

# Title I Schoolwide Plan

## Assurances for Alaska's Empowerment Playbook

### 2023-2024

#### Contact Information

##### School Information

School Name: Twin Hills School	Principal: LoAna Benton	Address: #5 Twin Hills Rd, Twin Hills, AK 99576
Telephone: 907 525 4215	Email: lbenton@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)	LoAna Benton	Plan development & implementation
<b>Teachers:</b> (required)	Robert Voorhees	Plan development & implementation
<b>Paraprofessionals:</b> (required)	Agnes Gamechuk Jessica Mark	Plan development & implementation
<b>Parents &amp; Community:</b> (required)	Thomas Demodski	Planning
<b>School Staff</b> (required)	Jennifer Henry	Plan development & implementation
<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)	LeEsia O'Sullivan	Plan development & implementation
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	Twin Hills Village 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"/>	\$45,650	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"/>		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"/>		IDEA Part B**
<input checked="" type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$555,270	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: LoAna Benton

*Signed by Jon Clouse, Federal Programs Director.*

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 style="text-align: center;"><b>Twin Hills School</b>  <b>PO Box 4064</b>  <b>Twin Hills, Alaska 99576</b>  <i>Phone (907) 525 4215</i></p>	
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## Successful School Improvement Plan

**School Name:** Twin Hills

**Plan Year:** 2023-2024

**City/Village:** Twin Hills

**Phone Number:** 907 525 4215

**Principal:** LoAna Benton

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

**District:** Southwest Region School District

**Superintendent:** Steve Noonkesser

**District Liaison:** Jon Clouse

**Email:** jclouse@swrsd.org

**ESSA Designation:** CSI 5%

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

**School Mission:** The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents active participation.



Form # 05-23-041a

Alaska Department of Education & Early Development





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

### **Profile Review Key Learnings Include:**

1. Support is needed to engage students and staff to increase attendance.
2. Student achievement in reading and math is priority area
3. Provide support to engage community/parents to develop meaningful relationships and involvement with planning, implementation, and volunteering

### **Practice Review Key Learnings Include:**

1. Implementation of programs with fidelity
2. Implementation of routine formative assessments and tracking the results
3. Ensure hiring practices are focused on investing in staff to invest in the school/community rather than other potential employment opportunities
  - Reference 2A.2
4. School/Community partnerships to help prepare community members for employment in the school or assist with school processes

### **Program Review Key Learnings Include:**

1. Supports needed for staff to effectively implement programs that are not designed for multigrade classrooms
2. Instruction is interrupted continuously to meet non-instructional responsibilities
3. Increase engagement and accountability of learning for secondary students

### **Community Review Key Learnings Include:**

1. Continue to work with parents/community to increase meaningful engagement in student learning
2. Build partnerships with parent/community for shared responsibilities.

## 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:** All Twin Hills School students will develop the skills and habits for reading and mastering challenging text.

### Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. The percentage of students whose grade-level reading achievement has increased.	DIBELS Grade level reading assessments	To be established 2023-2024 school year	5% of students will move up to the next level	10% of students will move up to the next level	15% of students will move up to the next level
	MAP Fall and Spring	54.5% of students met their growth goal from fall to spring in 2022-23	60% of students will meet their growth goal	70% of students will meet their growth goal	80% of students will meet their growth goal
	STAR Reading	To be established 2022-2023 school year	5% increase in students reading at grade level	10% increase in students reading at grade level	15% increase in students reading at grade level
2. The percentage of students whose attendance has increased.	Attendance data	To be established 2022-2023 school year	5% increase in overall student attendance	10% increase in overall student attendance	15% increase in overall student attendance

**Strategy #1:** If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. School leadership team ensures that all students are taught evidence based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs. (Sc-3B.4)	DIBELS Grade level reading assessments	Fall 2023	100% of K-5 teachers are progress monitoring all students monthly using DIBELS	100% of K-5 teachers are progress monitoring all students biweekly using DIBELS	100% of K-5 teachers are progress monitoring all students biweekly using DIBELS
	MAP Fall and Spring testing/ AKSTAR	To be established from 2022-2023 school year data	50% of students will meet their growth goal	65% of students will meet their growth goal	80% of students will meet their growth goal
	Core curriculum program assessments	To be established 2022-2023 school year	5% increase in students reading at grade level	10% increase in students reading at grade level	15% increase in students reading at grade level
	STAR Reading	To be established 2022-2023 school year	5% increase in overall student attendance	10% increase in overall student attendance	15% increase in overall student attendance



## Year 1 Milestones and Actions

**Milestone 1:** Instructional staff implement an RTI/MTSS framework that includes the process of systematically administering DIBELS progress monitoring for students in grades K-5.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in DIBELS. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Beginning of Academic School Year August/Sept annually	DIBELS provided by the district and training by reading specialist	Principal	District Curriculum Director and Reading Specialist
2. Implement DIBELS progress monitoring and collecting data.	Student data used by teacher	At least monthly data results	DIBELS teacher training funded by the district	Teachers	Principal, District Curriculum Director and Reading Specialist
3. Use DIBELS data to develop appropriate instruction to address individual students' needs.	Lesson Planning document or implementation chart	At least monthly	Development of lesson plan template or implementation chart	Principal, teachers	District Curriculum Director and Reading Specialist
4. School team use data to review effectiveness of progress monitoring as well as other supports to students as part of RTI/MTSS. (Sc-3C.3)	School meeting sign in sheet or agendas/minutes	At least quarterly	Development of school team meeting agenda template	Principal, Teachers	District Curriculum Director and Reading Specialist

**Milestone 2: Teachers implement district reading/ELA curriculum with fidelity and utilize MAP data when developing instruction.**

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Retrain instructional staff on district reading/ELA curriculum and supplemental materials. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Beginning of Academic School Year Sept/Oct annually	MyView training provided by district or site	Principal	District Curriculum Director and Reading Specialist
2. Begin collecting literacy/reading curriculum summative assessment data.	Core curriculum program assessments	Beginning of Academic School Year Oct/Nov annually	Development of data collection template	Principal, Teachers	District Curriculum Director and Reading Specialist
3. Conduct professional development training for instructional staff on MAP and AKSTAR; how to use the data to inform instruction.	Training agenda, sign-in, and post training assessment	Mid year of Academic School Year Jan/Feb annually	MAP data analysis & use training provided by District or Site	Principal, Teachers	District Curriculum Director and Reading Specialist
4. Instructional staff will review student data (MAP, AKSTAR, curriculum) and differentiate instruction to address students' needs. (Sc-3A.3)	School meeting sign in sheet or agendas/minutes	At least quarterly	Development of school team meeting agenda template	Principal, Teachers	District Curriculum Director and Reading Specialist

## Year 2 Milestones and Actions

**Milestone 1:** Teachers implement district reading/ELA curriculum with fidelity and utilize MAP data when developing instruction.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct professional development training for instructional staff on MAP; how to use the data to inform instruction.	Training agenda, sign-in, and post training assessment	Mid year of Academic School Year Jan/Feb annually	MAP data analysis & use training provided by District or Site	Principal, Teachers	District Curriculum Director and Reading Specialist
2. Instructional staff will review student data (MAP, AKSTAR, curriculum) and differentiate instruction to address students' needs. (Sc-3A.3)	School meeting sign in sheet or agendas/minutes	At least quarterly	Development of school team meeting agenda template	Principal, Teachers	District Curriculum Director and Reading Specialist

## Year 3 Milestones and Actions

**Milestone 1:** Teachers incorporate evidence based instructional strategies with fidelity within reading/literacy instruction related to increasing student engagement in reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Instructional staff will complete training on using evidence-based instructional strategies within multi grade level classrooms. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Mid year Jan/Feb annually	Multi-grade "best practices" training provided by external trainer	Principal Teachers	District Curriculum Director and Reading Specialist
2. School leadership team will provide a menu of evidence based instructional practices that address standards to instructional staff for meeting students' needs. (Sc-3B.3)	Lesson Planning document or implementation chart	Mid year Jan/Feb annually	Evidence-based instructional practices template	Principal Teachers	District Curriculum Director and Reading Specialist
3. Instructional staff will implement appropriate multigrade level evidence-based instructional strategies. (Sc-3B.4)	Lesson Planning document or implementation chart	Mid year Jan/Feb annually	Development of lesson plan template or implementation chart	Principal Teachers	District Curriculum Director and Reading Specialist





Milestone 2: Teachers incorporate reading interest inventories to increasing student engagement in reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Instructional staff will complete training on the use of reading interest inventories.	Training agenda, sign-in, and post training assessment	Mid year of Academic School Year Jan/Feb annually	Reading Interest Inventory training provided by district or site	Principal Teachers	District Curriculum Director and Reading Specialist
2. Conduct reading interest inventories on all students.	Completed interest inventory list	Mid year of Academic School Year Feb/Mar	Development of reading interest inventory template	Principal Teachers	District Curriculum Director and Reading Specialist
3. Incorporate student information from reading interest inventories into reading instruction.	Lesson Planning document or implementation chart	At least monthly	Development of lesson plan template or implementation chart	Principal Teachers	District Curriculum Director and Reading Specialist



**Strategy #2:** If we increase collaboration with our community and students' families to improve attendance through the use of incentives and recognition events, then students and families will partner with the school to increase student attendance and students will meet their reading growth targets.

**Measures:**

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Increased number of parent/community volunteers in school related activities.	Commitment list from parents/community	In 2022-23, 0% of school related activities had a parent/community volunteer.	25% of school related activities will have a parent/community volunteer.	50% of school related activities will have a parent/community volunteer.	75% of school related activities will have a parent/community volunteer.
2. Increased number of incentives implemented	List of incentives developed	Fall 2023	Increase the number of incentives by one	Increase the number of incentives by one	Increase the number of incentives by one
3. Increase in parent/community attendance during school events.	Event Attendance data	Fall 2023	5% increase in parent/community attendance	5% increase in parent/community attendance	5% increase in parent/community attendance
4. Increase in schoolwide attendance.	Attendance data	In 2022-23, student attendance rate was 73%	5% increase in student attendance	5% increase in student attendance	5% increase in student attendance

## Year 1 Milestones and Actions

Milestone 1: School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. School leadership team will develop an implementation plan including identifying current incentives and new incentives.	Meeting agenda, sign-in, and post training	Beginning of Academic School Year Sept	Recognition Incentives Clubs Gym Nights	Principal Instructional staff	Federal Programs Director
2. Build a schedule to implement incentive plan	Incentives monthly list/inventory	November	Schedule for incentive plan	Principal Instructional staff	Instructional Staff
3. Develop a student recognition plan.	Awards	February	Certificates Incentives Schedule	Principal	Instructional Staff
4. Track number of students whose attendance increased each quarter.	Quarterly student attendance data	October	Template to track data; school display showing progress	Principal	Instructional Staff

## Year 2 Milestones and Actions

Milestone 1: School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. School leadership team will collaborate with community and families to develop a Parent/Community Engagement plan for cultural instruction; reading support; and school events.	Sign in sheets Schedule Photos Student writing	First quarter of academic year	Schedule for volunteer plan	Principal	Federal Programs Director  Instructional staff



## Year 3 Milestones and Actions

**Milestone 1:** School staff implement multiple strategies to improve attendance.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Collaborate with the Tribal Council on ways to support attendance.	Sign in sheets Schedule	Quarterly	Template for collaborative projects	Principal	Twin Hills Village Council  Federal Programs Director



## Reporting

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

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

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 2: Attendance	Actual Results: text	Comments: Click or tap here to enter text.

**Strategy 1:** If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator1: Curricular Assessment	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	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.



**Strategy 2:** If we increase collaboration with our community and students' families to improve attendance through the use of incentives and recognition events, then students and families will partner with the school to increase student attendance and students will meet their reading growth targets.

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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parent volunteers

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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incentives

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Community attendance

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Student Attendance

### Milestones and Actions

% Milestones Completed: text      % Actions Completed: text

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





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

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

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 2: Attendance	Actual Results: text	Comments: Click or tap here to enter text.

**Strategy 1:** If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator1: Curricular Assessment	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	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.



**Strategy 2:** If we increase collaboration with our community and students' families to improve attendance through the use of incentives and recognition events, then students and families will partner with the school to increase student attendance and students will meet their reading growth targets.

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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parent volunteers

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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incentives

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Community attendance

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Student Attendance

### Milestones and Actions

% Milestones Completed: text      % Actions Completed: text

Causes and Adjustments for Year 3: Click or tap here to enter text.



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

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

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 2: Attendance	Actual Results: text	Comments: Click or tap here to enter text.

**Strategy 1:** If we implement with fidelity the ELA curriculum incorporating the use of evidence based instructional strategies and the state recommended RTI/MTSS framework which includes progress monitoring, then teachers will plan and provide quality reading/literacy instruction to support reading/literacy skills development and students will meet their individual reading growth targets

Indicator 1: mClass	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: MAP	Actual Results: text	Comments: Click or tap here to enter text.
Indicator1: Curricular Assessment	Actual Results: text	Comments: Click or tap here to enter text.
Indicator 1: Star Reading	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.



**Strategy 2:** If we increase collaboration with our community and students' families to improve attendance through the use of incentives and recognition events, then students and families will partner with the school to increase student attendance and students will meet their reading growth targets.

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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parent volunteers

Indicator 1:	Actual Results: text	Comments: Click or tap here to enter text.
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incentives

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Community attendance

Indicator : 1	Actual Results: text	Comments: Click or tap here to enter text.
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Student Attendance

### Milestones and Actions

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



## Assurances

**By my signature below, I assure that**

- *the district has reviewed and approved the school's improvement plan as submitted through GMS,*
- *that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.*
- *that the district will continue to support the school in the full implementation of the plan as presented, and*
- *the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.*
- *The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).*

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

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

5/22/23

**By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by**

- *holding regular School and Community Leadership Team planning meetings,*
- *monitoring the implementation of the actions and tasks according to the timeline, and*
- *communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.*

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

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

5/23/2023