

Title I Schoolwide Plan

Assurances for Alaska's Empowerment Playbook

2023-2024

Contact Information

School Information

School Name: William Sonny Nelson School	Principal: Roxy Meneguín	Address: General Delivery, Ekwok, AK 99580
Telephone: 907 525 4215	Email: rmeneguín@swrsd.org	

District Information

District Name: Southwest Region School District	Superintendent: Steve Noonkesser	Address: PO Box 90, Dillingham, AK 99576
Telephone: 907 842 5287	Email: snoonkesser@swrsd.org	

Schoolwide Enactment Information

Schoolwide Eligibility Information

What is the school's current poverty rate?: 91.67%

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 27, 2023

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
Principal: (required)	Roxy Meneguini	Plan development & implementation
Teachers: (required)	Becky Kahlvik	Plan development & implementation
Paraprofessionals: (required)	Alice Karasti Mary Walcott	Plan development & implementation
Parents & Community: (required)	James Baehm Juliea Baehm	Planning
School Staff (required)	Sandra Stermer	Plan development & implementation
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)	Rick Mauderer	Implementation
*Title Programs:	Jon Clouse	Plan development & implementation
*CTE:	Jon Clouse	Plan development & implementation
*Head Start:	LeEsia O'Sullivan	Plan development & implementation
Specialized Instructional Support: (as appropriate)	LeEsia O'Sullivan	Plan development & implementation
Tribes & Tribal Organizations: (as applicable)	Ekwok Village Council	Planning
Students: (if plan relates to secondary school)		
Other: (as needed)		

*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.

Required 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—	Alaska's Empowerment Playbook Within the 3-Year Successful School Improvement Plan , 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.
Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards. (ESEA section 1114(b)(7)(A)(i))	Indicator SC-1C.3, Indicator SC-3B.1, Indicator SC-3B.3, and/or Indicator SC-3B.4
Use methods and instructional strategies that – <ul style="list-style-type: none"> strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii))	Indicator SC-3B.1, Indicator SC-3B.2, and/or Indicator SC-3B.4
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. (ESEA section 1114(b)(7)(A)(iii))	Indicator SC-3C.1, and/or Indicator SC-3C.2
Optional 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 –	Alaska's Empowerment Playbook Within the 3-Year Successful School Improvement Plan , the school may choose to have strategies that align with the indicators listed below.
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 high school (such as Advance Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools.	Indicator SC-4C.1, Indicator SC-4C.2, and/or Indicator SC-4C.3

Optional 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 – (ESEA section 1114(b)(7)(A)(iii)(II))	Alaska's Empowerment Playbook Within the 3-Year Successful School Improvement Plan , the school may choose to have strategies that align with the indicators listed below.
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.). (ESEA section 1114(b)(7)(A)(iii)(III))	Indicator SC-3A.1, Indicator SC-4A.5, and/or Indicator SC-3C.3
Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (ESEA section 1114(b)(7)(A)(iii)(I))	Indicator SC-4D.4, and/or Indicator SC-4D.5
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. (ESEA section 1114(b)(7)(A)(iii)(IV))	Indicator SC-2B.1, Indicator SC-2B.2, Indicator SC-2B.3, and/or Indicator SC-3B.3
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. ESEA section 1114(b)(7)(A)(iii)(V))	Indicator SC-4C.2, and/or Indicator SC-4C.3

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"/>	\$45,525	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 type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input checked="" type="checkbox"/>	\$50,000	1003(a): School Improvement
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$563,050	State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<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: Steve Noonkesser

Signature: _____

Date: 5/24/23

Name of Principal: Roxy Meneguín

Signature: _____

Date: 5/24/23

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)).

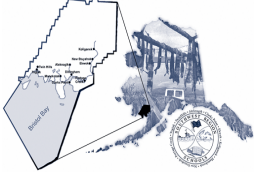

- To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State’s 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.

	<p>William Sonny Nelson School General Delivery Ekwok, Alaska 99580 <i>Phone (907) 493-5829</i></p>	
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Successful School Improvement Plan

School Name: William Sonny Nelson

Plan Year: 2023-2024

City/Village: Ekwok

Phone Number: 907 464 3344

Principal: Roxy Meneguín

Contact Information: rmeneguín@swrsd.org

District: Southwest Region School District

Superintendent: Steve Noonkesser

District Liaison: Jon Clouse

Email: jclouse@swrsd.org

ESSA Designation: CSI 5%

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

School Mission: The Southwest Region School District is committed to all students receiving an education that respects human dignity and diversity, that validates the history and culture of all ethnic groups, that is based on high expectations for academic success for every student, and that encourages students' and parents' active participation in the learning process.



Form # 05-23-041a

Alaska Department of Education & Early Development



KEY LEARNINGS/CONCLUSIONS FROM PROFILE, PRACTICE, & PROGRAM & COMMUNITY REVIEWS

Profile Review Key Learnings Include:

1. Parent and community engagement has been increasing gradually. Typically, there the people that are participating in parent/community engagement are the same people so there is a need to recruit others to be involved.
2. The staff, both teachers and paraprofessional, have been stable in both retention and job attendance.
3. So far, student attendance is lower this year than last year

Practice Review Key Learnings Include:

1. There is a strong School Leadership Team that regularly collaborates to review student data and revise instruction to improve learning outcomes.
 - Reference indicators 3A.1 through 3B.2; 3B.4; 3C.1; 3C.3
2. Instructional staff seek out and participate opportunities to improve instruction based on student need.
 - Reference indicators 2B.1 through 2B.3
3. Collaboration with the community to engage in student learning and discuss school based outcomes is an area of need.
 - Reference indicators 3C.2; 4C.2; 4C.3
4. A timeline for regular reviews of improvement plan needs to be established to make changes to programs, practices, and processes is necessary.
 - Reference indicators 1B.3; 1B.4; 1B.5

Program Review Key Learnings Include:

1. Middle school grade students are engaged with all programs and accountable for their own learning
2. Time constraints and multi-grade classrooms restrict the ability to use all programs to program fidelity
3. Identified an area to explore regarding supplemental online programs for lower elementary students to improve engagement and focus

Community Review Key Learnings Include:

1. Partner with the school to support family engagement activities and support learning at home.
2. Celebrate the success of children at awards ceremonies.
3. The school staff are working hard to teach the children.

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

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. The percentage of students who meet grade level proficiency in reading has increased	State recommended progress monitoring instrument	Establish in 2023-24 school year	5% increase in students' reading proficiency	10% increase in students' reading proficiency	15% increase in students' reading proficiency
	MAP Fall & Winter	0% of students met their growth goals from fall to spring in 2022-23	50% of students will meet their growth goal	65% of students will meet their growth goal	80% of students will meet their growth goal
	Core Curriculum Summative Assessments	Reading baseline to be established from 2023-24 school year	5% increase of students reading at grade level annually	10% increase of students reading at grade level annually	15% increase of students reading at grade level annually

Strategy #1: If we implement a structured literacy program that includes the use of evidence-based instructional practices and systematic progress monitoring to help identify students' skill deficiencies, then teachers will plan using data and deliver instructional activities that support reading development, and students will meet their growth targets in reading.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Teachers and staff will create and implement, with a high degree of fidelity, a structured literacy program (as outlined in Alaska's Strategic Reading Plan); integrate evidence-based instructional practices that adequately address state standards; and collect progress monitoring data on all students. (Sc-3B.2)	State recommended progress monitoring instrument	Establish Fall 2023	100% of students will be progress monitored monthly	100% of students will be progress monitored bi-monthly	100% of students will be progress monitored bi-monthly
	Literacy Curriculum Formative and Summative Assessment Data	Establish Fall 2023	50% of weekly assessment data are collected; analyzed	75% of weekly assessment data are collected; analyzed	85% of weekly assessment data are collected; analyzed
	Lesson Plans	Establish Fall 2023	50% of instructional staff are incorporating evidence-based instructional practices	75% of instructional staff are incorporating evidence-based instructional practices	100% of instructional staff are incorporating evidence-based instructional practices



Year 1 Milestones and Actions

Milestone 1: Teachers have implemented statewide literacy screener and are using progress monitoring data to impact student outcomes.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct professional development for staff on using statewide literacy screener.	Training agenda, sign-in, post training assessment	Beginning of 2023-24 school year (Aug/Sept)	School Improvement funds	Director of Instruction	Instruction Department Principal
2. Conduct professional development for staff on using state recommended progress monitoring instrument.	Training agenda, sign-in, post training assessment	Beginning of 2023-24 school year (Aug/Sept)	School Improvement funds	Director of Instruction	Instruction Department Principal
3. Begin collecting progress monitoring data in appropriate grade levels.	Progress monitoring data	At least twice a month collection of data in the 2023-24 school year	Data collection instrument School Improvement funds	Principal Teacher	Instructional staff
4. Use progress monitoring data to develop instruction to meet the needs of students.	Lesson plans	At least monthly in the 2023-24 school year	Lesson plan template School Improvement funds	Principal Teacher	Instruction Department Instructional staff

Milestone 2: Teachers targeted student deficiency areas by utilizing NWEA MAP data and literacy curriculum assessment data when developing instruction.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct professional development for staff on MAP/AK Star testing.	Training agenda, sign-in, post training assessment	Jan/Feb	School Improvement or Title IA	Instruction Department	Instruction Department Principal Instructional Staff
2. Train teachers on using literacy curriculum formative and summative assessments within lesson plans and what that looks like in a multigrade classroom.	Teacher demonstrations, PLC	March	External trainer for PD School Improvement or Title IA	Instruction Department	Instruction Department Principal Instructional Staff
3. Implementation of instructional strategies to address student data in lesson plans and classroom activities.	Lesson Plans	Nov/Dec	Lesson Plan template	Principal	Principal Instructional Staff

Year 2 Milestones and Actions

Milestone 1: Teachers implemented the use of evidence based instructional practices with fidelity.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct professional development for staff on components of a structured literacy	Training agenda, sign-in, post training assessment	Beginning of 2023-24 school year (Aug/Sept)	External trainer for PD School Improvement or Title IA	Principal	Instruction Department Instructional Staff
2. Implement using components of a structured literacy program with fidelity	Lesson plans	At least monthly in 2023-24	Lesson plan template	Principal	Instructional Staff



Year 3 Milestones and Actions

Milestone 1: Teachers implemented the use of evidence based instructional practices with fidelity.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Teachers and paraprofessional staff will complete training on using evidence-based instructional strategies and what that looks like in a multi-grade classroom.	Training agenda, sign-in, post training assessment	Beginning of school year (Aug/Sept)	External trainer for PD School Improvement or Title IA	Principal	Instruction Department
2. Implement appropriate grade level evidence-based instructional strategies.	Lesson plans	At least monthly	Lesson plan template	Principal	Instructional Staff
3. Conduct professional development for staff on how to increase self-monitoring skills in students in all grade levels.	Training agenda, sign-in, post training assessment	Possibly 2x a year -October February	External trainer for PD School Improvement or Title IA	Principal	Instruction Department
4. Implement those evidence-based strategies that promote self-monitoring skills in students.	Lesson plans	At least monthly starting in November	Lesson plan template	Principal	Instructional Staff

Goals & Strategies

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.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. The schoolwide attendance rate for all students has increased.	PowerSchool attendance	establish in 2022-2023 school year	85% attendance school wide	90% attendance school wide	95% attendance school wide

Strategy #1: If we increase community engagement in school-related activities then families will work with the school to increase student attendance and students will meet their academic goals. (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)	Agendas/minutes Sign in sheets	No established timeline	Four meetings on a quarterly basis	Four meetings on a quarterly basis	Four meetings on a quarterly basis
2. Increase number of communication strategies used routinely with stakeholders. (Sc-1A.3)	Implementation chart	3 strategies	4 strategies	4 strategies	5 strategies

Year 1 Milestones and Actions

Milestone 1: A plan was created to engage more student families and community members.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Student store for incentives for attendance	Tickets for attendance to earn for incentives	September 2023	School improvement funds	Principal	staff
2. Elders invited to lunch with students in the school	Elders and school will have a connection with each other?	monthly 2023-2024	Title IA in collaboration with food service	Mary and Sandra	Staff Food Service Director Federal Programs Director

Year 2 Milestones and Actions

Milestone 1: A plan was created to engage more student families and community members.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify current and potential opportunities to increase families and community members' participation in school-related activities.	Create family/community dinner and school related activities List of potential opportunities	September 2024 April 2025	School improvement/parent engagement	Principal	School staff

Year 3 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Develop a plan to increase the engagement of community partners in school-related activities, clearly defining responsibilities of the roles needed (volunteers, classroom support, sporting events, etc.)	posting sign-up for community members; Engagement Plan	October, November, February 2025-2026	School improvement/parent engagement	Principal	School staff
2. Display student work at community events such as carnivals, cakewalks and dinners.	display boards or students' work and related activities	October 2025	school improvement/parent engagement/ student funds	Principal	staff



Reporting

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

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

Indicator: # mClass Actual Results: text

Comments: Click or tap here to enter text.

Indicator: # Core Actual Results: text

Comments: Click or tap here to enter text.

Curriculum Summative

Assessments

Strategy 1: If we implement a structured literacy program that includes the use of evidence-based instructional practices and systematic progress monitoring to help identify students' skill deficiencies, then teachers will plan using data and deliver instructional activities that support reading development, and students will meet their growth targets in reading.

Indicator: # mClass Actual Results: text

Comments: Click or tap here to enter text.

Indicator: # Literacy Actual Results: text

Comments: Click or tap here to enter text.

curriculum formative and

summative assessments

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 2: Click or tap here to enter text.



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: # PowerSchool
Actual Results: text
attendance

Comments: Click or tap here to enter text.

Strategy 1: If we increase community engagement in school-related activities then families will work with the school to increase student attendance and students will meet their academic goals. (Sc-4A).

Indicator: # School
Actual Results: text
Leadership Team
Meetings

Comments: Click or tap here to enter text.

Indicator: # Increase of
Actual Results: text
communication strategies

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 2: Click or tap here to enter text.



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

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

Indicator: # mClass	Actual Results: text	Comments: text
Indicator: # Core	Actual Results: text	Comments: Click or tap here to enter text.
Curriculum Summative		
Assessments		

Strategy 1: If we implement a structured literacy program that includes the use of evidence-based instructional practices and systematic progress monitoring to help identify students' skill deficiencies, then teachers will plan using data and deliver instructional activities that support reading development, and students will meet their growth targets in reading.

Indicator: # mClass	Actual Results: text	Comments: text
Indicator: # Literacy	Actual Results: text	Comments: Click or tap here to enter text.
curriculum formative and		
summative assessments		

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 3: text



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: # PowerSchool
Actual Results: text
attendance

Comments: Click or tap here to enter text.

Strategy 1: If we increase community engagement in school-related activities then families will work with the school to increase student attendance and students will meet their academic goals. (Sc-4A).

Indicator: # School
Actual Results: text
Leadership Team
Meetings

Comments: Click or tap here to enter text.

Indicator: # Increase of
Actual Results: text
communication strategies

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.



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

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

Indicator: # mClass	Actual Results: text	Comments: text
Indicator: # Core	Actual Results: text	Comments: Click or tap here to enter text.
Curriculum Summative		
Assessments		

Strategy 1: If we implement a structured literacy program that includes the use of evidence-based instructional practices and systematic progress monitoring to help identify students' skill deficiencies, then teachers will plan using data and deliver instructional activities that support reading development, and students will meet their growth targets in reading.

Indicator: # mClass	Actual Results: text	Comments: text
Indicator: # Literacy	Actual Results: text	Comments: Click or tap here to enter text.
curriculum formative and		
summative assessments		

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 4: text



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: # PowerSchool
Actual Results: text
attendance

Comments: Click or tap here to enter text.

Strategy 1: If we increase community engagement in school-related activities then families will work with the school to increase student attendance and students will meet their academic goals. (Sc-4A).

Indicator: # School
Actual Results: text
Leadership Team
Meetings

Comments: Click or tap here to enter text.

Indicator: # Increase of
Actual Results: text
communication strategies

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.



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: _____

5/22/23

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: _____

5/22/23