
	<p>TOGIAK SCHOOL PO Box 50 Togiak, Alaska 99678 <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: 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 meet grade level proficiency in reading has increased.	K-5 DIBELS Fall, Winter, Spring Benchmark testing	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 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 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.
	6-12 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 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
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Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
	K-5 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.
	6-12 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
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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 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 tests measured with correlating curriculum-based assessments in word study, vocabulary, and comprehension).	K-5 DIBELS Fall, Winter, Spring Benchmark testing	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 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.
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	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

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
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	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
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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 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 District Funds	Principals	Leadership Team 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 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

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)
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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 #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.

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	Identify source	Continue training	Continue training
2. Develop the schedule of trainings with the consultant for trauma-informed teaching practices PD	Documented evidence of training	None	Develop Calendar	Create Calendar	Create Calendar
3. 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	2 trainings
4. The number of research-based practices for SEL used by staff will increase by 2 per semester (Sc-1C.3)	Walkthrough data	None	Start in Year 2	2 Strategies Implemented or Refined	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 December	School Improvement and/or Title IA	SEL Committee	Principal Director of Student Support Services 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 Director of Student Support Services 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 Director of Student Support Services Federal Programs Director

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

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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Dibels Progress Monitoring **Indicator: #1**

Walkthroughs & Lesson Plans

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1

Core Curriculum Summative Assessments

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to



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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Walkthroughs & Lesson Plans

Indicator: #1

Gradebook entries

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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.

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

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

Indicator: #1 Community communication data

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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
enter text.

Comments: Click or tap here to

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

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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Dibels Progress Monitoring **Indicator: #1**

Walkthroughs & Lesson Plans

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1

Core Curriculum Summative Assessments

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to



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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Walkthroughs & Lesson Plans

Indicator: #1

Gradebook entries

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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
enter text.

Comments: Click or tap here to

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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Dibels Progress Monitoring **Indicator: #1**

Walkthroughs & Lesson Plans

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1

Core Curriculum Summative Assessments

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to



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

Actual Results: text
enter text.

Comments: Click or tap here to

Indicator: #1 Walkthroughs & Lesson Plans

Indicator: #1

Gradebook entries

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

Actual Results: text
enter text.

Comments: Click or tap here to

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
enter text.

Comments: Click or tap here to

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: _____

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: _____

Secondary Principal's Signature: _____

Date: _____









