



## Successful School Improvement Plan

### School Information:

**School Name:** Togiak School

**City/Village:** Togiak

**Principal:** Rick Mauderer

**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:** [rmauderer@swrsd.org](mailto:rmauderer@swrsd.org)

**Superintendent:** Audra Finkenbinder

**Email:** [jclouse@swrsd.org](mailto:jclouse@swrsd.org)

**School Mission:** Click or tap here to enter text.

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





## School Plan

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

## Goals & Strategies

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

### Measures:

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



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



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

**Measures:**

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



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



### Year 1 Milestones and Actions

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

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train K-5 staff on appropriate evidence based instructional strategies using strategies UFLI and MyView curriculum.	Training agenda, sign- in, post training assessment	Beginning of school year (Aug/Sept) and monthly throughout the school year on staff professional development days	School Improvement Title IA 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 1: Grade K-5 teachers administer DIBELS progress monitoring probes to inform literacy interventions to impact student outcomes.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct training for staff in DIBELS.	Training agenda, sign-in, post training assessment	Beginning of school year (Aug/Sept)	School Improvement Title IA 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.	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 1: Grade K-5 teachers will implement multi-grade instructional strategies focused on differentiated instruction

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



## Goals & Strategies

**Goal #2:** Togiak School will utilize a School Leadership Team to improve communication with students and their families, increase community involvement, and integrate a Social Emotional Learning schoolwide plan.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. School leader establishes a School and Community Leadership team composed of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives and students as appropriate that meets routinely to engage in continuous improvement. (Sc-1A.0)	Leadership Team Agenda	August Leadership Team Agenda	Leadership Team will meet 6/10 months	Leadership Team will meet at least quarterly	Leadership Team will meet at least quarterly
2. School Leadership Team plans and implements improvement strategies that are focused on student learning needs. (Sc- 1C.3)	Leadership Team Agenda	August Leadership Team Agenda	Leadership Team will identify <u>first improvement strategy</u> implemented for the year	Leadership Team will consistently maintain and monitor strategy/ program implemented previous year	Leadership Team will determine effectiveness of and/or fidelity of implemented strategy/program from yr 1&2
3. School Leadership Team will collect data on community involvement by surveying parents and staff members <u>about involvement with the school.</u>	Parent and Staff Surveys ( <i>each teacher uses common sign in sheet &amp; survey provided by office</i> )	1st Semester PT Conferences	5% increase by second semester PT conferences	10% increase by second semester PT conferences	15% increase by second semester PT conferences
4. School Leadership Team will gather data on community involvement by surveying parents and staff members <u>about communication options.</u>	Parent and Staff Surveys ( <i>each teacher uses common sign in sheet &amp; survey provided by office</i> )	1st Semester PT Conferences	5% increase by second semester PT conferences	10% increase by second semester PT conferences	15% increase by second semester PT conferences

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





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

**Measures:**

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



## Year 1 Milestones and Actions

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

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



## Year 2 Milestones and Actions

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

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

## Year 3 Milestones and Actions

Milestone 1: Maintain effective communication plan

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



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

**Measures:**

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



## Year 1 Milestones and Actions

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

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify potential SEL programs that are being successfully implemented in other school districts	List of potential SEL programs	By December	School Improvement and/or Title IA	SEL Committee	Principal 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 implement the identified schoolwide Social Emotional Learning Plan

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



## Year 3 Milestones and Actions

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

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Implement the professional development plan.	Craft school PD plan and Plan Roll Out Meeting	By October	School Improvement and/or Title IA	SEL Committee	Principal 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 expectation

<u>Indicator 1:</u> K-5 DIBELS	<u>Actual Results:</u> 35.05% of K-5 students were at or above benchmark on the EOY DIBELS assessment.	<u>Comments:</u> The target was to increase the percentage of students who are at or above benchmark by 5% from BOY (beginning of year) 2023 to EOY (end of year) 2024. 25.81% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 35.05% of K-5 students were at of above benchmark. This goal was met.
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<u>Indicator 1:</u> K-5 MAP	Actual Results: 19% of K-5 students with fall and spring MAP data met or exceed their growth goal	Comments: The target was to increase the percentage of students that met their growth goal by 5%. The baseline was 12% so the goal was 17%. This goal was met.
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<u>Indicator 1:</u> DIBELS progress monitoring	Actual Results: No goal established for year one	Comments: This is a target which starts in year two of implementation, but 100% of K-5 teachers had started progress monitoring by March 2024.
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<u>Indicator 1:</u> Walkthroughs &	Actual Results: 84% of lessons exhibited evidence based	Comments: The goal was that 75% of lessons had evidence based practices. This goal was met.
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evidence based lessons

instructional strategies

Indicator 1:  
MyView assessments

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

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

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

Indicator 1: K-5 DIBELS

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

Comments: The target was to increase the percentage of students who are at or above benchmark by 5% from BOY (beginning of year) 2023 to EOY (end of year) 2024. 25.81% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 35.05% of K-5 students were at of above benchmark. This goal was met.

Indicator 1: K-5 MAP

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

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

Indicator 1: DIBELS progress monitoring

Actual Results: No goal established for year one

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

Indicator 1:

Actual Results: 84% of lessons

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



Walkthroughs &  
evidence based lessons

exhibited evidence based  
instructional strategies

This goal was met.

Indicator 1:  
MyView assessments

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

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

**Milestones and Actions**

% Milestones Completed: 100%

Actions Completed: 100%

Causes and Adjustments for Year 2: None



**Goal 2:** Togiak School will utilize a School Leadership Team to improve communication with students and their families, increase community involvement, and integrate a Social Emotional Learning schoolwide plan.

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

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

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

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



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

<u>Indicator 1:</u> School Leadership Team Meetings	<u>Actual Results:</u> 90% complete	<u>Comments:</u> A full team that included all stakeholders did not happen. Need to identify a paraprofessional and a student. The team meet twice. This goal was not met.
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<u>Indicator 1:</u> Communication Strategies	<u>Actual Results:</u> 100% complete	<u>Comments:</u> The target was to implement one additional communication strategy and gauge effectiveness. That strategy was Remind. Based on the parent survey, it was deemed an effective strategy. This goal was met.
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**Milestones and Actions**

% Milestones Completed: 95%

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

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



**Strategy 2:** If we develop and implement a schoolwide Social Emotional Learning Plan, then teachers will be knowledgeable about research-based trauma informed teaching practices and students' educational and learning environment will be positively impacted.

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

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

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

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

**Milestones and Actions**

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

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



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

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

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

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

**Indicator: #1**

Core Curriculum Summative Assessments

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

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

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

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

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



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

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

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

**Indicator: #1**

Gradebook entries

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

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

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

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

**Milestones and Actions**

% Milestones Completed: text % Actions Completed: text Causes and Adjustments for Year 3: Click or tap here to enter text.

**Goal 2:** Togiak School will utilize a School Leadership Team to improve communication with students and their families, increase community involvement, and integrate a Social Emotional Learning schoolwide plan.

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

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

**Indicator: #1** Community communication data

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

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

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

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

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

**Indicator: #1**

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

Actual Results: text Comments: text



**Milestones and Actions**

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

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

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

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

Core Curriculum Summative Assessments

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

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

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

Gradebook entries

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





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

**Milestones and Actions**

% Milestones Completed: text % Actions Completed: text Causes and Adjustments for Year 4: Click or tap here to enter text.

**Goal 2:** Togiak School will utilize a School Leadership Team to improve communication with students and their families, increase community involvement, and integrate a Social Emotional Learning schoolwide plan.

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

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

**Indicator: #1**

SL Team meetings **Indicator: #1** Communication Strategies  
 Actual Results: text Comments: text  
 Actual Results: text Comments: Click or tap here to enter text.

**Milestones and Actions**

% Milestones Completed: text % Actions Completed: text Causes and Adjustments for Year 4: text



## Assurances

*By my signature below, I assure that*

*the district has reviewed and approved the school's improvement plan as submitted through GMS,*

*that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.*

*that the district will continue to support the school in the full implementation of the plan as presented, and*

*the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.*

*The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).*

Superintendent's Signature: \_\_\_\_\_

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: \_\_\_\_\_