

Twin Hills School
PO Box 4064
Twin Hills, Alaska 99576
Phone (907) 525 4215



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

Revision Date: April 26, 2024



Form # 05-23-041a

Alaska Department of Education & Early Development





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 Benchmark	20% of K-5 students were on or above grade level benchmark in fall 2023	5% increase of students at or above benchmark on the 23-24 EOY assessment	10% increase of students at or above benchmark on the 24-25 EOY assessment	15% increase of students at or above benchmark on the 25-26 EOY assessment
	MAP Fall & Spring Assessment	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 growth goal from fall to spring	80% of students will meet growth goal from fall to spring
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% of students will increase attendance between 22-23 and 23-24	10% of students will increase attendance between 23-24 and 24-25	15% of students will increase attendance between 24-25 and 25-26



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 Benchmark	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 monthly using DIBELS	100% of K-5 teachers are progress monitoring all students monthly using DIBELS
	MAP Fall and Spring Assessment	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 growth goal from fall to spring	80% of students will meet growth goal from fall to spring



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



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. Train instructional staff on MyView and UFLI. (Sc-2B.3)	Training agenda, sign-in, and post training assessment	Aug/Sept then continuously throughout the year (once a month)	Initial MyView & UFLI training provided by district or site Individualized training based on staff needs for the continuous training	Principal	District Curriculum Director
2. Collect UFLI assessment data	Repository or data bank	Sept/Oct	Storage method for UFLI assessment data	Principal Teachers	District Curriculum Director
3. Train instructional staff on how to administer DIBELS - both the screener and progress monitoring	Training agenda, sign-in, and post training assessment	Aug/Sept	Initial training provided by district or site Individualized training based on staff needs as needed	Principal Teachers	District Curriculum Director
4. Train instructional staff on how to access and analyze DIBELS data	Training agenda, sign-in, and post training assessment	Sept/Oct	Initial training provided by district or site Individualized training based on staff needs as needed	Principal Teachers	District Curriculum Director
5. Instructional staff will review student data and differentiate instruction to address students' needs. (Sc-3A.3)	School meeting sign in sheet or agendas/minutes	At least quarterly starting in	Dibels and MAP	Principal, Teachers	District Curriculum Director



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
		October			

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
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	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	Feb/Mar	Development of reading interest inventory template	Principal Teachers	District Curriculum Director
3. Incorporate student information from reading interest inventories into reading	Lesson Planning document or	At least monthly	Development of lesson plan template	Principal Teachers	District Curriculum Director



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
instruction.	implementation chart		or implementation chart		

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. Increase the percentage of school related activities that have a parent/community volunteer.	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 for parent involvement in school related activities	List of incentives developed	Fall 2023	Increase the number of incentives by one	Identify one incentive for parent participation	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
2. School leadership team will identify one incentive for parents to participate in school related activities.	Meeting agenda, sign-in, and post training	January	Identified incentive	Principal Instructional staff	Federal Programs Director



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: Twin Hills School students will develop the skills and habits in reading that are aligned with a structured literacy approach.

<u>Indicator 1:</u> Dibels	<u>Actual Results:</u> 20% of K-5 students were at or above benchmark on the BOY (beginning of year) 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. 20.00% of K-5 students were at or above benchmark on the BOY Dibels assessment. On the EOY assessment, 20.00% of K-5 students were at of above benchmark. This goal was not met.
<u>Indicator 1:</u> MAP	<u>Actual Results:</u> 63.6% (7 of 11) of students with test data in the fall and spring met their growth goal	<u>Comments:</u> The target was 50% of students to meet their growth goal so this target was met.
<u>Indicator 1:</u> MyView curriculum assessments	<u>Actual Results:</u> Did not collect this data	<u>Comments:</u> DIBELS is being used routinely to check reading progress. It is the data that is being used to drive instruction. It is the most helpful data. This target was removed.
<u>Indicator 2:</u> Attendance	<u>Actual Results:</u> 76.9%	<u>Comments:</u> The goal was to have 5% more students increase their attendance between SY22-23 and SY23-24. The baseline was 38.5% so an additional 5% would be a goal of 43.5%. The actual percentage of students whose attendance increased was 76.9%. The goal was met.

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

<u>Indicator 1:</u> Dibels	<u>Actual Results:</u> 33% of K-5 students were progress	<u>Comments:</u> While 100% of teachers progress monitored each month, staff was only able to progress monitor 33% of K-5 staff at least monthly. This target
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monitoring every month

was not met. Additional training and involving paraprofessionals needed.

Indicator 1: MAP

Actual Results: 63.6% (7 of 11) of students with test data in the fall and spring met their growth goal

Comments: The target was 50% of students to meet their growth goal so this target was met.

Indicator1: MyView
Curricular Assessment

Actual Results: Did not collect this data

Comments: DIBELS is being used routinely to check reading progress. It is the data that is being used to drive instruction. It is the most helpful data. This target was removed.

Milestones and Actions

Milestone 1:

% Milestone Completed: 75%

% Actions Completed: Action 1-80%; Action 2-100%; Action 3-100%; Action 4-in progress

Causes and Adjustments for Year 2: train new staff and paraprofessionals on DIBELS progress monitoring and build a schedule for systematic implementation.

Milestone 2:

% Milestones Completed: 66%

% Actions Completed: Action 1-50%; Action 2-100%; Action 3-100%

Causes and Adjustments for Year 2: train new staff and paraprofessionals on MyView and UFLI curriculum

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: Percentage of school related activities that have a parent /community volunteer

Actual Results: 100%

Comments: 100% of school related activities had a parent/community volunteer including Open Gym, the Book Fair, and Elder Lunch program. This target was met.



Indicator 1: increase the number of incentives for student attendance by one

Actual Results: 100%

Comments: A student recognition plan was developed including awards each quarter. This target was met.

Indicator : 1 Increase in parent/community attendance during school events

Actual Results: 100%

Comments: The goal was to increase parent/community attendance by 5%. The actual parent/community attendance rate at three school related events was 76.3%. This goal was met.

Indicator : 1 Increase schoolwide attendance

Actual Results: 72.02%

Comments: The goal was to have 5% more students increase their attendance between SY22-23 and SY23-24. The baseline was 73.8% so an additional 5% would be a goal of 78.8%. The actual percentage of students whose attendance increased was 72.02%. The goal was not met.

Milestones and Actions

% Milestones Completed: 100% % Actions Completed: Action1-100%; Action 2-100%; Action 3-100%; Action 4-83% attendance rate

Causes and Adjustments for Year 2: Need to focus on engaging middle/high school students with instruction.

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

Indicator 1: Identify trauma expert

Actual Results: 100%

Comments: Dr. Mark Yeagar was the expert that came out to Twin Hills for an assessment. This target was met.

Indicator 1: Develop PD schedule

Actual Results: 25%

Comments: This schedule needs to be developed.



Indicator 1: PD training Actual Results: 25% Comments: Some training completed during initial assessment from trauma expert.

Milestones and Actions

% Milestones Completed: 50% % Actions Completed: Action1-100%; Action 2-25%; Action 3-25%

Causes and Adjustments for Year 2: This strategy was added to the school empowerment plan mid-year and additional development is needed.

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.



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.
parent volunteers

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

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

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



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.
parent volunteers

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

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

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

Milestones and Actions

% Milestones Completed: text % Actions Completed: text

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:

Archer Robinson

Date:

6/3/2024

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:

[Signature]

Date:

5/31/24

Title I Schoolwide Plan

Assurances for Alaska's Empowerment Playbook

2024-2025

Contact Information

School Information

School Name: Twin Hills School	Principal: Evelyn Willburn	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: Audra Finkenbinder	Address: PO Box 90, Dillingham, AK 99576
Telephone: 907 842 5287	Email: afinkenbinder@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 26, 2024

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
Principal: <i>(required)</i>	Evelyn Willburn	Plan development & implementation
Teachers: <i>(required)</i>	Kimberly Goode	Plan development & implementation
Paraprofessionals: <i>(required)</i>	Agnes Gamechuk Jessica Mark	Plan development & implementation
Parents & Community: <i>(required)</i>	Thomas Demodski	Planning
School Staff <i>(required)</i>	Carolyn Blue	Plan development & implementation
Technical Assistance Providers: <i>(as appropriate)</i>	Marla Frietag	Plan development & progress check
Administrators: <i>(as appropriate)</i>	Candice Hall	Implementation
*Title Programs:	Jon Clouse	Plan development & implementation
*CTE:	Jon Clouse	Plan development & implementation
*Head Start:	LeEsia O'Sullivan	Plan development & implementation
Specialized Instructional Support: <i>(as appropriate)</i>		Plan development & implementation
Tribes & Tribal Organizations: <i>(as applicable)</i>	Twin Hills Village Council	Planning
Students: <i>(if plan relates to secondary school)</i>		
Other: <i>(as needed)</i>		

*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.

Required	Alaska’s Empowerment Playbook
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—	Within the 3-Year Successful School Improvement Plan , 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"> • strengthen the academic program in the school, • increase the amount and quality of learning time, and • help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. (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

Optional	Alaska’s Empowerment Playbook
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 –	Within the 3-Year Successful School Improvement Plan , 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

<p>Optional 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 –</p>	<p>Alaska’s Empowerment Playbook Within the 3-Year Successful School Improvement Plan, the school may choose to have strategies that align with the indicators listed below.</p>
(ESEA section 1114(b)(7)(A)(iii)(II))	
<p>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.).</p> <p style="text-align: center;">(ESEA section 1114(b)(7)(A)(iii)(III))</p>	<p>Indicator SC-3A.1, Indicator SC-4A.5, and/or Indicator SC-3C-3</p>
<p>Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p style="text-align: center;">(ESEA section 1114(b)(7)(A)(iii)(I))</p>	<p>Indicator SC-4D.4, and/or Indicator SC-4D.5</p>
<p>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.</p> <p style="text-align: center;">(ESEA section 1114(b)(7)(A)(iii)(IV))</p>	<p>Indicator SC-2B.1, Indicator SC-2B.2, Indicator SC-2B.3, and/or Indicator SC-3B.3</p>
<p>Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> <p style="text-align: center;">ESEA section 1114(b)(7)(A)(iii)(V))</p>	<p>Indicator SC-4C.2, and/or Indicator SC-4C.3</p>

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"/>	\$45,100	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	\$26,250	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 type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input checked="" type="checkbox"/>	\$50,000	1003(a): School Improvement
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$711,300	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](#)).

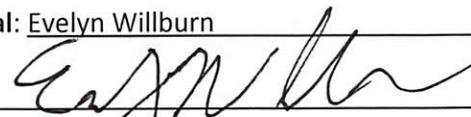
Assurance Agreement for Schoolwide Plan

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: Audra Finkenbinder

Signature:  Date: 6/17/2024

Name of Principal: Evelyn Willburn

Signature:  Date: 5/31/24

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.