Milestone 1: Grade K-5 teachers will implement multi-grade instructional strategies focused on differentiated instruction

| Actions  | Anticipated Outputs                                | Timeline     | Resources/Budget                              | Person Responsible | Collaborators                             |
|--|--|--------------|---|--------------------|---|
| 1. Provide training for teachers on implementing Tier I instructional resources (MyView & UFLI) in a multi-grade setting | Training agenda, sign-in, post training assessment | By September | School Improvement Title IA<br>District Funds | Principals         | Leadership Team<br>Instruction Department |
| 2. Develop continuous PD Plan to reinforce differentiated instruction  | Dates and times of PD                              | By October   | School Improvement Title IA<br>District Funds | Principals         | Leadership Team<br>Instruction Department |
| 3. Identify instructional coach to support K-5 teachers with multi-grade differentiated instruction                      | Coaching observations, conversations, modeling.    | By October   | School Improvement Title IA<br>District Funds | Principals         | Leadership Team                           |



## Goals & Strategies

**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.

**Measures:**

| Indicator(s)   | Data Source  | Baseline                      | Target Yr 1  | Target Yr 2  | Target Yr 3   |
|--|--|-------------------------------|--|--|---|
| 1. 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. (Sc-1A.0) | Leadership Team Agenda   | August Leadership Team Agenda | Leadership Team will meet 6/10 months  | Leadership Team will meet at least quarterly   | Leadership Team will meet at least quarterly  |
| 2. School Leadership Team plans and implements improvement strategies that are focused on student learning needs. (Sc- 1C.3)   | Leadership Team Agenda   | August Leadership Team Agenda | Leadership Team will identify <u>first improvement strategy</u> implemented for the year | Leadership Team will consistently maintain and monitor strategy/ program implemented previous year | Leadership Team will determine effectiveness of and/or fidelity of implemented strategy/program from yr 1&2 |
| 3. School Leadership Team will collect data on community involvement by surveying parents and staff members <u>about involvement with the school.</u>  | Parent and Staff Surveys ( <i>each teacher uses common sign in sheet &amp; survey provided by office</i> ) | 1st Semester PT Conferences   | 5% increase by second semester PT conferences  | 10% increase by second semester PT conferences   | 15% increase by second semester PT conferences  |
| 4. School Leadership Team will gather data on community involvement by surveying parents and staff members <u>about communication options.</u>   | Parent and Staff Surveys ( <i>each teacher uses common sign in sheet &amp; survey provided by office</i> ) | 1st Semester PT Conferences   | 5% increase by second semester PT conferences  | 10% increase by second semester PT conferences   | 15% increase by second semester PT conferences  |

**Strategy #1:** We will establish a School Leadership Team that focuses on two-way communication so that school leaders, faculty, students, families, and



the community will work together **to positively impact** student learning. (Sc-4A.5)

**Measures:**

| Indicator(s)   | Data Source                    | Baseline                              | Target Yr 1   | Target Yr 2   | Target Yr 3   |
|--|--------------------------------|---------------------------------------|---|---|---|
| 1. Conduct School Leadership Team meetings on a quarterly basis. (Sc-1A.0)   | Leadership Team Agenda         | August Leadership Team Agenda         | Leadership Team will meet 6/10 months   | Leadership Team will meet quarterly   | Leadership Team will meet quarterly   |
| 2. Determine the number of effective communication strategies to be used to consistently communicate with stakeholders. (Sc- 1A.3) | Communication Committee Agenda | August Communication Committee Agenda | Establish/Implement one communication strategy and gauge its effectiveness (conduct survey) | Review existing communication strategies and gauge their effectiveness (conduct survey); refine communication strategies to target the most effective methods (at least twice per year) | Review existing communication strategies and gauge their effectiveness (conduct survey); refine communication strategies to target the most effective methods (at least twice per year) |



## Year 1 Milestones and Actions

Milestone 1: Create and implement School Leadership Team that includes both school and community members. (Sc-1A.0)

| Actions   | Anticipated Outputs                                       | Timeline     | Resources/Budget   | Person Responsible      | Collaborators    |
|---|---|--------------|--------------------|-------------------------|------------------|
| 1. Establish School Leadership Team members that consist of school leaders (2), community leaders (2), teacher (2) and staff (3) representatives, family representatives (6) , and students (3) (as appropriate). | List of Leadership Team members is established with EDC's | By August    | School Improvement | Principals              | Federal Programs |
| 2. Implement the School Leadership Team Meetings & schedule   | Schoolwide Implementation                                 | By September | School Improvement | Leadership Team Members | Federal Programs |
| 3. Establish goals of the School Leadership Team.   | Goals are crafted and ready for Staff feedback            | By October   | School Improvement | Leadership Team Members | Federal Programs |
| 4. Establish leadership functions and distribute responsibilities among members.  | Basic Roles are organized and defined.                    | By November  | School Improvement | Leadership Team Members | Federal Programs |
| 5. Create an academic year schedule for School Leadership Team meetings (Semester 2 schedule)   | Schedule and suggested goal action items are crafted      | By December  | School Improvement | Leadership Team Members | Federal Programs |



## Year 2 Milestones and Actions

Milestone 1: Review and enhance the existing **communication plan** used with students, their families, and community members.

| Actions  | Anticipated Outputs   | Timeline             | Resources/Budget                   | Person Responsible     | Collaborators    |
|--|---|----------------------|------------------------------------|------------------------|------------------|
| 1. Review goals of the schoolwide communication plan.  | Goals are reviewed by Staff and feedback is collected             | During 1st semester  | School Improvement and/or Title IA | School Leadership Team | Federal Programs |
| 2. Implement any changes to the schoolwide communication plan.   | Communication Plan  | During 2nd semester  | School Improvement and/or Title IA | School Leadership Team | Federal Programs |
| 3. Survey teachers on the use of schoolwide communication plan.  | Survey data<br>Professional Development                           | During 1st semester  | School Improvement and/or Title IA | School Leadership Team | Federal Programs |
| 4. Collect feedback from stakeholders on the communication plan, make revisions to the plan as needed. | Survey Results (from stakeholders) are reviewed to make revisions | End of each semester | School Improvement and/or Title IA | School Leadership Team | Federal Programs |

## Year 3 Milestones and Actions

Milestone 1: Maintain effective communication plan

| Actions   | Anticipated Outputs   | Timeline     | Resources/Budget                   | Person Responsible      | Collaborators    |
|---|---|--------------|------------------------------------|-------------------------|------------------|
| 1. Revisit and Revise Semester; Communication Plan- Plan for Year 3 | Consider changes, revisions necessary for a successful year 2 | by September | School Improvement and/or Title IA | Communication Committee | Federal Programs |

**Strategy #2:** If we develop and implement schoolwide initiatives to address social emotional learning and PBIS behavior management, then teachers will be knowledgeable about research-based trauma informed teaching practices and students’ educational and learning environment will be positively impacted.

**Measures:**

| Indicator(s)   | Data Source                     | Baseline  | Target Yr 1                    | Target Yr 2   | Target Yr 3   |
|--|---------------------------------|-----------|--------------------------------|---|---|
| 1. Utilize district PBIS framework currently in place.   | Schoolwide matrices             | Framework | NA                             | Become familiar with PBIS framework currently in place then determine next steps. | Evaluate PBIS implementation by staff.                        |
| 2. 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 training | None      | Identify source                | Continue training (on focus areas identified in Yr 1)                             | Continue training (on focus areas identified in Yr 1 or 2)    |
| 3. Develop the schedule of trainings with the consultant for trauma-informed teaching practices PD or district strategy (Suite 360)  | Documented evidence of training | None      | Develop Calendar               | Create Calendar for training/PD   | Create Calendar for training/PD                               |
| 4. The number of staff professional development trainings on trauma informed teaching practices will increase by quantity 2 per semester (Sc-1C.4)                                   | Documented evidence of training | None      | First training in 2nd Semester | 2 trainings (on strategies identified in Yr1)                                     | 2 trainings (on strategies identified in Yr1 or 2)            |
| 5. The number of research-based practices for SEL used by staff will increase by 2 per semester (Sc-1C.3)  | Walkthrough data                | None      | <i>Start in Year 2</i>         | 2 Strategies (identified in Yr 1) Implemented or Refined                          | 2 Strategies (identified in Yr 1 or 2) Implemented or Refined |



## Year 1 Milestones and Actions

Milestone 1: The School Leadership Team will develop and implement a schoolwide Social Emotional Learning Plan.

| Actions  | Anticipated Outputs            | Timeline       | Resources/Budget                   | Person Responsible | Collaborators  |
|--|--------------------------------|----------------|------------------------------------|--------------------|--|
| 1. Identify potential SEL programs that are being successfully implemented in other school districts | List of potential SEL programs | By December    | School Improvement and/or Title IA | SEL Committee      | Principal<br>Director of Student Support Services<br>Federal Programs Director |
| 2. Create schedule for training consultant for SEL/trauma-informed practices for staff               | List of potential SEL program  | By January     | School Improvement and/or Title IA | SEL Committee      | Principal<br>Director of Student Support Services<br>Federal Programs Director |
| 3. Conduct staff development training on SEL/trauma-informed teaching practices                      | Agenda                         | February - May | School Improvement and/or Title IA | SEL Committee      | Principal<br>Director of Student Support Services<br>Federal Programs Director |



## Year 2 Milestones and Actions

Milestone 1: The School Leadership Team will implement the identified schoolwide Social Emotional Learning Plan

| Actions   | Anticipated Outputs                                       | Timeline                            | Resources/Budget                       | Person Responsible               | Collaborators                              |
|---|---|-------------------------------------|--|----------------------------------|--|
| 1. Identify PBIS framework and resources currently in place.  | Post matrices around school, in classrooms, etc.          | Nov                                 | School Improvement/Title IA/DEED grant | School Leadership Team/PBIS team | Principal<br>District office               |
| 2. Develop action plan for next steps of implementation of PBIS and complete steps.                 | Action plan   | Jan                                 | School Improvement and/or Title IA     | School Leadership Team/PBIS team | Principal<br>District office               |
| 3. Continue training in Suite 360   | Timeline  | August/Sept                         | School Improvement and/or Title IA     | Principals                       | School Leadership Team                     |
| 4. Develop a quarterly professional development plan to be administered throughout the school year. | Schedule  | Quarterly                           | School Improvement and/or Title IA     | Principals                       | School Leadership Team<br>External Trainer |
| 5. Communicate the SEL Plan to stakeholders and offer training to stakeholders.                     | All Parent meeting followed by individual parent meetings | Open House and both P/T Conferences | School Improvement and/or Title IA     | Principals                       | School Leadership Team                     |



## Year 3 Milestones and Actions

Milestone 1: The School Leadership Team will develop and implement a schoolwide Social Emotional Learning Plan.

| Actions   | Anticipated Outputs                            | Timeline   | Resources/Budget                   | Person Responsible | Collaborators                                     |
|---|--|------------|------------------------------------|--------------------|---|
| 1. Implement the professional development plan.   | Craft school PD plan and Plan Roll Out Meeting | By October | School Improvement and/or Title IA | SEL Committee      | Principal<br>Director of Student Support Services |
| 2. Meet regularly to review and discuss the trainings and revise schedule if needed (Year 2 schedule) | 1 Strategy Implemented or Refined              | By April   | School Improvement and/or Title IA | SEL Committee      | Principal<br>Director of Student Support Services |



## Reporting

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

**Goal 1:** Togiak School students will develop the skills and habits for reading that are aligned with grade-level expectation

|                                |  |  |
|--------------------------------|--|--|
| <u>Indicator 1:</u> K-5 DIBELS | <u>Actual Results:</u> 35.05% of K-5 students were at or above benchmark on the EOY DIBELS 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. 25.81% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 35.05% of K-5 students were at of above benchmark. This goal was met. |
|--------------------------------|--|--|

|                             |   |  |
|-----------------------------|---|--|
| <u>Indicator 1:</u> K-5 MAP | Actual Results: 19% of K-5 students with fall and spring MAP data met or exceed their growth goal | Comments: The target was to increase the percentage of students that met their growth goal by 5%. The baseline was 12% so the goal was 17%. This goal was met. |
|-----------------------------|---|--|

|  |  |  |
|--|--|--|
| <u>Indicator 1:</u> DIBELS progress monitoring | Actual Results: No goal established for year one | Comments: This is a target which starts in year two of implementation, but 100% of K-5 teachers had started progress monitoring by March 2024. |
|--|--|--|

|                                    |   |   |
|------------------------------------|---|---|
| <u>Indicator 1:</u> Walkthroughs & | Actual Results: 84% of lessons exhibited evidence based | Comments: The goal was that 75% of lessons had evidence based practices. This goal was met. |
|------------------------------------|---|---|



evidence based lessons

instructional strategies

Indicator 1:

MyView assessments

Actual Results: 100% of K-5 teachers were using MyView summative assessments

Comments: The goal was that 100% of grade 1-5 teachers would implement MyView summative assessments. This goal was met.

**Strategy 1:** Strategy 1: Teachers and staff use, with a high degree of fidelity, evidence-based Tier I instructional practices that adequately address state standards (Sc- 3B.2) Structured literacy components (LETRS for K5 specifically, word study, vocabulary instructional routines, and repeated reading instruction of share texts measured with correlating curriculum-based assessments in word study, vocabulary, and comprehension.

Indicator 1: K-5 DIBELS

Actual Results: 35.05% of K-5 students were at or above benchmark on the EOY DIBELS assessment.

Comments: 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. 25.81% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 35.05% of K-5 students were at of above benchmark. This goal was met.

Indicator 1: K-5 MAP

Actual Results: 19% of K-5 students with fall and spring MAP data met or exceed their growth goal

Comments: The target was to increase the percentage of students that met their growth goal by 5%. The baseline was 12% so the goal was 17%. This goal was met.

Indicator 1: DIBELS progress monitoring

Actual Results: No goal established for year one

Comments: This is a target which starts in year two of implementation, but 100% of K-5 teachers had started progress monitoring by March 2024.

Indicator 1:

Actual Results: 84% of lessons

Comments: The goal was that 75% of lessons had evidence based practices.



Walkthroughs &  
evidence based lessons

exhibited evidence based  
instructional strategies

This goal was met.

Indicator 1:  
MyView assessments

Actual Results: 100% of K-5  
teachers were using MyView  
summative assessments

Comments: The goal was that 100% of grade 1-5 teachers would implement  
MyView summative assessments. This goal was met.

**Milestones and Actions**

% Milestones Completed: 100%

Actions Completed: 100%

Causes and Adjustments for Year 2: None



**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 1: Establish School Leadership Team      Actual Results: 90% complete      Comments: A full team that included all stakeholders did not happen. Need to identify a paraprofessional and a student. The team meet twice. This goal was not met.

Indicator 1: Improvement Strategies      Actual Results: 100% complete      Comments: The target was to implement strategies focused on student need. This occurred through the school improvement process. This goal was met.

Indicator 1: Community involvement data collection      Actual Results: 90% complete      Comments: A survey was administered for parents and community about the level of community involvement supported by the school. This was the only data collected. This goal was not met.

Indicator 1: Community communication data collection      Actual Results: 100%      Comments: A survey was administered for parents and community about the adequacy of school communication. This goal was met.



**Strategy 1:** We will establish a School Leadership Team that focuses on two-way communication so that school leaders, faculty, students, families, and the community will work together to positively impact student learning. (Sc-4A.5)

|   |                                     |  |
|---|-------------------------------------|--|
| <u>Indicator 1:</u> School Leadership Team Meetings | <u>Actual Results:</u> 90% complete | <u>Comments:</u> A full team that included all stakeholders did not happen. Need to identify a paraprofessional and a student. The team meet twice. This goal was not met. |
|---|-------------------------------------|--|

|  |                                      |   |
|--|--------------------------------------|---|
| <u>Indicator 1:</u> Communication Strategies | <u>Actual Results:</u> 100% complete | <u>Comments:</u> 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. This goal was met. |
|--|--------------------------------------|---|

**Milestones and Actions**

% Milestones Completed: 95%

% Actions Completed: Action 1 - 90%; Action 2 - 90%; Action 3 - 100%; Action 4 - 100%

Causes and Adjustments for Year 2: Milestone 1- Review and enhance the existing communication plan used with students, their families, and community members.



**Strategy 2:** 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.

Indicator 1: External Expert for SEL practices      Actual Results: 100% complete      Comments: An external expert in SEL programs was identified. This person provided an assessment of SEL needs for Togiak. This goal was met.

Indicator 1: Professional Development Plan with consultant      Actual Results: 0% complete      Comments: A professional development plan was not created. This goal was not met.

Indicator 1: Training for staff in SEL strategies will increase by two in the 2nd semester      Actual Results: 50% complete      Comments: Training was made available to staff in the Suite360 Tier I SEL program. The number of staff that completed the training is unknown. This goal was not met.

Indicator 1: Increase the number SEL strategies implemented by two in the 2nd semester      Actual Results: Unknown      Comments: This data was not collected. This goal was met.

**Milestones and Actions**

% Milestones Completed: 25%      % Actions Completed: Action 1 - 100%; Action 2 - 0%; Action 3 - 50%; Action 4 - 0%

Causes and Adjustments for Year 2: We moved this strategy to year 1 of implementation and got a good start on the SEL process. We will need to seek assistance from the consultant and determine how to incorporate Suite360 systematically throughout the school.



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

**Goal 1:** Togiak School students will develop the skills and habits for reading that are aligned with grade-level expectations

**Indicator: #1** Dibels **Indicator: #1** MAP

**Indicator: #1** Dibels Progress Monitoring **Indicator: #1**  
Walkthroughs & Lesson Plans

**Indicator: #1**

Core Curriculum Summative Assessments

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

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

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

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

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



**Strategy 1:** Teachers and staff use, with a high degree of fidelity, evidence based Tier 1 instructional practices that adequately address state standards (Sc- 3B.2) Structured literacy components (LETRS for K5 specifically, word study, vocabulary instructional routines, and repeated reading instruction of share texts measured with correlating curriculum based assessments in word study, vocabulary, and comprehension)

**Indicator: #1** Dibels **Indicator: #1** MAP

**Indicator: #1** Walkthroughs & Lesson Plans

**Indicator: #1**

Gradebook entries

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

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

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

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 3: Click or tap here to enter text.

**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: #1** Establish SL Team **Indicator: #1**

Improvement strategies **Indicator: #1** Community involvement data

**Indicator: #1** Community communication data

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

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

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

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

**Strategy 1:** We will establish a School Leadership Team that focuses on two-way communication so that school leaders, faculty, students, families, and the community will work together to positively impact student learning. (Sc-4A.5)

**Indicator: #1**

SL Team meetings **Indicator: #1** Communication Strategies

Actual Results: text Comments: text



**Milestones and Actions**

% Milestones Completed: text % Actions Completed: text Causes and Adjustments for Year 3: text

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

**Goal 1:** Togiak School students will develop the skills and habits for reading that are aligned with grade-level expectations

**Indicator: #1** Dibels **Indicator: #1** MAP  
**Indicator: #1** Dibels Progress Monitoring **Indicator: #1**  
Walkthroughs & Lesson Plans  
**Indicator: #1**

Core Curriculum Summative Assessments

- Actual Results: text Comments: Click or tap here to enter text.
- Actual Results: text Comments: Click or tap here to enter text.
- Actual Results: text Comments: Click or tap here to enter text.
- Actual Results: text Comments: Click or tap here to enter text.
- Actual Results: text Comments: Click or tap here to enter text.

**Strategy 1:** Teachers and staff use, with a high degree of fidelity, evidence based Tier I instructional practices that adequately address state standards (Sc-3B.2) Structured literacy components (LETRS for K5 specifically, word study, vocabulary instructional routines, and repeated reading instruction of share texts measured with correlating curriculum based assessments in word study, vocabulary, and comprehension)

**Indicator: #1** Dibels **Indicator: #1** MAP  
**Indicator: #1** Walkthroughs & Lesson Plans  
**Indicator: #1**

Gradebook entries

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



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

**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: #1** Establish SL Team **Indicator: #1** Improvement strategies **Indicator: #1** Community involvement data  
**Indicator: #1** Community communication data  
 Actual Results: text Comments: Click or tap here to enter text.  
 Actual Results: text Comments: Click or tap here to enter text.  
 Actual Results: text Comments: Click or tap here to enter text.  
 Actual Results: text Comments: Click or tap here to enter text.

**Strategy 1:** We will establish a School Leadership Team that focuses on two-way communication so that school leaders, faculty, students, families, and the community will work together to positively impact student learning. (Sc-4A.5)

**Indicator: #1**

SL Team meetings **Indicator: #1** Communication Strategies  
 Actual Results: text Comments: text  
 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: 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:

*Audha Tularich*

Date:

*6/3/2024*

**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.***

Elementary Principal's Signature:

*[Signature]*

Date:

*5/28/2024*

Secondary Principal's Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

# Title I Schoolwide Plan

## Assurances for Alaska's Empowerment Playbook

### 2024-2025

#### Contact Information

##### School Information

|                               |   |   |
|-------------------------------|---|---|
| School Name:<br>Togiak School | K-5 Principal:<br>Aaron Anderson<br><br>6-12 Principal:<br>Mary Ann Chapman | Address:<br>PO Box 50, Togiak, AK 99678 |
| Telephone:<br>907 493 5613    | Email: aanderson@swrsd.org<br>Email: mchapman@swrsd.org                     |   |

##### District Information

|  |                                       |   |
|--|---------------------------------------|---|
| District Name:<br>Southwest Region School District | Superintendent:<br>Audra Finkenbinder | Address:<br>PO Box 90, Dillingham, AK 99576 |
| Telephone: 907 842 5287                            | Email: afinkenbinder@swrsd.org        |   |

#### Schoolwide Enactment Information

##### Schoolwide Eligibility Information

What is the school's current poverty rate?: 100%

Is the school's poverty rate above 40%? (Y or N): Y

If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N): N/A

##### Schoolwide Plan Information

New Plan (Y or N): N

Initial Effective Date: 2014

Revision Date: April 15, 2024

## Plan Development and Consultation

Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

| Representation   | Name of Team Member                             | Roles/Responsibilities              |
|--|---|-------------------------------------|
| <b>Principal:</b><br><i>(required)</i>                               | Aaron Anderson<br>Mary Ann Chapman              | Plan development & implementation   |
| <b>Teachers:</b><br><i>(required)</i>                                | Colynn Isaacson<br>Rita Freaney<br>Brent Dasher | Plan development & implementation   |
| <b>Paraprofessionals:</b><br><i>(required)</i>                       | TBD   | Plan development & implementation   |
| <b>Parents &amp; Community:</b><br><i>(required)</i>                 | Gary Carlos                                     | Planning                            |
| <b>School Staff</b><br><i>(required)</i>                             | Margie Frost                                    | Planning                            |
| <b>Technical Assistance Providers:</b><br><i>(as appropriate)</i>    | Marla Freitag                                   | Plan development and progress check |
| <b>Administrators:</b><br><i>(as appropriate)</i>                    | Candice Hall                                    | Implementation                      |
| <b>*Title Programs:</b>  | Jon Clouse                                      | Plan development & implementation   |
| <b>*CTE:</b>   | Jon Clouse                                      | Plan development & implementation   |
| <b>*Head Start:</b>  | LeEisia O'Sullivan                              | Plan development & implementation   |
| <b>Specialized Instructional Support:</b><br><i>(as appropriate)</i> | Jandy Anderson                                  | Plan development & implementation   |
| <b>Tribes &amp; Tribal Organizations:</b><br><i>(as applicable)</i>  | Togiak Tribal Council                           | Planning                            |
| <b>Students:</b><br><i>(if plan relates to secondary school)</i>     |   |                                     |
| <b>Other:</b><br><i>(as needed)</i>                                  |   |                                     |

\*Administrators of programs that are to be consolidated in the schoolwide plan.

## Comprehensive Needs Assessment

Complete a Comprehensive Needs Assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migratory children). Complete the Alaska's Empowerment Playbook Comprehensive Needs Assessment, also referred to as the Situational Analysis, and upload to the School Improvement Application in GMS (if School Improvement School).

This includes the:

- [Profile Review](#),
- [Practice Review](#),
- [Program Review](#), and
- [Community Review](#).

# Schoolwide Plan Strategies

## Alaska’s Empowerment Playbook Sections for the Schoolwide Plan

A Title I schoolwide plan is comprehensive and must describe the educational program in the school and must include **all** required components identified above. The school must select at least one indicator from each required area listed in the Schoolwide Plan Strategies crosswalk below. The school must then create at least one strategy that aligns with the selected indicators.

The following requirements of the Title I Schoolwide Plan have been addressed in the applicable Empowerment Playbook sections as indicated in the chart below. Additional indicators may be addressed at the school’s discretion. Schools must fill out the [3-Year Successful School Improvement Plan & Assurances](#) (word document) and develop strategies that align with the indicators outlined below.

|   |  |
|---|--|
| <p><b>Required</b><br/>The schoolwide plan must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p>  | <p><b>Alaska’s Empowerment Playbook</b><br/>Within the <a href="#">3-Year Successful School Improvement Plan</a>, the school must have strategies that align with the indicators listed below. At least one indicator per area is required. Schools may develop multiple strategies per indicator.</p> |
| <p>Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.<br/><br/>(ESEA section 1114(b)(7)(A)(i))</p>  | <p>Indicator SC-1C.3,<br/>Indicator SC-3B.1,<br/>Indicator SC-3B.3, and/or<br/>Indicator SC-3B.4</p>   |
| <p>Use methods and instructional strategies that –</p> <ul style="list-style-type: none"> <li>• strengthen the academic program in the school,</li> <li>• increase the amount and quality of learning time, and</li> <li>• help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.</li> </ul> <p>(ESEA section 1114(b)(7)(A)(ii))</p> | <p>Indicator SC-3B.1,<br/>Indicator SC-3B.2, and/or<br/>Indicator SC-3B.4</p>  |
| <p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.<br/><br/>(ESEA section 1114(b)(7)(A)(iii))</p>   | <p>Indicator SC-3C.1, and/or<br/>Indicator SC-3C.2</p>   |
| <p><b>Optional</b><br/>The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –</p>   | <p><b>Alaska’s Empowerment Playbook</b><br/>Within the <a href="#">3-Year Successful School Improvement Plan</a>, the school may choose to have strategies that align with the indicators listed below.</p>  |
| <p>Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in</p>   | <p>Indicator SC-4C.1,<br/>Indicator SC-4C.2, and/or<br/>Indicator SC-4C.3</p>  |

|   |   |
|---|---|
| <p><b>Optional</b><br/>The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –</p>   | <p><b>Alaska’s Empowerment Playbook</b><br/>Within the <a href="#">3-Year Successful School Improvement Plan</a>, the school may choose to have strategies that align with the indicators listed below.</p> |
| <p>high school (such as Advance Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools.<br/>(ESEA section 1114(b)(7)(A)(iii)(II))</p>   |   |
| <p>Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).<br/>(ESEA section 1114(b)(7)(A)(iii)(III))</p> | <p>Indicator SC-3A.1,<br/>Indicator SC-4A.5, and/or<br/>Indicator SC-3C-3</p>   |
| <p>Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;<br/>(ESEA section 1114(b)(7)(A)(iii)(I))</p>   | <p>Indicator SC-4D.4, and/or<br/>Indicator SC-4D.5</p>  |
| <p>Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.<br/>(ESEA section 1114(b)(7)(A)(iii)(IV))</p>      | <p>Indicator SC-2B.1,<br/>Indicator SC-2B.2,<br/>Indicator SC-2B.3, and/or<br/>Indicator SC-3B.3</p>  |
| <p>Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.<br/>ESEA section 1114(b)(7)(A)(iii)(V))</p>   | <p>Indicator SC-4C.2, and/or<br/>Indicator SC-4C.3</p>  |

## Financial Requirements

Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

| Mark X if used                      | Dollar Amount | Program funds used to implement components of the schoolwide plan (check all that apply)      |
|-------------------------------------|---------------|---|
| <input checked="" type="checkbox"/> | \$147,700     | Title I, Part A: Improving Basic Programs Operated by Local Education Agencies                |
| <input type="checkbox"/>            |               | Title I, Part C: Education of Migratory Children**  |
| <input type="checkbox"/>            |               | Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders |
| <input type="checkbox"/>            |               | Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement          |
| <input type="checkbox"/>            |               | Title IV, Part A: Student Support and Academic Enrichment Grants                              |
| <input checked="" type="checkbox"/> | \$137,325     | Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**                      |
| <input checked="" type="checkbox"/> | \$50,000      | 1003(a): School Improvement   |
| <input checked="" type="checkbox"/> | \$16,000      | IDEA Part B**   |
| <input type="checkbox"/>            |               | Carl Perkins  |
| <input checked="" type="checkbox"/> | 3,720,500     | State Funds   |

| Mark X if used           | Dollar Amount | Program funds used to implement components of the schoolwide plan (check all that apply) |
|--------------------------|---------------|--|
| <input type="checkbox"/> |               | Local Funds  |
| <input type="checkbox"/> |               | Other:   |
| <input type="checkbox"/> |               | Other:   |

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.

## Checklist for Completion

- Complete the [Comprehensive Needs Assessment Section](#) of this form. This includes the [Profile Review](#), [Practice Review](#), [Program Review](#), and [Community Review](#).
- Complete the [Plan Development and Consultation Section](#) of this form.
- Develop strategies for the [applicable indicators](#) in Alaska's Empowerment Playbook as outlined in this form.
- Complete the [Fiscal Requirement Section](#) of this form.
- The superintendent and principal sign the [Assurance Agreement for Schoolwide Plan Section](#) of this form.
- Complete the [3- year Successful School Improvement Plan](#) (word document).
- Make Title I Schoolwide Plan available to the public (see [Guidance](#)).

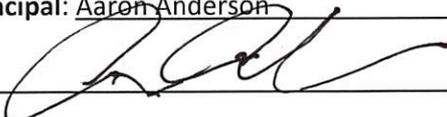
## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent or Designee: Audra Finkenbinder

Signature:  Date: 6/17/2024

Name of Principal: Aaron Anderson

Signature:  Date: 5/28/24

Name of Principal: Mary Ann Chapman

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Title I Schoolwide Program Overview & Requirements

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (A)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).

- The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).
- The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
- To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

### Making a Title I Schoolwide Plan Available to the Public

A Title I Schoolwide Plan in Alaska’s Empowerment Playbook includes three parts:

- 3-Year Successful School Improvement Plan,
- the Comprehensive Needs Assessment, which includes:
  - Profile Review,
  - Practice Review,
  - Program Review,
  - Community Review, and
- the Title I Schoolwide Plan Assurances for the current school year.

**These documents can be combined into one PDF document and posted on the school’s website.**