

# Title I Schoolwide Plan

## Assurances for Alaska's Empowerment Playbook

### 2023-2024

#### Contact Information

##### School Information

School Name: Togiak School	Principal: Aaron Anderson	Address: PO Box 50, Togiak, AK 99678
Telephone: 907 493 5613	Email: aanderson@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?: 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 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
<b>Principal:</b> (required)	Aaron Anderson Karla Head	Plan development & implementation
<b>Teachers:</b> (required)	Reagan Dasher Brent Dasher	Plan development & implementation
<b>Paraprofessionals:</b> (required)	Janet Evatt	Plan development & implementation
<b>Parents &amp; Community:</b> (required)	Steven Liskey	Planning
<b>School Staff</b> (required)	Margie Frost	Planning
<b>Technical Assistance Providers:</b> (as appropriate)		
<b>Administrators:</b> (as appropriate)	Rick Mauderer	Implementation
<b>*Title Programs:</b>	Jon Clouse	Plan development & implementation
<b>*CTE:</b>	Jon Clouse	Plan development & implementation
<b>*Head Start:</b>	LeEsia O'Sullivan	Plan development & implementation
<b>Specialized Instructional Support:</b> (as appropriate)		
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	Togiak Tribal Council	Planning
<b>Students:</b> (if plan relates to secondary school)		
<b>Other:</b> (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.

<b>Required</b> 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—	<b>Alaska's Empowerment Playbook</b> 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.
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"> <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> (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
<b>Optional</b> 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 –	<b>Alaska's Empowerment Playbook</b> 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.
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

<b>Optional</b> 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))	<b>Alaska's Empowerment Playbook</b> 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.
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"/>	\$115,600	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"/>	\$115,700	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 checked="" type="checkbox"/>	3\$00	Carl Perkins
<input checked="" type="checkbox"/>	3,000,650	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: Aaron Anderson

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)).

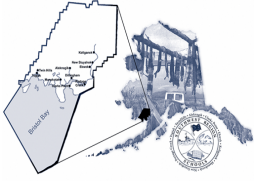

- To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State’s 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><b>TOGIAC SCHOOL</b>  <b>PO Box 50</b>  <b>Togiak, Alaska 99678</b>  <i>Phone (907) 493-5829</i></p>	
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## Successful School Improvement Plan

### School Information:

**School Name:** Togiak School

**City/Village:** Togiak

**Principal:** Aaron Anderson, Elementary

**Principal:** Karla Head, 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:** khead@swrsd.org

**Superintendent:** Steve Noonkesser

**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.



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. Achievement in reading is an area of focus
2. Social emotional learning and trauma informed practices school-wide is a need
3. The development of a culture of support for paraprofessionals to improve craft/become teachers

### Practice Review Key Learnings Include:

1. The review clearly showed a need for a School Leadership Team that is comprised of but not limited to school leaders, community leaders, teachers and staff representatives, family representatives, and students as appropriate.
  - a. Reference all indicators that have “School Leadership Team” in the language
2. The development of purpose driven School Teams that meet regularly (monthly) would be beneficial.
  - a. Reference 3C.1 through 3C.3
3. School-wide professional development centered on evidence-based instructional practices and includes SEL programs and supports is an area to explore
  - a. Reference 3A.1 & 3A.2
4. Develop a school-wide communication plan for “the school” to implement with students, parents and community members to review progress, seek input, create learning goals, and connect learning.
  - a. Reference 4B1 through 4B.3; and
  - b. Reference 4C.1 through 4C.3

### Program Review Key Learnings Include:

1. Student access to curricula is limited by reading levels of students
2. Professional development and accountability is needed for staff
3. Writing curriculum is not available or unknown by staff

**Community Review Key Learnings Include:**

1. Partner with the school to support family engagement activities and support learning at home.
2. Invite parents and local organizations into the school to work with children.
3. Increase communication strategies and modes of communication.



## 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 meet grade level proficiency in reading has increased.	K-5 DIBELS Fall, Winter, Spring Benchmark testing	____% 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 who are proficient in grade level Reading for 2024-2025 school year.	5 % increase in students who are proficient in grade level Reading for 2025-2026 school year.
	MAPS Reading testing Fall, Winter, & Spring	12.7% 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 who are proficient in grade level Reading for 2024-2025 school year.	5 % increase in students who are proficient in grade level Reading for 2025-2026 school year.
	K-5 DIBELS progress monitoring data	0% of teachers are progress monitoring students monthly and 57% are using DIBELS PM	0% of teachers are progress monitoring students monthly and using DIBELS data to plan	40% of teachers are progress monitoring students monthly and using DIBELS data to plan	70% of teachers are progress monitoring students monthly and using DIBELS data to plan

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
		data to plan instruction	instruction	instruction	instruction
	Principal/Leadership Walkthroughs and lesson plans	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	57% of K-5 Teachers administering curriculum-based assessments at least 50% of the school year and entering results in their online gradebook during the 2022-2023 school year	100% of K-5 teachers are administering curriculum-based assessments at least 75% of the school year and entering results in their online gradebook	100% of K-5 teachers are administering curriculum-based assessments at least 85% of the school year and entering results in their online gradebook	100% of K-5 teachers are administering curriculum-based assessments at least 95% 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
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)	K-5 DIBELS grade level reading assessments	____% 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 who are proficient in grade level Reading for 2024-2025 school year.	5 % increase in students who are proficient in grade level Reading for 2025-2026 school year.
	MAPS Reading assessment	12.7% 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 who are proficient in grade level Reading for 2024-2025 school year.	5 % increase in students who are proficient in grade level Reading for 2025-2026 school year.
	K-5 DIBELS progress monitoring data	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	40% of teachers are progress monitoring students monthly and using DIBELS data to plan instruction	70% of teachers are progress monitoring students monthly and using DIBELS data to plan instruction
	Principal/Leadership Walkthroughs and lesson plans	Fall 2023	75% of completed walkthroughs and lesson plan checks.	85% of completed walkthroughs and lesson plan checks.	100% of completed walkthroughs and lesson plan checks.
	Core Curriculum Formative	57 % of K-5 teachers used	100% of K-5 teachers are	100% of K-5 teachers are	100% of K-5 teachers are

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
	Assessments entered in gradebooks	curriculum-based assessments at least 50% of the school year during the 2022-2023 school year	administering curriculum-based assessments at least 75% of the school year and entering results in their online gradebook	administering curriculum-based assessments at least 85% of the school year and entering results in their online gradebook	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:** Teachers implement evidence based tier 1 instructional practices for reading with fidelity.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff on appropriate evidence based instructional strategies using strategies in the Alaska's Reading Playbook and LETRS training.	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 District Funds	Principals	Leadership Team  Instruction Department
2. Implement appropriate evidence based instructional strategies.	Lesson plans Walkthrough and gradebook checks	At least monthly	Lesson plan template  Walkthrough checklist	Teachers	Leadership Team





## Year 2 Milestones and Actions

**Milestone 2:** 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 District Funds	Principals	Leadership Team  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 District Funds	Teachers	Leadership Team  Instruction Department
3. Use DIBELS PM data to develop instruction to meet the needs of students during i-time.	Lesson plans for i-time; Walk throughs	At least monthly	School Improvement Title IA District Funds	Teachers	Leadership Team  Instruction Department



## Year 3 Milestones and Actions

**Milestone 3:** Grade 6-12 teachers will target student deficiency areas gathered from curriculum-based assessment data and progress monitoring when developing instruction.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Provide training for teachers on using formative assessment results within tier I lesson plans.	Training agenda, sign-in, post training assessment	By September	School Improvement Title IA District Funds	Principals	Leadership Team  Instruction Department
2. Train teachers on using formative assessments within intervention-lesson plans.	Teacher demonstrations, PLC	By September	School Improvement Title IA District Funds	Principals	Leadership Team  Instruction Department
3. Implementation of instructional strategies to address student data in lesson plans and classroom activities.	Lesson Plans Walkthrough data	By September	School Improvement Title IA District Funds	Teachers	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 comprised 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 7/10 months	Leadership Team will meet 8/10 months
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 first improvement strategy implemented for the year	Leadership Team will identify second improvement strategy implemented for the year	Leadership Team will identify third improvement strategy implemented for the year
3. School Leadership Team will collect data on community involvement by surveying parents and staff members about involvement with the school.	Parent and Staff Surveys	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 about <i>communication</i> options.	Parent and Staff Surveys	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 7/10 months	Leadership Team will meet 8/10 months
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:** Create and implement a communication plan to use with students, their families, and community members.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Establish goals of the schoolwide communication plan.	Goals are crafted and ready for Staff feedback	By February	School Improvement and/or Title IA	Communication Committee	Federal Programs
2. Develop the schoolwide communication plan.	Communication Plan	By February	School Improvement and/or Title IA	Communication Committee	Federal Programs
3. Implement the schoolwide communication plan. (Pilot communication plan)	Schoolwide Implementation	By March	School Improvement and/or Title IA	Communication Committee	Federal Programs
4. Collect feedback from stakeholders on the communication plan, make revisions to the plan as needed.	Survey Results are reviewed to make revisions	By May	School Improvement and/or Title IA	Communication Committee	Federal Programs

## Year 3 Milestones and Actions

**Milestone 1:**

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

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. School Leadership Team will identify an expert/consultant that will provide research-based trauma-informed teaching practices professional development	Documented evidence of training	None	0	Identify source	Continue training
2. Develop the schedule of trainings with the consultant for trauma-informed teaching practices PD	Documented evidence of training	None	0	calendar	initiate training
3. The number of staff professional development trainings on trauma informed teaching practices will increase by quantity 2 per semester (Sc-1C.4)	CSC Principals Report	January CSC Principals Report	0	0	2 trainings Held by mid year
4. The number of research-based practices for SEL used by staff will increase by 2 per semester (Sc-1C.3)	Walkthrough data	October CSC Principals Report	0	0	2 Strategies 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 March	School Improvement and/or Title IA	SEL Committee	Principal  Director of Student Support Services

## Year 2 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. Determine SEL to be used	Purchase or get program	Nov	School Improvement and/or Title IA	SEL Committee	Principal Director of Student Support Services
2. Identify training and trainer to be used	Timeline	By Feb	School Improvement and/or Title IA	Principals	SEL Committee
3. Develop a professional development plan to be administered throughout next school year.	Schedule	By April	School Improvement and/or Title IA	Principals	SEL Committee External Trainer
4. Communicate the SEL Plan to stakeholders and offer training to stakeholders.	Hold Roll Out Meeting	By March	School Improvement and/or Title IA	Principals	SEL Committee

## 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 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 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 expectations

<b>Indicator: #1</b> Dibels	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> MAP	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Dibels Progress Monitoring	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Walkthroughs & Lesson Plans	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Core Curriculum Summative Assessments	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)

<b>Indicator: #1</b> Dibels	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> MAP	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Walkthroughs & Lesson Plans	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Gradebook entries	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 2: 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.

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

<b>Indicator: #1</b> SL Team meetings	Actual Results: text	Comments: text
<b>Indicator: #1</b> Communication Strategies	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 2: text



## 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

<b>Indicator: #1</b> Dibels	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> MAP	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Dibels Progress Monitoring	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Walkthroughs & Lesson Plans	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Core Curriculum Summative Assessments	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)

<b>Indicator: #1</b> Dibels	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> MAP	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Walkthroughs & Lesson Plans	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Gradebook entries	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.

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

<b>Indicator: #1</b> SL Team meetings	Actual Results: text	Comments: text
<b>Indicator: #1</b> Communication Strategies	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: 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

<b>Indicator: #1</b>	Actual Results: text	Comments: Click or tap here to enter text.
Dibels		
<b>Indicator: #1</b>	Actual Results: text	Comments: Click or tap here to enter text.
MAP		
<b>Indicator: #1</b>	Actual Results: text	Comments: Click or tap here to enter text.
Dibels Progress		
Monitoring		
<b>Indicator: #1</b>	Actual Results: text	Comments: Click or tap here to enter text.
Walkthroughs & Lesson		
Plans		
<b>Indicator: #1</b>	Actual Results: text	Comments: Click or tap here to enter text.
Core Curriculum		
Summative Assessments		



**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)

<b>Indicator: #1</b> Dibels	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> MAP	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Walkthroughs & Lesson Plans	Actual Results: text	Comments: Click or tap here to enter text.
<b>Indicator: #1</b> Gradebook entries	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.

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

<b>Indicator: #1</b> SL Team meetings	Actual Results: text	Comments: text
<b>Indicator: #1</b> Communication Strategies	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: \_\_\_\_\_

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.

Elementary Principal's Signature: \_\_\_\_\_

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

5/22/23

Secondary Principal's Signature: \_\_\_\_\_

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

5/22/23