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|  | <p>Twin Hills School PO Box 4064 Twin Hills, Alaska 99576 <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: Evelyn Willburn

Contact Information: ewillburn@swrsd.org

District: Southwest Region School District

Superintendent: Audra Finkenbinder

District Liaison: Jon Clouse

Email: jclouse@swrsd.org

ESSA Designation: CSI 5%

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



Form # 05-23-041a

Alaska Department of Education & Early Development





Revised 10/20/23

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.

School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3-year 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 | 7.69% of K-5 students were on or above grade level benchmark in fall 2023 | 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 | 50% of students will meet their growth goal | 65% of students will meet their growth goal | 80% of students will meet their growth goal |
| 2. The percentage of students whose attendance has increased. | Attendance data | 38.5% of students had increased attendance between 21-22 and 22-23 | 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 | Dibels was not implemented in 2022-23 so baseline is 0% | 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 | 54.5% of students met their growth goal from fall to spring in 2022-23 | 50% of students will meet their growth goal | 65% of students will meet their growth goal | 80% of students will meet their growth goal |
| | MyView curriculum program assessments | No data collected in 2022-23 so baseline is 0% | N/A | 100% of K-5 teachers will implement MyView assessments and track data | 100% of K-5 teachers will implement MyView assessments and track data |

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, specifically differentiated training based on staff needs (Sc-2B.3) | Training agenda, sign-in, and post training assessment | January or earlier | DIBELS provided by the district and training by reading specialist | Principal | District Curriculum Director |
| 2. Implement DIBELS progress monitoring and collecting data. | Student data used by teacher | At least monthly data results starting in November | 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. | Implementation chart | Monthly starting in January | Development of implementation chart | Principal, teachers | District Curriculum Director |
| 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) | agendas/minutes | Quarterly starting in March | Development of school team meeting agenda template | Principal, Teachers | District Curriculum Director |

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. 3.3.Retrain instructional staff on MyView and supplemental materials. (Sc-2B.3) | Training agenda, sign-in, and post training assessment | Continuous starting in January | Develop framework for pd based on staff needs MyView training provided by district or site | Principal | District Curriculum Director |
| 2. Conduct professional development training for instructional staff on DIBELS and MyView, specifically on how to use the data to inform instruction. | Training agenda, sign-in, and post training assessment | Jan/Feb annually then continuous | MAP data analysis & use training provided by District or Site | Principal, Teachers | District Curriculum Director |
| 3. Instructional staff will review student data and differentiate instruction to address students' needs. Dibels and MyView at a minimum, but may including MAP and AKSTAR. (Sc-3A.3) | School meeting sign in sheet or agendas/minutes | At least quarterly starting in October | Development of school team meeting agenda template | Principal, Teachers | District Curriculum Director |

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 |
| 2. Begin collecting literacy/reading curriculum summative assessment data. | Core curriculum program assessments | January | Development of data collection template | Principal, Teachers | District Curriculum Director |
| 3. 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 |
| 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 |

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 |

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| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|--|--|---------------------------------|---|-----------------------|------------------------------|
| 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 |
| 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 |

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 |
| 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 |
| 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 |

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 73.8% | 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 | January | Recognition Incentives Clubs Gym Nights | Principal Instructional staff | Federal Programs Director |
| 2. Build a schedule to implement incentive plan | Incentives monthly list/inventory | February | Schedule for incentive plan | Principal Instructional staff | Instructional Staff |
| 3. Develop a student recognition plan. | Awards | March | 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 Federal Programs Director |

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 |



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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 |



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Reporting

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

Goal 1: Twin Hills 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.



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

| | | |
|----------------------------|----------------------|--|
| Indicator 1: incentives | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator : 1 Community attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator : 1 Student Attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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Milestones and Actions

% Milestones Completed: text % Actions Completed: text

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



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

Goal 1: Twin Hills 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.



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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: parent volunteers | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator 1: incentives | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator : 1 Community attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator : 1 Student Attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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Milestones and Actions

% Milestones Completed: text % Actions Completed: text

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



Revised 10/20/23

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

Goal 1: Twin Hills 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.



Revised 10/20/23

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

| | | |
|----------------------------|----------------------|--|
| Indicator 1: incentives | Actual Results: text | Comments: Click or tap here to enter text. |
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| | | |
|---------------------------------------|----------------------|--|
| Indicator : 1 Community attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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| Indicator : 1 Student Attendance | Actual Results: text | Comments: Click or tap here to enter text. |
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Milestones and Actions

% Milestones Completed: text % Actions Completed: text

Causes and Adjustments for Year 4: Click or tap here to enter text.



Revised 10/20/23

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.*



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Principal's Signature:

Date:
