Successful School Improvement Plan

School Name: Akiak School   **Date of Plan:** May 13, 2023

City: Akiak   **Zip Code:** 99552   **Phone Number:** 907-765-4600

Principal: James M. Boldosser, Sr   **Contact Information:** 907-765-2092

District: Yupiit School District   **Superintendent:** George Scott Ballard   **District Liaison:** Woody Woodgate

ESSA Designation: CSI Grad Rate

School's Vision: To educate all children to be successful in any environment.

School's Mission: All Members of the community are proud and committed to our school system. Students have a positive learning environment, speak the Yupiaq language, know their culture, attend school regularly and graduate prepared to be successful in any environment. The majority of our teachers and school staff are Yupik and speak their language, and the curriculum and instruction is based in Yupik values and traditions. Our community members, elders, parents, and students feel ownership in our schools.

Goal # A schoolwide Social Emotional Learning framework will be established throughout the school.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. Staff will incorporate Social Emotional Learning strategies within the class structure and throughout the school.	Teacher observations, walkthroughs	Measure SEL strategies not currently measured.	75% of the instructional staff and classroom aides will participate in official Responsive Classroom	85% of the instructional staff and classroom aides will participate in Responsive Classroom,	100% of the instructional staff and classroom aides will participate in Responsive

			training	Social Emotional Learning training.	Classroom, Social Emotional Learning training.
2. Staff and students will practice Social Emotional skills throughout the school.	Teacher observations, walkthroughs, school climate observations	SEL skills not currently measured	Staff will implement Fly Five SEL K-8 curriculum	Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated in the classroom as shown on lesson plans or during staff meetings or professional development small groups. Staff will	Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated in the classroom as shown on lesson plans or through discussions during staff meetings or professional development small

				implement Fly Five SEL K-8 curriculum.	groups. Staff will identify at least one Responsive Classroom strategy or classroom/school procedure identified on lesson plans or shared during staff meetings or professional development small group that they are willing to present to staff during a teacher-directed training. Staff will implement Fly Five SEL K-8 curriculum.

Strategy # 1: If staff receive Social Emotional Learning skills, strategies training, and materials, then staff will be equipped to model and teach expected strategies and skills to students who will begin to demonstrate SEL practices and further establish Social Emotional Learning within the framework of the school.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. **Sc-2B.3:** School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively.	Responsive Classroom & SEL training attendance, Walkthroughs	Annual professional development records	75% instructional staff and classroom aides will participate in official Responsive Classroom training/SEL	85% of the instructional staff and classroom aides will participate in Responsive Classroom/SEL	100% of the instructional staff and classroom aides will participate in Responsive Classroom/ SEL
2. Staff will implement Fly Five SEL K-8 curriculum.	Classroom Walkthroughs	No data of implementation	Staff will implement Fly Five SEL K-8 curriculum	Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated	Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies

				in the classroom as shown on lesson plans or during staff meetings or professional development small groups. Staff will implement Fly Five SEL K-8 curriculum.	are incorporated in the classroom as shown on lesson plans or through discussions during staff meetings or professional development small groups. Staff will identify at least one Responsive Classroom strategy or classroom/school procedure identified on lesson plans or shared during staff meetings or professional development small

					group that they are willing to present to staff during a teacher-directed training. Staff will implement Fly Five SEL K-8 curriculum

Year 1 Milestones and Actions

Milestone: 75% of the instructional staff and classroom aides will participate in official Responsive Classroom training. The school will provide registration fees for the training and or provide professional development opportunities. Staff will implement Fly Five SEL K-8 curriculum.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
75% of instructional staff and aides will participate in official Responsive	Staff will gain Social Emotional Learning skills and strategies and be able to teach concepts to students.	By the end of 2024	Up to $854 per instructional staff/aides for up to five	Site administrator	Instructional Staff, Aides, Site Administrator

			instruction al staff/aides from the SIG		
Staff will implement Fly Five SEL curriculum (K- 8).	Students will be able to demonstrate their social and emotional skills with increasing frequency, and they focus their efforts on experiential learning and thoughtful reflection	September 2024	$8700	Instructional Staff	Instructional Staff, Aides, Site Administrator

Year 2 Milestones and Actions

Milestone: 85% of the instructional staff and classroom aides will participate in Responsive Classroom, Social Emotional Learning training. The school will provide registration fees for the training and or provide on-site professional development opportunities. Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated in the classroom as shown on lesson plans or during staff meetings or professional development small groups. Staff will implement Fly Five SEL K-8 curriculum.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
85% of the instructional staff and classroom aides will participate in Responsive Classroom, Social Emotional Learning training.	Staff will gain Social Emotional Learning skills and strategies and be able to teach concepts to students.	By the end of 2025	Up to $854 per instruction al staff/aides for up to five instruction	Site Administrator	Instructional Staff, Aides, Site Administrator

			al staff/aides from the SIG		
Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated in the classroom as shown on lesson plans or during staff meetings or professional development small groups.	Staff are confident in incorporating effective skills and strategies within lessons, the classroom, and overall school environment.	By the end of 2025	Up to $854 per instructional staff/aides for up to five instructional staff/aides from the SIG	Site Administrators	Instructional Staff, Aides, Site Administrator
Staff will implement Fly Five SEL curriculum (K- 8).	Students will be able to demonstrate their social and emotional skills with increasing frequency, and they focus their efforts on experiential learning and thoughtful reflection	September 2024	$8700	Instructional Staff	Instructional Staff, Aides, Site Administrator

Year 3 Milestones and Actions

Milestone: 100% of the instructional staff and classroom aides will participate in Responsive Classroom, Social Emotional Learning training. The school will provide registration fees for the training and or provide on-site professional development opportunities. Staff who participate in Responsive Classroom, Social Emotional Learning training will show how Social Emotional Learning strategies are incorporated in the classroom as shown on lesson plans or through discussions during staff meetings or professional development small groups. Staff will identify at least one Responsive Classroom strategy or classroom/school procedure identified on lesson plans or shared

during staff meetings or professional development small group that they are willing to present to staff during a teacher-directed training. Staff will implement Fly Five SEL K-8 curriculum.

Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
100% of the instructional staff and classroom aides will participate in Responsive Classroom, Social Emotional Learning training.	Staff will identify at least one Responsive Classroom strategy or classroom/school procedure identified on lesson plans or shared during staff meetings or professional development small group that they are willing to present to staff during a teacher-directed training.	May 2025	Up to $854 per instructional staff/aides for up to five instructional staff/aides from the SIG	Site Administrators	Instructional Staff, Aides, Site Administrator
Staff will meet to reflect on implementation and further refine a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform future school-level decisions and drive improvements to SEL implementation	Staff contribute to reinforcing the SEL framework developed within the school.	May 2025	Up to $854 per instructional staff/aides for up to five instructional staff/aides from the SIG	Site Administrators	Instructional Staff, Aides, Site Administrator
Staff will implement Fly Five SEL curriculum (K-8).	Students will be able to demonstrate their social and emotional skills with increasing frequency, and they focus their efforts on	September 2024	$8700	Instructional Staff	Instructional Staff, Aides, Site Administrator

	experiential learning and thoughtful reflection				

Strategy #2: If we develop or adopt a measurement instrument to measure the effectiveness of the SEL implementation across the school and in the classrooms, then staff can collect data and adjust their practices and students will better function within the SEL framework the school has established.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. **Sc-1B.1:** School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results.	SEL Measurement Instrument	Not currently set	Weekly student SEL competency data	Weekly student SEL competency data entered into schoolwide data compiling program. Staff discussions regarding instructional strategies, policies, and procedures.	Weekly student SEL competency data entered into schoolwide data compiling program. Staff discussions regarding instructional strategies, policies, and procedures.

Year 1 Milestones and Actions

Milestone: By the end of October 2023, instructional staff and aides compile weekly student SEL competency data. The compiled data will drive SEL instruction and will further refine the overall school SEL framework. Staff will share out data collection processes and collaborate how the data collection is influencing their SEL instructional strategies during one staff meeting per month.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
By the end of October 2023, instructional staff and aides compile weekly student SEL competency data.	staff can collect data and adjust their practices and students will better function within the SEL framework the school has established	End of October 2023	$3500	Instructional Staff and aides	Instructional Staff, Aides, Site Administrator
Staff will share out data collection processes and collaborate how the data collection is influencing their SEL instructional strategies during one staff meeting per month	Staff will gain insight, ideas, and effective strategies from others that will support in their data collection process and improve SEL instructional strategies.	Monthly beginning end of October 2023	$3500	Instructional Staff and aides	Instructional Staff, Aides, Site Administrator

Year 2 Milestones and Actions

Milestone: Instructional staff and aides compile weekly student SEL competency data. The compiled data will drive SEL instruction and will further refine the overall school SEL framework. SEL data is entered into a schoolwide data compiling program (i.e., Performance Matters). Entered data will be reviewed once a month during staff meetings. Staff will discuss possible changes to classroom instructional strategies and school policies and procedures based on data review and discussions.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators

Instructional staff and aides compile weekly student SEL competency data. SEL data is entered into a schoolwide data compiling program (i.e., Performance Matters) and reviewed once a month during staff meetings.	Possible changes to classroom instructional strategies and school policies and procedures.	End of September 2024	$3500	Instructional Staff, Aides, \	Instructional Staff, Aides, Site Administrator

Year 3 Milestones and Actions

Milestone: Instructional staff and aides compile weekly student SEL competency data. The compiled data will drive SEL instruction and will further refine the overall school SEL framework. SEL data is entered into a schoolwide data compiling program (i.e., Performance Matters) and reviewed once a quarter during staff meetings. Staff will discuss possible changes to classroom instructional strategies and school policies and procedures based on data review and discussions.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
Instructional staff and aides compile weekly student SEL competency data, enter the data into a schoolwide data compiling program, and review during staff meetings.	Possible changes to classroom instructional strategies and school policies and procedures	Quarterly starting October 2025	$3500	Instructional Staff, Aides,	Instructional Staff, Aides, Site Administrator

Goal #2 Coupled with evidence-based literacy interventions, elementary staff will emphasize data-driven literacy instruction. The instruction and interventions will contribute to cross- curricular literacy that will allow students to extend their learning beyond the classroom, develop the skills and knowledge to be successful in any environment, and increase their overall benchmark assessment scores.					
Measures					
Indicator(s)		Data Source	Baseline	Target Yr.	Target Yr.	Target Yr.

			1	2	3
1. Students will increase their individual benchmark scores.	AK Star, ACCESS, MAP	Current and future results	Half of elementary staff/site administrators will earn a reading endorsement	Half of elementary staff/site administrators will earn a reading endorsement. Currently endorsed teachers will implement evidence-based literacy instruction.	elementary students who were assigned to an instructional staff who earned a reading endorsement will increase, by 10%, benchmark assessments
2. Students' reading confidence will improve as evidenced by voluntarily choosing to read when provided the opportunity and also reflected in other content areas where student work samples show an increasingly deeper understanding of topics in those content areas.	Student actions and work samples as provided by teachers	Not currently documented	Students will become more actively engaged during reading opportunities.	Students will become more actively engaged during reading opportunities in ELA and other content	Students will become more actively engaged during reading opportunities in ELA and other content

				areas.	areas. Student understanding in other content areas reflects a deeper understanding of the content.

Strategy #1: If staff are provided evidenced-based literacy instruction strategies, then students will receive effective, literacy instruction, student benchmark score will increase, and students will be able to extend their learning beyond the classroom and develop the skills and knowledge to be successful in any environment.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. **Sc-3B.3:** Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.	Staff training sign-in sheets and PD calendar	Prior and future years' sign-in sheets.	In 23/24 Half of the elementary teachers and administrators will earn a reading	Remaining elementary staff will earn a state approved reading endorsement. Current staff with reading	Elementary students who were assigned to an instructional staff who earned a reading endorsement will

			endorsement	endorsements will implement evidenced-based literacy instruction within their classrooms	increase, by 10%, benchmark assessments when compared to the 23/24 school year's benchmark assessments.
2. **Sc-3B.2:** To meet student needs, teachers and staff use, with a high degree of fidelity, evidence- based instructional practices that adequately address the state standards.	Classroom observations, walkthroughs, teacher produced lesson plans	Not currently measured	In 23/24 Half of the elementary teachers and administrators will earn a reading endorsement	Remaining elementary staff will earn a state approved reading endorsement. Current staff with reading endorsements will implement evidenced-based literacy instruction within their classrooms	Elementary students who were assigned to an instructional staff who earned a reading endorsement will increase, by 10%, benchmark assessments when compared to the 23/24 school year's benchmark

					assessments.
Sc-3B.4 School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Classroom observations, walkthroughs, teacher produced lesson plans	Not currently measured	In 23/24 Half of the elementary teachers and administrators will earn a reading endorsement	Remaining elementary staff will earn a state approved reading endorsement. Current staff with reading endorsements will implement evidenced-based literacy instruction within their classrooms	Elementary students who were assigned to an instructional staff who earned a reading endorsement will increase, by 10%, benchmark assessments when compared to the 23/24 school year's benchmark assessments.

Year 1 Milestones and Actions

Milestone: By the end of the school year 23/24, half of elementary instructional staff and all site administrators will earn a reading endorsement that satisfies Alaska's READS Act requirements.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
By December 2023, at least half of elementary instructional staff and all site administrators will seek out and enroll in a Department of Early Education approved course that meet the requirements set forth in the READS Act.	Half of elementary instructional staff and all site administrators will meet the reading endorsement requirements set forth in the Alaska READS Act.	End of December 2023	n/a (State Funded Courses)	Half of the school's elementary teachers and the site administrators	Elementary teachers and the site administrators

Year 2 Milestones and Actions

Milestone: By the end of the school year 24/25, half of elementary instructional staff and all site administrators will earn a reading endorsement that satisfies Alaska's READS Act requirements. The staff who earned their reading endorsement during the 23/24 school year will implement evidenced-based literacy instruction within their classrooms as evidenced by lesson plans and an overall increase in student's benchmark assessments.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
By December 2024, half of elementary instructional staff and all site administrators will seek out and enroll in a Department of Early Education approved course that meet the requirements set forth in the READS Act.	Half of elementary instructional staff and all site administrators will meet the reading endorsement requirements set forth in the Alaska READS Act.	End of December 2024	n/a (State Funded Courses)	Half of the school's elementary teachers and the site administrators	Elementary teachers and the site administrators

2023 Reading endorsed elementary instructional staff will implement evidenced-based literacy instruction within their classrooms.	An overall increase in student's benchmark assessments.	End of school year 2024/2025	n/a (State Funded Courses)	Half of the school's elementary teachers and the site administrators	Elementary teachers and the site administrators

Year 3 Milestones and Actions

Milestone: By the end of the school year 25/26, as a result of implementing evidenced- based literacy instruction, the majority of the elementary students who were assigned to an instructional staff who earned a reading endorsement will increase, by 10%, benchmark assessments when compared to the 23/24 school year's benchmark assessments.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
Elementary instructional staff will implement evidenced- based literacy instruction	The majority of the elementary students who were assigned to an instructional staff who earned a reading endorsement will increase, by 10%, benchmark assessments when compared to the 23/24 school year's benchmark assessments.	End of school year 2025/2026	n/a (Curriculum already purchased)	Half of the school's elementary teachers and the site administrators	Elementary teachers and the site administrators

Strategy # 2: If the school hires or retains endorsed literacy intervention specialists and/or trains staff in evidenced-based literacy interventions, then more elementary students scoring below the 20th percentile will receive evidenced-based, targeted literacy interventions five days a week and students will extend their learning beyond the classroom, develop the skills and knowledge to be successful in any environment, and improve their overall benchmark assessment scores.

Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. **Sc-3B.2:** To meet student needs, teachers and staff use, with a high degree of fidelity, evidence- based instructional practices that adequately address the state standards.	Staff retention data and PD sign-in sheets and calendar	Historical and future retention data - Not currently tracked	25 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week for the first half of the year.	45 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and a trained Literacy Interventionists will document student performance in Fountas & Pinnell Online Data	55 elementary students in grades K-5 scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and trained interventionists will document student performance in Fountas & Pinnell

				Management System for Leveled Literacy Intervention. During this time, an additional staff member will be trained in evidenced-based literacy interventions. Starting in January 2025, 55 students scoring below the 20th percentile will participate in evidenced-based literacy interventions five times a week.	Online Data Management System for Leveled Literacy Intervention. The leadership team will assess the data to determine whether the current data driven, evidenced-based literacy intervention tool is effective.

2. **Sc-3B.4:** School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Staff retention data and PD sign-in sheets and calendar	Historical and future retention data - Not currently tracked	25 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week for the first half of the year.	45 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and a trained Literacy Interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention. During	55 elementary students in grades K-5 scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and trained interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy

				this time, an additional staff member will be trained in evidenced-based literacy interventions. Starting in January 2025, 55 students scoring below the 20th percentile will participate in evidenced-based literacy interventions five times a week.	Intervention. The leadership team will assess the data to determine whether the current data driven, evidenced-based literacy intervention tool is effective.
3. **Sc-3A.3:** School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need.	Staff retention data and PD sign-in sheets and calendar	Not currently tracked	25 students scoring below the 20th percentile will	45 students scoring below the 20th percentile will	55 elementary students in grades K-5 scoring below the

| | | | participate in data-driven, evidenced-based literacy interventions five times a week for the first half of the year. | participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and a trained Literacy Interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention. During this time, an additional staff member will be | 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and trained interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention. The leadership team will assess the data to |

				trained in evidenced-based literacy interventions. Starting in January 2025, 55 students scoring below the 20th percentile will participate in evidenced-based literacy interventions five times a week.	determine whether the current data driven, evidenced-based literacy intervention tool is effective.

Year 1 Milestones and Actions

Milestone: 25 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week for the first half of the year. The literacy coach will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention.

During this time, an additional staff member will be trained in evidenced-based literacy interventions. Starting in January 2023, 35 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week.

Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
Literacy Coach facilitates data-driven, evidenced- based literacy small group interventions five times a week per group.	students scoring below the 20th percentile will receive evidenced-based, targeted literacy interventions.	2023/2024 School Year	n/a (Curriculum already exists)	Literacy Coach	Literacy Coach and Site Administrator
The literacy coach will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention.	The data will provide insight into student performance and help determine future interventions.	2023/2024 School Year	$30	Literacy Coach	Literacy Coach and Site Administrator
The literacy coach will train an additional staff member will be trained in providing evidenced-based literacy interventions	Additional, qualified staff will allow for more students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week.	September - December 2023	$159.00	Literacy Coach	Literacy Coach and an additional staff member

Year 2 Milestones and Actions

Milestone: 45 students scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and a trained

Literacy Interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention. During this time, an additional staff member will be trained in evidenced-based literacy interventions. Starting in January 2025, 55 students scoring below the 20th percentile will participate in evidenced-based literacy interventions five times a week.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
The Literacy Coach and Literacy Interventionist will conduct small group data-driven, evidenced-based literacy interventions five times a week to 45 students scoring below the 20th percentile.	45 students scoring below the 20th percentile will receive evidenced-based, targeted literacy interventions give times a week.	September – December 2024	n/a	Literacy Coach and Literacy Interventionist	Literacy Coach, Literacy Interventionist, and Site Administrator
The literacy coach and trained Literacy Interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention.	The data will provide insight into student performance and help determine future interventions.	September 2024-May 2025	$90	Literacy Coach and Literacy Interventionist	Literacy Coach, Literacy Interventionist, and Site Administrator
The literacy coach will train an additional staff member in providing evidenced-based literacy interventions	Additional, qualified staff will allow for more students scoring below the 20th percentile will participate in data-driven, evidenced- based literacy interventions five times a week.	September 2024- December 2024	$159.00	Literacy Coach	Literacy Coach and Site Administrator
The Literacy Coach and Literacy Interventionists will conduct small group data-driven, evidenced-based literacy interventions five times a week to 55 students scoring below the 20th percentile.	55 students scoring below the 20th percentile will receive evidenced-based, targeted literacy interventions give times a week.	January 2025- May 2025	n/a	Literacy Coach and Literacy Interventionists	Literacy Coach, Literacy Interventionists, and Site Administrator

Year 3 Milestones and Actions

Milestone: Beginning of the 2025/2026 school year, 55 elementary students in grades K-5 scoring below the 20th percentile will participate in data-driven, evidenced-based literacy interventions five times a week. The literacy coach and trained interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention. The leadership team will assess the data to determine whether the current data- driven, evidenced-based literacy intervention tool is effective.

Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
The Literacy Coach and Literacy Interventionists will conduct small group data-driven, evidenced-based literacy interventions five times a week to 55 students scoring below the 20th percentile.	45 students scoring below the 20th percentile will receive evidenced-based, targeted literacy interventions give times a week.	September 2025- May2026	n/a	Literacy Coach and Literacy Interventionists	Literacy Coach, Literacy Interventionists, and Site Administrator
The literacy coach and trained Literacy Interventionists will document student performance in Fountas & Pinnell Online Data Management System for Leveled Literacy Intervention.	The data will provide insight into student performance and help determine future interventions.	September 2025- May2026	$90	Literacy Coach and Literacy Interventionists	Literacy Coach, Literacy Interventionists, and Site Administrator
The leadership team will assess the data to determine whether the current data-driven, evidenced-based literacy intervention tool is effective	The leadership team will determine whether the intervention policies, procedures, and program are meeting the needs of the school's students.	April 2026	n/a	Leadership team, Literacy Coach and Literacy Interventionists	Leadership team, Literacy Coach and Literacy Interventionists

Goal # 3: A school-wide instructional shift to hands-on, culturally-relevant, project-based learning will increase student involvement in the learning process, students will choose to attend school more often, and students will choose to be engaged in the learning process.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. Student attendance will see a year-over-year improvement.	PowerSchool attendance records	80% attendance rate	83% attendance rate	86% attendance rate	89% attendance rate
2. Voluntary student active engagement in the entire learning process will increase.	Student surveys and teacher/student conferences.	Not currently measured	75% of student interest surveys will indicate a positive experience	85% of student interest surveys will indicate a positive experience	95% of student interest surveys will indicate a positive experience

Strategy # 1: If teachers are properly trained in designing culturally relevant, project-based learning and implement hands-on, culturally-relevant, project-based learning in the classroom, then students will choose to become more interested and engaged in the learning process, and the school's overall attendance rate will improve.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3

1. **Sc-4D. 3** The school or district provides professional development for faculty on how to integrate cultural and linguistic material into the curriculum.	Staff sign-in sheets and PD calendar	Not currently measured.	75% of student interest surveys will indicate a positive experience as it pertains to being interested in the in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a minconference with students once a week and maintain notes from the	Using electronic survey system, 85% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference with students twice a week and	Using electronic survey system, 95% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference with students twice a week and

			conference.	maintain notes from the conference.	maintain notes from the conference.
2. **Sc-4D. 4** The school plans ways to infuse place-based customs and values into the school's operating procedures, rituals, and activities.	Lesson plans and school activity calendar	The school's procedures, rituals, and activities reflect some customs and values, but not currently measured	75% of student interest surveys will indicate a positive experience as it pertains to being interested in the in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a minconference with students	Using electronic survey system, 85% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference	Using electronic survey system, 95% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference

			once a week and maintain notes from the conference.	with students twice a week and maintain notes from the conference.	with students twice a week and maintain notes from the conference.
Sc-4D. 6 The school ensures that the promotion of the history, culture, customs, and values of culturally distinct groups is done in a way that engenders respect for the history, culture, customs, and values of other groups.	Lesson plans and school activity calendar	The school's procedures, rituals, and activities reflect some customs and values, but not currently measured	75% of student interest surveys will indicate a positive experience as it pertains to being interested in the in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a	Using electronic survey system, 85% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class.	Using electronic survey system, 95% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class.

			minconference with students once a week and maintain notes from the conference.	Teachers will conduct a min-conference with students twice a week and maintain notes from the conference.	Teachers will conduct a min-conference with students twice a week and maintain notes from the conference.

Year 1 Milestones and Actions

Milestone: Using electronic survey system, 75% of student interest surveys will indicate a positive experience as it pertains to being interested in the in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min- conference with students once a week and maintain notes from the conference.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
2 Elementary teachers and 2 high school teachers are provided best practices training offsite and all elementary and high school teachers on site in designing and implementing hands- on, culturally	Teachers will be equipped to design and implement hands-on, culturally relevant, project-based learning activities in the classroom environment	September 2023 – April 2024	$4000	Site Administrator	Site Administrator and 4 Instructional Staff

relevant, project-based learning activities					
Teachers will train students in using electronic survey system. At the end of each class, students will complete an interest survey that measures the student experience as it pertains to being interested in the in- class hands-on, culturally relevant, project-based learning activities.	Student interest in in-class hands-on, culturally relevant, project- based learning activities will increase 75%. Instructional Leaders will have access to the results.	September 2023 – May 2024	N/A	Instructional Staff	Instructional Staff and Students
Site Instructional leader will model short, student mini- conferences.	Instructional Staff will learn how to conduct mini-conferences.	September 2023	N/A	Site Instructional Leaders	Site Instructional Leader and Instructional Staff
Teachers will conduct a min-conference with students once a week and maintain notes from the conference.	Teachers will gauge the effective of lessons and modify based on mini-conference results.	September 2023 – May 2024	N/A	Instructional Staff	Instructional Staff and Students

Year 2 Milestones and Actions

Milestone: Using electronic survey system, 85% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference with students twice a week and maintain notes from the conference.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
2 Elementary teachers and 2 high school teachers are provided best practices training offsite and all elementary and high school teachers on site in designing and implementing hands- on, culturally relevant, project-based learning activities	Teachers will be equipped to design and implement hands-on, culturally relevant, project-based learning activities in the classroom environment	September 2024 – April 2025	$4000	Site Administrator	Site Administrator and Instructional Staff
At the end of each class, students will complete an interest survey that measures the student experience as it pertains to being interested in the in-class, hands-on, culturally relevant, project-based learning activities.	Student interest in in-class hands-on, culturally relevant, project-based learning activities will increase 85%. Instructional Leaders will have access to these results	September 2024 – May 2025	N/A	Instructional Staff	Instructional Staff and Students
Teachers will conduct a min-conference with students once a week and maintain notes from the conference	Teachers will gauge the effective of lessons and modify based on mini-conference results	September 2024 – May 2025	N/A	Instructional Staff	Instructional Staff and Students

Year 3 Milestones and Actions

Milestone: Using electronic survey system, 95% of student interest surveys will indicate a positive experience as it pertains to being interested in in-class hands-on, culturally relevant, project-based learning activities at the end of each class. Teachers will conduct a min-conference with students twice a week and maintain notes from the conference.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators

Elementary, junior and high school teachers are provided best practices training on site in designing and implementing hands-on, culturally relevant, project- based learning activities	Teachers will be equipped to design and implement hands-on, culturally relevant, project-based learning activities in the classroom environment	September 2025 – April 2026	$4000	Site Administrator	Site Administrator and Instructional Staff
At the end of each class, students will complete an interest survey that measures the student experience as it pertains to being interested in the in-class, hands-on, culturally relevant, project-based learning activities.	Student interest in in-class hands-on, culturally relevant, project-based learning activities will increase 90%. Instructional leaders will have access to these results.	September 2024 – May 2025	N/A	Instructional Staff	Instructional Staff and Students
Teachers will conduct a min-conference with students once a week and maintain notes from the conference.	Teachers will gauge the effective of lessons and modify based on mini-conference results.	September 2024 – May 2025	N/A	Instructional Staff	Instructional Staff and Students

Strategy # 2: If students are actively involved in their learning process by choosing how they demonstrate mastery of the content and by designing and maintaining digital personalized learning portfolios, then the students' ownership of their work will increase and they will get excited about coming to school and will be further engaged in the learning process.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
Sc-3B.2: To meet student needs, teachers and staff use, with a high degree of fidelity, evidence- based instructional practices that adequately address the state standards.	Lesson plans, teacher observations,	Some degree of evidence-based	Teachers will provide a	Teachers will provide a	Teachers will provide a

	PD calendar	instructional practices reflected in lesson plans and teacher observations	variety of formative and summative assessment options that address the students' unique learning styles and interests. 50% of the time, students will select formative and summative assessments that best suit their learning styles. Students in grades 2 through 9 will design and maintain a personalized learning portfolio. Selecting assessments and	variety of formative and summative assessment options that address the students' unique learning styles and interests. 75% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades 1 through 10 will design and maintain a personalized learning portfolio. Selecting assessments and	variety of formative and summative assessment options that address the students' unique learning styles and interests. 90% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades K through 11 will design and maintain a personalized learning portfolio. Selecting assessments and

			maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.	maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.	maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate and choosing to be engaged in the learning process, and taking ownership of their learning.
Sc-3B.4: School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Lesson plans, teacher observations, PD calendar	Some degree of evidence-based instructional practices reflected in lesson plans and teacher observations	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.

			50% of the time, students will select formative and summative assessments that best suit their learning styles. Students in grades 2 through 9 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to	75% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades 1 through 10 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to	90% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades K through 11 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate and choosing to

			be engaged in the learning process, and taking ownership of their learning.	be engaged in the learning process, and taking ownership of their learning.	be engaged in the learning process, and taking ownership of their learning.
Sc-3B.3: Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.	Teacher sign-in sheets and PD calendar	Some degree of evidence-based instructional training built into staff PD	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 50% of the time, students will select formative and summative assessments that best suit their learning	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 75% of the time, students will select formative and summative assessments that best suit their learning	Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 90% of the time, students will select formative and summative assessments that best suit their learning

			styles. Students in grades 2 through 9 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.	style. Students in grades 1 through 10 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.	style. Students in grades K through 11 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate and choosing to be engaged in the learning process, and taking ownership of their learning.

Year 1 Milestones and Actions

Milestone: Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 50% of the time, students will select formative and summative assessments that best suit their learning styles. Students in grades 2 through 9 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.

Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.	Students begin to recognize their individual learning style and select assessments that best coincides with their learning style.	September 2023 – May 2024	N/A	Instructional Staff	Instructional Staff, Students, Site Administrator
Students will select formative and summative assessments that best suits their learning styles.	50% of the time, students will select formative and summative assessments that best suit their learning style.	September 2023 – May 2024	N/A	Students	Instructional Staff, Students, Site Administrator
Students in grades 2 through 9 will design and maintain a personalized learning portfolio.	Students will become aware of their own learning, the behavior expectations, and will be able to visually present and explain to another person their learning and behavior. Students will begin to take ownership of their own learning and behavior.	September 2023 – May 2024	N/A	Students	Instructional Staff, Students, Site Administrator

Year 2 Milestones and Actions

Milestone: Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 75% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades 1 through 10 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate, choosing to be engaged in the learning process, and taking ownership of their learning.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.	Students begin to recognize their individual learning style and select assessments that best coincides with their learning style.	September 2024 – May 2025	n/a	Instructional Staff	Instructional Staff, Students, Site Administrator
Students will select formative and summative assessments that best suits their learning styles.	75% of the time, students will select formative and summative assessments that best suit their learning style.	September 2024 – May 2025	N/A	Students	Instructional Staff, Students, Site Administrator
Students in grades 1 through 10 will design and maintain a personalized learning portfolio	Students will become aware of their own learning, the behavior expectations, and will be able to visually present and explain to another person their learning and behavior. Students will begin to take ownership of their own learning and behavior.	September 2024 – May 2025	N/A	Students	Instructional Staff, Students, Site Administrator

Year 3 Milestones and Actions

Milestone: Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests. 90% of the time, students will select formative and summative assessments that best suit their learning style. Students in grades K through 11 will design and maintain a personalized learning portfolio. Selecting assessments and maintaining a personalized learning portfolios will contribute to a 5% increased attendance rate and choosing to be engaged in the learning process, and taking ownership of their learning.					
Actions	Anticipated Outputs	Timeline	Resources/ Budget	Person Responsible	Collaborators
Teachers will provide a variety of formative and summative assessment options that address the students' unique learning styles and interests.	Students will recognize their individual learning style and select assessments that best coincides with their learning style.	September 2025 – May 2026	N/A	Instructional Staff	Instructional Staff, Students, Site Administrator
Students will select formative and summative assessments that best suits their assessments that best learning styles. suit their learning style.	90% of the time, students will select formative and summative	September 2025 – May 2026	N/A	Students	Instructional Staff, Students, Site Administrator
Students in grades K through 11 will design and maintain a personalized learning portfolio.	Students are aware of their own learning, the behavior expectations, and will be able to visually present and explain to another person their learning and behavior. Students will take ownership of their own learning and behavior.	September 2025 – May 2026	N/A	Student	Instructional Staff, Students, Site Administrator

District: Yupiit School District   School: Akiak School   Grades: K-12

(Student data should include disaggregation by Ethnicity, Poverty, Cultural, Linguistics, Disabilities, Homeless status, Migrant status, and English Learner status where appropriate)

Student Data

Student Enrollment	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Student Attendance	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior

Student Academic Achievement

Student growth	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Graduation rate, if applicable	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Progress in achieving English language proficiency	☐ Most Recent Year	x 1 Year Prior	☐ 2 Years Prior

Staff Data

Teacher Attendance	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Teacher Retention	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Teacher Certification	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior
Support Staff Attendance	☐ Most Recent Year	☐ 1 Year Prior	x2 Years Prior

Facilities Report   x Most Recent Year   ☐ 1 Year Prior   ☐ 2 Years Prior

Maintenance Reports   x Most Recent Year ☐ 1 Year Prior ☐ 2 Years Prior **Safety**

Reports   x Most Recent Year ☐ 1 Year Prior ☐ 2 Years Prior **School**

Climate/Culture Results ☐ Most Recent Year   ☐ 1 Year Prior   x 2 Years Prior

Key Learnings from Activity 1: Profile Review

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?

   Enrollment has remained steady over the last two years with a slight increase of 150 for the 2023/2024 school year. Increased student population requires additional support staff and training.

2. What is the staff retention and absenteeism patterns?

   Staff retention has remained low over the last two years. High absenteeism continues to remain high. The school did see a slight improvement during the 2022/2023 school year in both staff retention and absenteeism.

3. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan?

   Staff absenteeism fluctuates each school year. These fluctuations are often caused by leadership changes. Student absenteeism remains high but has recently shown slight improvement. Both staff and student absenteeism has a negative impact on the school's actionable plan.

4. Other thoughts/conclusions: Additional, in-depth tracking of other factors related to absenteeism need to be tracked over longer periods to better understand and causes and solutions.

What strengths and challenges are indicated by student outcome data?

5. What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

The majority of the school's students score in the lower 10%-20% percentile on all standardized assessments (i.e., MAPS, AK Star, PEAKS, etc.).

6. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

The predominantly Alaska Native student population has similar outcomes. There are few differences in outcomes.

7. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

Math outcomes are slightly higher than English Language Arts, but in both cases the majority of students score in the lower 10%-20% percentile.

8. What are the differences in growth performance by grade level, class, or subject?

There is an increase in students tested over the last 2 years in all areas. There are little differences in all areas of the student population.

9. What are the implications of student outcome data on school improvement?

The implications of student outcomes are an on-going review of teaching practices, interventions, curriculum, and policies and procedures.

Other thoughts/conclusions: An on-going shift in instructional practices/materials has taken place over the last five years. Additionally, the district recently adopted a subsistence calendar. Increase in students tested, coupled with on-going changes that better support student learning (e.g., instructional practices, materials, calendar).

What are the strengths and challenges of our facilities and safety efforts?

Some of the challenges with our facilities, are due to the age of the motorized equipment.   The expense of replacement with new, due to the older equipment or parts, no longer being manufactured, creates timing issue and larger expense. Most of the newer equipment needed is not compatible with the existing.

The school building in Akiak, the classrooms were made smaller to be able to redesign the school to have a full size gym. This construction change, causes issue with storage of materials and also space for students.

The construction of the existing school, the maintenance of the building was not part of the construction equation, for instance, the broken windows in the library, we have no equipment, replacement equipment available locally, that we will be able to remove and replace the windows. Therefore, it is a very expensive issue.

With ESSER III funding, YSD was able to contract with a General Contractor and Engineer to design and update the existing outdated/non-working HVAC DDC controllers in the school. All existing zone valves will be replaced and new controllers added to the DDC System. This will make the classrooms temperatures adjustable and more comfortable for the teachers and students.   This also will bring an energy savings to the district. (We will not be heating up areas that are "too" hot and have to have the windows and door open to heat the outdoors and also will allow the exterior doors to be secured, providing a safer school building).

Along with the energy efficiency changes to the school, new air handler motors, will be installed and increasing the air filtration systems to MERV 13, will bring cleaner air into the school, which will assist in circulating cleaner air.

The maintenance reports (work order system) tells the Maintenance Director what areas of the school or teacher housing are having issues and then an assessment will be made as to what work needs to be done to reduce the issues shown on the report. These changes and repairs/replacement will make for a improvements to the school and teacher home environments. The fuel and electrical usage logs,

show what buildings are using excessive utilities, which then allows us to investigate the situation, to determine why and if all equipment is working correctly.

11. How are we leveraging the facilities for school community connections?

The school serves as a community hub. The community is able to access the school for a variety of reasons. Community events such as feasts, community meetings, fiddle, and athletic events are just a few examples of how we leverage the facilities for community connections. The school also works with non-community organizations that visit the village to serve the community, such as YKHC, dentists, and eye doctors.

12. How do the facilities show our cultural uniqueness? What might need to improve?

The majority of the school reflects cultural uniqueness. Yup'ik culture is reflected by culturally relevant student work. The entryway is always filled with culturally relevant student projects and art. Our Hall of Elders has large pictures of our community and its members. A display case in the front office is filled with culturally relevant artifacts. The school is designed and equipped in a manner that permits cultural activities, such as fish and moose cutting in the Home Ec. Room and Yup'ik dancing in the gym and other areas of the school.

13. What are we doing well in terms of providing a safe learning environment? What else is needed?

When a safety issue arises in the school, it is immediately reported and addressed. Safety assessment are conducted on a regular bases. Emergency drills are routinely practiced (e.g., fire drills, lock down drills, etc.). Doors are unobstructed and allow for ease of exit and entry. Hazardous waste is properly stored and disposed of. Policies and procedures while in the school support safe navigation both in and outside of the school (e.g., Walking in the halls, walking in a quiet line during fire drills, etc.). Filtered water is provided. An increase in water analysis may be warranted.

What are the school climate/culture results telling us about our school and learning culture?

A review of the school climate/culture results indicate a year-over-year improvement

for our school and learning culture.

14. What are the data telling us about patterns of students', parents', and school personnel's experience of school life?

There has been an increase in school personnel's experience over the last two years with the 2022/2023 school year showing the greatest increase. Overall student experience remains high with a slight decrease in the areas of peer relations and cultural connectedness. Parent results remain consistent with an overall positive rating in each area.

15. How does the school's culture reflect school norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning?

The school focuses on five Yup'ik values throughout the school. These values are called Thunderbolt Expectations "Sharing, Love, Work Hard, Cooperation, and Respect." The school has moved toward a culturally-relevant learning model with a focus on Yup'ik history and culture. Project-base learning has increased over the last year, with students participating in more hands-on activities that directly relate to the Yup'ik culture. School wide culturally-relevant activities have increased (e.g., moose hunting, fishing, cultural camps, local food for lunches, etc.). We will continue to strengthen the student learning experience with increased staff training in various areas related to project and inquiry-based, culturally-relevant learning.

Domain 1: Transformational Leadership							
Practice 1A. Prioritize improvement and communicate its urgency							
Indicator	**Description**	**Evidence: Describe what it looks like now. Include examples, artifacts, or evidence**	**Implementation**				**Final Rating**
			None	**Initial**	**Partial**	**Full**	
Sc-1A.0:	School Leader establishes a School Leadership Team comprised of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives, and students as appropriate that meets routinely to engage in continuous improvement.	Additional staff and community members needed.	☐	☐	X	☐	
Sc-1A.1:	School Leadership Team sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement.	Not consistently reviewed with stakeholders.	☐	☐	X	☐	
Sc-1A.2:	School Leadership Team itemizes and appropriately distributes leadership functions among teachers.	Teacher recognition for these responsibilities needs to be increased.	☐	☐	X	☐	
Sc-1A.3:	Communication strategies, as outlined in a plan developed by School Leadership Team, are used to routinely share improvement priorities across teachers and staff, with students, and with the school's broader community.	All stakeholders are not included in communicated related to strategies. An increase in this area is necessary (e.g., increased community meetings, social media posts, etc.)	☐	X	☐	☐	

Practice 1B: Monitor short- and long-term goals

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-1B.1:	School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results.	Formal assessments (MAP) are reviewed but goals have not been identified.	☐	x	☐	☐	
Sc-1B.2:	School Leadership Team establishes and monitors implementation of an improvement that is aligned with the school's direction and includes implementation milestones, actions, and annual measures.	Given the ongoing leadership change, this has not been consistent.	☐	☐	x	☐	
Sc-1B.3:	Improvement plan includes necessary changes in personnel, programs, and professional practice as determined by needs assessment (situational analysis).	We are continuously improving in this area.	☐	x	☐	☐	
Sc-1B.4:	School Leadership Team monitors and adjusts implementation of the improvement plan through regular (typically monthly) review of progress toward goal-aligned milestones, actions, and annual measures.	Additional work is needed in this area.	☐	x	☐	☐	
Sc-1B.5:	School Leadership Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones, actions, and annual measures.	A more formalized process needs to take place, including an increase in key personnel and community members.	☐	x	☐	☐	

Practice 1C: Customize and target support to meet needs

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-1C.1:	School Leadership Team assesses needs at the school, grade, and individual level and identifies three to five key priorities as part of a school improvement plan.	Given the recent change in leadership, the school has only started to build a foundation in various areas. Now that this foundation has been established, the leadership team is better prepared to focus on various areas.	☐	☐	x	☐	
Sc-1C.2:	School Leadership Team requests and receives flexibility from the district and/or state around identified areas (e.g., flexibility in hiring staff, school calendars, or use of funds) and offers data as rationale for the requests.	Given the recent district level leadership change, this area of our practice is also evolving, but work remains.	☐	x	☐	☐	

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	None	Initial	Partial	Full	Final Rating
Sc-1C.3:	School Leadership Team plans and implements improvement strategies that are focused on student learning needs.	We have taken great steps on this indicator. Much of our 2022/2023 professional development has focused on student learning needs.			X		
Sc-1C.4:	School Leadership Team plans and implements strategies tailored to address the professional learning needs of individual teachers and staff.	Many of the professional learning opportunities for staff have been selected based on school goals/initiative and staff needs. For example, some of our new teachers have received professional development that focuses on classroom management, social emotional learning, etc.			X		

<table>
<tr><td colspan="8" align="center">Domain 2: Talent Development</td></tr>
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Practice 2A. Recruit, develop, retain, and sustain talent

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-2A.1:	School Leadership Team engages school personnel and the community to identify the unique context of their school and uses this information to determine the priority competencies for teachers, staff, and leaders.	Akiak has a strong community relationship. This has assisted in this area. The leadership team builds upon staff/community relations to better serve students.			X		
Sc-2A.2:	School leaders recommend for hire teachers, staff, and leaders from a talent pool identified by the school or district to ensure teachers, staff, and leaders are well matched to school needs.	Given the shortage of teachers in the state, we are limited to what is available. The district has taken steps to attract high quality teachers and staff.		X			
Sc-2A.3:	Teachers, staff, and leaders are engaged in professional learning opportunities that develop and sustain effective practices to succeed in school improvement and the community.	Teachers, staff, and leaders maintain weekly professional development. Additionally, staff are selected to participate in out-of-district trainings that focus on their needs.				X	

Practice 2B: Target professional learning opportunities

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-2B.1:	School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and staff then make recommendations in rapid response to identified needs, as aligned with the school's improvement priorities.	Additional work is required in this area. It is anticipated that this process will become more formalized with various school initiatives begin to develop (e.g., social emotional learning, project-based learning, etc.)			X		
Sc-2B.2:	School Leadership Team engages in learning opportunities *with* teachers and staff to learn together and reflects *with* them on professional practice (e.g., coaching, mentoring, observation).	This area is consistent with scheduled all-staff professional development, scheduled evaluations, and one-on-one leadership/staff relationships.				X	

| Sc-2B.3: | School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit teachers and staff both individually and collectively. | Support staff and teachers are provided professional development opportunities that directly impact their practice. | ☐ | ☐ | ☐ | x | |

Practice 2C: Set clear performance expectations

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-2C.1:	School Leadership Team provides clear written expectations for teachers, staff, and leaders in terms of roles, effort, and expected outcomes.	Contracts, PAFs, evaluations.	☐	☐	☐	x	
Sc-2C.2:	School Leadership Team develops and implements schedules to reflect effective use of teacher and staff time, including time for teacher and staff collaboration, professional learning, and review of student data.	The schedules are established at the beginning of each school year.	☐	☐	☐	x	
Sc-2C.3:	School Leadership Team examines, at least once a semester, teacher, staff, and leader role descriptions and commitments so that responsibilities can be equitably distributed.	This is done during formal and informal evaluations.	☐	☐	☐	x	

Domain 3: Instructional Transformation

Practice 3A. Diagnose and respond to student learning needs

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-3A.1:	School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) meet regularly (at least monthly) to review implementation data (e.g., documentation from walkthroughs, practice fidelity, training, coaching) and student data (academic and socio-behavioral) for all students as well as subgroups and individual students.	Work is needed in this area, especially as it pertains to socio-behavioral. Steps have been taken (e.g., planned professional development, school behavior framework, policies and procedures, etc.) that aim to improve areas related to this indicator.	☐	x	☐	☐	
Sc-3A.2:	School Leadership Team works with the district and state to secure needed resources for instructional improvement.	This district has hired a federal programs director who has made incredible strides in this area.	☐	☐	☐	x	
Sc-3A.3:	School teams (e.g., School Leadership Team, grade level teams, vertical teams, subject area teams, PLCs) use student learning	An increased focus on student learning data and strategy data is needed. The "how" to addressing this indicator has taken place, but a focus on adjusting the strategies to meet specific student needs is necessary.	☐	x	☐	☐	

	data and instructional strategy data to design fluid instructional groupings that respond to student need.						

Practice 3B: Provide rigorous, evidence-based instruction

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-3B.1:	School Leadership Team provides a menu of evidence-based instructional practices that adequately address the state standards to teachers and staff for meeting student needs.	Improvement is needed in this area. Many of the practices have focused on social emotional learning and behavior.	☐	x	☐	☐	
Sc-3B.2:	To meet student needs, teachers and staff use, with a high degree of fidelity, evidence-based instructional practices that adequately address the state standards.	An increase in project and inquiry-based practices will continue to grow throughout the school.	☐	☐	x	☐	
Sc-3B.3:	Teachers and staff receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.	The district provides on-going training with adopted curriculum. Site-based professional development focuses on individualized strategize. An increase in site-based training is necessary.	☐	☐	x	☐	
Sc-3B.4:	School Leadership Team ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.	Increased review and assessment of instructional practices is necessary.	☐	☐	x	☐	

Practice 3C: Remove barriers and provide opportunities

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-3C.1:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet monthly to use an Early Warning Data System or another early identification process to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students.	The school's MTSS team has served as individuals who identify specific student needs.	☐	☐	x	☐	
Sc-3C.2:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) meet periodically with representatives of	Additional community participation is needed in this area.	☐	x	☐	☐	

			Implementation				

Indicator	Description	Evidence	None	Initial	Partial	Full	Final Rating
	community organizations and match students with appropriate supports to fulfill their unmet needs.						
Sc-3C.3:	School teams (e.g., grade level teams, vertical teams, subject area teams, PLCs) use data (e.g., stakeholder survey results) three times per year to measure effectiveness of the early identification process as well as appropriate internal and external supports provided to identified students.	Improvement is needed in this area.	☐	x	☐	☐	

| **Domain 4: Culture of Learning** |||||||||

Practice 4A. Build a strong community intensely focused on student learning

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	Initial	Partial	Full	
Sc-4A.1:	All school leaders, teachers, and staff are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	A more formal, scheduled process needs to be implement.	☐	☐	x	☐	
Sc-4A.2:	School Leadership Team or other identified team oversees school-home relationships that enhance student learning and operates with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.	The school's Aipa Ataneq facilitates school-home relationships to fidelity and keeps other key members of the school abreast of information needed to serve students.	☐	☐	☐	x	
Sc-4A.3:	School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students' learning for administrators, teachers, families, staff, volunteers, and students.	A written document identifying these roles would benefit others in the school when support is needed.	☐	☐	x	☐	
Sc-4A.4:	School promotes, recognizes, and celebrates growth and success in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	The school recognizes both students and staff when growth is achieved (ads in local newspaper, social media posts, morning announcements, assemblies).	☐	☐	☐	x	
Sc-4A.5:	School facilitates two-way communication and face-to-face association among school leaders, teachers, staff, students, students' families, and community members to work together to advance student learning.	Making families and community members aware of the availability of staff and leadership is an area that needs improvement.	☐	☐	x	☐	

Practice 4B: Solicit and act upon stakeholder input

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	**Initial**	**Partial**	**Full**	
Sc-4B.1:	School Leadership Team annually conducts a survey of teachers and staff, families, students, and community to gauge perceptions about the school, its effectiveness, and their place in it.	This is done through formal surveys (Panorama surveys, school/district designed surveys, etc.)	☐	☐	☐	x	
Sc-4B.2:	School Leadership Team annually releases to the school community a report of its analysis of survey results, including concrete actions it plans in response to the analysis.	This is done via board members, but informing other community members in a variety of ways is needed.	☐	☐	x	☐	
Sc-4B.3:	School Leadership Team annually convenes meetings of teachers and staff, students, student families, and community members to review and discuss the report of its analysis of survey results.	Staff meet at the beginning of each year to review survey results and set goals for the coming year.	☐	☐	x	☐	

Practice 4C: Engage students and families in pursuing education goals

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			None	**Initial**	**Partial**	**Full**	
Sc-4C.1:	Teachers and staff build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.	This is done informally on a class-by-class basis. This will become more formalized during the 2023/2024 SY when student digital portfolios are introduced.	☐	x	☐	☐	
Sc-4C.2:	Teachers and staff help students explore possibilities, articulate their personal aspirations, and connect their learning to the pursuit of these aspirations.	This occurs, but is not documented by teachers and students. This indicator will be addressed by using digital portfolios	☐	☐	x	☐	
Sc-4C.3:	Teachers and staff help students and their families formulate education goals and understand and use a variety of data sources about student progress and interests.	Teachers and staff maintain good communication with families regarding student goals. Additional work in the area of data resources needs improvement. Some families are limited to certain resources as they do not have Internet.	☐	☐	x	☐	

Practice 4D: Build from the strengths of diverse cultures and individual students' potential (Responsiveness)

Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation	Final Rating

		None	Initial	Partial	Full	
Sc-4D. 1	The school or district provides school faculty and staff with training and support to understand their own and their students' cultural and linguistic backgrounds.	District-offered culturally-focused professional development is made available free of charge by the district.	☐	☐	☐	x	
Sc-4D. 2	The school or district provides faculty and staff with training and support to avoid stereotyping of students based on assumptions and biases.	District training is provided	☐	☐	x	☐	
Sc-4D. 3	The school or district provides professional development for faculty on how to integrate cultural and linguistic material into the curriculum.	Monthly training was provided during the 2022/2023 SY. Staff will continue to receive training in this area.	☐	☐	x	☐	
Sc-4D. 4	The school plans ways to infuse place-based customs and values into the school's operating procedures, rituals, and activities.	Improvement is needed in this area, but staff have received training a number of times during the 2022/2023 SY.	☐	☐	x	☐	
Sc-4D. 5	The school includes community representatives from different cultural backgrounds in planning and providing school events that feature culture, customs, and values.	Given the school's population, "different cultural backgrounds" have not been the focus. The focus has been the Yup'ik culture.	☐	x	☐	☐	
Sc-4D. 6	The school ensures that the promotion of the history, culture, customs, and values of culturally distinct groups is done in a way that engenders respect for the history, culture, customs, and values of other groups.	This is a focus area for our school.	☐	☐	☐	x	

KEY LEARNINGS:

- **The school is moving in a direction that focuses on the uniqueness of our students, but continued work remains. An emphasis on instructional practices that include project and inquiry-based learning, address student social emotional needs, and further integrate the Yup'ik culture are necessary to further improve student success.**

- **Individualized learning opportunities need to be considered. In part, digital portfolios will assist in documenting this is taking place.**

- **Community involvement has room for improvement. Community involvement in the decision making process will further assist in ensuring student culture is enshrined in all aspects of the school and student experience.**

- **A scheduled review of various data is necessary.**

LOOKING WITHIN ACTIVITY 3: PROGRAM REVIEW FORM

Complete the table for each schoolwide program. A Program Review Example is provided in the Playbook.

Program			
Name: Leveled Literacy Intervention			
Program Purpose/Description: Reading intervention program			
Target Audience: Elementary students scoring in the lower 20% Percentile on benchmark reading assessments			
Program Data: State assessments and semi-annual benchmark assessments			
Fidelity Data	**Student Participation**	**Student Learning Results**	**Cost Considerations**
Routine meetings with literacy specialist indicate program is being incorporated to fidelity.	25 Students in grades 2-6.	95% of participating students have improved by 1 to 2 reading levels	The majority of the curriculum has been purchased by the district. An annual cost to replace "take-home readers" is nominal and covered by the district's curriculum department.
Program			
Name: Responsive Classroom			
Program Purpose/Description: Support social emotional needs throughout the school			
Target Audience: Grades k-12			
Program Data: Office and MTSS referrals			
Fidelity Data	**Student Participation**	**Student Learning Results**	**Cost Considerations**
The program is not being implemented to fidelity by all teaching staff. Elementary staff have adopted some of the program's practices, specifically Morning Meetings. Junior high and high school have adopted the Advisory Meeting.	K-12	There is currently no formal measurement tool.	Many of the staff need formal training. With formal training and proper implementation, students will continue to grow in social emotional learning. Curriculum is needed to implement formal SEL teaching strategies.
Program			
Name: Into Reading			
Program Purpose/Description: English Language Arts curriculum			
Target Audience: 3-12			
Program Data: Standardized test score (MAP, etc.) and benchmark assessments.			
Fidelity Data	**Student Participation**	**Student Learning Results**	**Cost Considerations**

Given the scope of the program and the unique cultural background of our, teachers are not able to implement the program as designed. The program is serving as a scope & sequence for units and a resource.	All students in grades 3-12	Learning results have not shown an increase in ELA standardized test scores nor benchmark assessments.	The majority of the curriculum has been purchased.

Program
Name: Voyage to Excellence/Excel

Program Purpose/Description: CTE, credit recovery, life skills

Target Audience: Grades 7-12

Program Data: Students compete the program and earn credits toward graduation.

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
We have seen positive results from these program. 95% of our returning students successfully complete program requirements.	All selected students in grades 7-12 participate in the program. 95% of selected students choose to participate.	Credits earned, life skills learned, a reflection of skills reflected by student actions upon returning.	The school pays for travel and expenses related to travel including chaperones who escort students.

Program
Name: Accelus

Program Purpose/Description: Credit recovery/alternative classroom

Target Audience: Grades 9-12

Program Data: Successful course completion with passing grade

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Students are provided in-class support and supportive learning environment to participate in courses.	During the 2022/2023 SY, 2 students participated and successfully completed Accelus courses.	Credits	The cost for each course is expensive and need to be purchased in advance. We have reduced the number of licenses purchase as there are not many students interested in taking these asynchronous courses.

Program
Name: STOPit

Program Purpose/Description: Anti-bullying program

Target Audience: k-12

Program Data: None available

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Students have been introduced to the program and shown how to use it.	There have not been any reported incidents by students.	n/a	Students are not using the district-funded program.

KEY LEARNINGS:

- Many of the districts adopted programs are not being implemented to fidelity
- Programs such as Excel and Voyage to Excellence are incredibly successful.
- Staff need more training in each of the programs. It is difficult to measure the effectiveness of a program if it is not being properly implemented.
- Accelus classes should be offered in classrooms where other classes are not taking place.

School: Akiak School **Principal:** James Boldosser

ESSA Designation: Comprehensive Support **Date and Time:** 4/19/2023, 2:30-4:00

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
Is there broad community opinion that **schools and community partners** should work together to address student achievement? How do we know?	• Survey results • Common vision of education	• Yes. Community should be more involved with the decision making in the school. Many of the students will stay in the village after they graduate. They should learn things in school that will help them survive in the village. • Somehow make more people aware of the surveys and school opportunities. Not everyone knows. Some phones are cut off.
How might our **school community culture and partnerships be influencing school and student performance**?	• Student data • Faculty and staff data • Program data • Practice data	• Some students may think student performance is not important because their parents are not involved with the school. • Some of the community organizations that come into the school help to promote the culture. Encouraging more participation could motivate students to go to school more often and try harder.
How does the **community and its resources support its school**? How do community partnerships enhance existing school-based services and resources?	• Academic supports • Social/emotional supports • Student and staff wellness	• Suicide prevention comes in to speak with the students. • Elders help out in classroom and participate in outside activities. • We let the store use our freezer space when they're full. • If there's a flood, the school provides housing for the community. • OCS works with the school to help children. • The Akiak Native Community supports student activities, such as senior trips, fiddle and sporting-related expenses (i.e., airfare, etc.).
How does the **school and its resources support community programs** designed to address community issues?	• Facilities • Support • People	• The school is always available for community events • Staff are willing to help during non-school, community events • Community members are able to use the shop to repair vehicles • Community members are able to use items such as handcarts from the school. • Adult sporting events take place at the school • School leadership support outside organization with

		communicating with families or organizing meetings.
		• Health aides, dentists, and eye doctors are able to use the school for community supports.
		• The school makes the community aware of important events via its social media
How are **school community partnerships coordinated**? What structures are in place to ensure **effective communication and collaboration**?	• Partnership framework • Communication plan	• The school's secretary and the school's Aipa Ataneq help coordinate many aspects of the school, including events and important information related to students. • The school sends home letters with students, posts signs in the post office and store, and updates Facebook when there is something important to announce.
How are **school and community partnerships evaluated and sustained**?	• Results framework • Annual reflection and review of results	• People need to be made aware of what is taking place. Many people don't know what is going on. • End of year review with the community (maybe more meetings throughout the year)
How do the **economic factors** of the school/district appear to be impacting schools/education in our community?	• State and local economic issues • Industry closures or openings	• Students are coming home with cool things they learned at school. • The school provides work to many families • Everyone benefits when the school hosts a fiddle.

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
	• Local fundraising • Resource shortages • School staff turnover • Current and future workforce	
What, if any, **Social Factors** appear to be impacting schools/education in our community?	• Local population changes • School enrollment • School attendance • Health and safety	• Fewer students are going hunting and fishing. Technology distracts them. • Students are aware of the negative impact of drugs/drinking/smoking (Many community members chew)
What, if any, **Technological Factors** appear to be impacting schools/education in our community?	• Technological infrastructure (phone, internet, power, etc.) • Shifts to remote or hybrid employment • Future technological needs	• All community members had free internet for a year and then they just turned it off. • Students don't have access to many resources because they don't have internet. More people need internet. • The school allows students to access the internet after school and on the weekends. • Make the school more available to students and community members after school and on weekends.
What, if any, **Environmental Factors** appear to be impacting schools/education in our community?	• Weather and climate • Shifts in natural resources • School expansions • Community workforce needs	• We have to deal with flooding. They are moving houses away from the river because the river is changing and coming into the village. • The student population is growing and the classrooms are too small. We need more space! Food is stored in the hall because there's no more room.
What opportunities do we have **to leverage a school community partnership** to improve student learning?	• Place-based learning • Shared leadership roles • Joint planning and problem solving	• Our tribe is very supportive of the school. • We can have the clinic come in and talk to students about health matters they can prevent (hygiene, sexually transmitted diseases, etc.) • Students can practice working at the school (run cash register, stock shelves, inventory food)

Key Learnings from Looking Beyond:

- **We have community members that want to get involved but they're not aware of opportunities.**
- **Technology is impacting our children's' cultural appreciation**

- **Some community members didn't have a good experience in school so they're afraid to get involved. Let them know the school is the community hub and everyone is welcome**

FOUR BIG CONCLUSIONS FORM

The School and Community Leadership Team reviews the completed key learnings from **Looking Within** (Profile Review, Practice Review, and Program Review) and **Looking Beyond** (Community Review) and identifies its top 3 assets and challenges.

After reviewing the **3 top assets and challenges**, the School and Community Leadership Team identifies and prioritizes **FOUR BIG CONCLUSIONS**, *within their control*, that will be addressed in Module 2.

Assets

Using the key learnings, list the **3 greatest assets** of the school and/or community.

Assets	Justification
1. Community organizations support school	Relationship with ANC and their willingness to donate funds when requested. Always open to allowing staff/students access community center when needed.
2. Staff are willing to serve students/community outside of their contractual obligations.	Staff volunteer to coach, help out after school and on weekends during community events, are willing to lead various initiatives outside of the classroom.
3. After school opportunities for students	The school has funding for open library, open gym, tutoring, sporting events/travel, and other open school activities that take place outside of school hours.

Challenges

Using the key learnings, list the **3 greatest challenges** that are *within the school and/or community's control* to address.

Challenges	Justification
1. Community engagement within the school.	Not as many community members show up for community meetings. Response rate on surveys or similar requests for opinions or feedback are quite low.
2. Student attendance is low	Annual attendance rate is approximately 80%. It could improve with support from the school and community.
3. Student engagement in class.	The school continues to struggle with office referrals, students sleeping in class, student walking in the halls during class, and students skipping school.

Big Conclusions

Prioritize 4 BIG CONCLUSIONS *within the school and/or community's control.*

Big Conclusions	Justification
1. Instructional practices need to be more engaging for students	Engaging materials and projects make students want to come to school and stay in class while they're in school

2.	Student absenteeism can be improved	Many students have historically found school boring, so they are not willing to give it a chance, even with the changes that have taken place in the school and classroom. If we take steps to get students in school, we should be prepared to design projects, activities and other engaging learning opportunities to keep them there.
3.	Some of the district adopted curriculum is not being implemented properly or is not appropriate for our students.	Some teachers are not using the material as it is intended. This is in part due to the material not being culturally relevant for our students. It's also due to the material being too challenging for our students as many of our students are below grade level in reading and in math.
4.	Community involvement needs to improve.	The amount of community members who participate in school activities is far below the amount of people in the village.

Title I Schoolwide Plan
Assurances for Alaska's Empowerment Playbook
2023-2024

Contact Information

School Information

School Name: Akiak School	Principal:James Boldosser	Address: Box 49, Akiak, AK 99552
Telephone: 907-765-4600	Email:jboldosser@yupiit.org	

District Information

District Name: YSD	Superintendent:George Scott Ballard	Address: 500 Phillip Street, Akiachak, AK 99551
Telephone: 907-825-3600	Email:sballard@yupiit.org	

Schoolwide Enactment Information

Schoolwide Eligibility Information

What is the school's current poverty rate?: Grad Rate

Is the school's poverty rate above 40%? (Y or N): Yes

If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N): _____

Schoolwide Plan Information

New Plan (Y or N): _____Yes_____

Initial Effective Date: _____May 13, 2023_____

Revision Date: _____

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: (required)	James Boldosser	Facilitator
Teachers: (required)	Hannah Baird, Stephanie Conlan, Armando Quintant, Shawn Williams, Jennassy Regal, Keaton Immekus, Alberta Demantle	
Paraprofessionals: (required)	Charity Owen, Faith Owen, Amanda Williams, Arthur Phillip	
Parents & Community: (required)	Shawna William, Elena Owen, Alberta Demantle	
School Staff (required)	Davida Lott, Susie Lott, Kathleen Gilila	
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)		
*Title Programs:		
*CTE:		
*Head Start:		
Specialized Instructional Support: (as appropriate)		
Tribes & Tribal Organizations: (as applicable)		
Students: (if plan relates to secondary school)		
Other: (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:

Key Learnings from Activity 1: Profile Review

What are the demographic strengths and challenges?

1. How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school's actionable plan?
   Enrollment has remained steady over the last two years with a slight increase of 150 for the 2023/2024 school year. Increased student population requires additional support staff and training.

2. What is the staff retention and absenteeism patterns?
   Staff retention has remained low over the last two years. High absenteeism continues to remain high. The school did see a slight improvement during the 2022/2023 school year in both staff retention and absenteeism.

3. How has the absenteeism rate changed over time? What are the implications for the school's actionable plan?
   Staff absenteeism fluctuates each school year. These fluctuations are often caused by leadership changes. Student absenteeism remains high but has recently shown slight improvement. Both staff and student absenteeism has a negative impact on the school's actionable plan.

4. Other thoughts/conclusions: Additional, in-depth tracking of other factors related to absenteeism need to be tracked over longer periods to better understand and causes and solutions.

What strengths and challenges are indicated by student outcome data?

5. What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

The majority of the school's students score in the lower 10%-20% percentile on all standardized assessments (i.e., MAPS, AK Star, PEAKS, etc.).

6. What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

The predominantly Alaska Native student population has similar outcomes. There are few differences in outcomes.

7. What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?
Math outcomes are slightly higher than English Language Arts, but in both cases the majority of students score in the lower 10%-20% percentile.

8. What are the differences in growth performance by grade level, class, or subject?

There is an increase in students tested over the last 2 years in all areas. There are little differences in all areas of the student population.

9. What are the implications of student outcome data on school improvement?

The implications of student outcomes are an on-going review of teaching practices, interventions, curriculum, and policies and procedures.

Other thoughts/conclusions: An on-going shift in instructional practices/materials has taken place over the last five years. Additionally, the district recently adopted a subsistence calendar. Increase in students tested, coupled with on-going changes that better support student learning (e.g., instructional practices, materials, calendar).

What are the strengths and challenges of our facilities and safety efforts?

10. What are maintenance reports telling us about the school facilities?

Some of the challenges with our facilities, are due to the age of the motorized equipment. The expense of replacement with new, due to the older equipment or parts, no longer being manufactured, creates timing issue and larger expense. Most of the newer equipment needed is not compatible with the existing.

The school building in Akiak, the classrooms were made smaller to be able to redesign the school to have a full size gym. This construction change, causes issue with storage of materials and also space for students.

The construction of the existing school, the maintenance of the building

was not part of the construction equation, for instance, the broken windows in the library, we have no equipment, replacement equipment available locally, that we will be able to remove and replace the windows. Therefore, it is a very expensive issue.

With ESSER III funding, YSD was able to contract with a General Contractor and Engineer to design and update the existing outdated/ non-working HVAC DDC controllers in the school. All existing zone valves will be replaced and new controllers added to the DDC System. This will make the classrooms temperatures adjustable and more comfortable for the teachers and students. This also will bring an energy savings to the district. (We will not be heating up areas that are "too" hot and have to have the windows and door open to heat the outdoors and also will allow the exterior doors to be secured, providing a safer school building).

Along with the energy efficiency changes to the school, new air handler motors, will be installed and increasing the air filtration systems to MERV 13, will bring cleaner air into the school, which will assist in circulating cleaner air.

The maintenance reports (work order system) tells the Maintenance Director what areas of the school or teacher housing are having issues and then an assessment will be made as to what work needs to be done to reduce the issues shown on the report. These changes and repairs/ replacement will make for a improvements to the school and teacher home environments. The fuel and electrical usage logs, show what buildings are using excessive utilities, which then allows us to investigate the situation, to determine why and if all equipment is working correctly.

11. How are we leveraging the facilities for school community connections?

The school serves as a community hub. The community is able to access the school for a variety of reasons. Community events such as feasts, community meetings, fiddle, and athletic events are just a few examples of how we leverage the facilities for community connections. The school also works with non-community organizations that visit the village to serve the community, such as YKHC, dentists, and eye doctors.

12. Howdothefacilitiesshowourculturaluniqueness?Whatmightneedtoimprove?

The majority of the school reflects cultural uniqueness. Yup'ik culture is reflected by culturally relevant student work. The entryway is always filled with culturally relevant student projects and art. Our Hall of Elders has large pictures of our community and its members. A display case in the front office is filled with culturally relevant artifacts. The school is designed and equipped in a manner that permits cultural activities, such as fish and moose cutting in the Home Ec. Room and Yup'ik dancing in the gym and other areas of the school.

13. Whatarewedoingwellintermsofprovidingasafelearningenvironment?Whatelseisneeded?

When a safety issue arises in the school, it is immediately reported and addressed. Safety assessment are conducted on a regular bases. Emergency drills are routinely practiced (e.g., fire drills, lock down drills, etc.). Doors are unobstructed and allow for ease of exit and entry. Hazardous waste is properly stored and disposed of. Policies and procedures while in the school support safe navigation both in and outside of the school (e.g., Walking in the halls, walking in a quiet line during fire drills, etc.). Filtered water is provided. An increase in water analysis may be warranted.

What are the school climate/culture results telling us about our school and learning culture?

A review of the school climate/culture results indicate a year-over-year improvement for our school

and learning culture.

14. Whatarethedatatellingusaboutpatternsofstudents',parents',andschoolpersonnel's experience of school life?

There has been an increase in school personnel's experience over the last two years with the 2022/2023 school year showing the greatest increase. Overall student experience remains high with a slight decrease in the areas of peer relations and cultural connectedness. Parent results remain consistent with an overall positive rating in each area.

15. Howdoestheschool'sculturereflectschoolnorms,goals,values,interpersonalrelationships, teaching and learning practices, and organizational structures? How might we strengthen the school's culture of learning?

The school focuses on five Yup'ik values throughout the school. These values are called Thunderbolt Expectations "Sharing, Love, Work Hard, Cooperation, and Respect." The school has moved toward a culturally-relevant learning model with a focus on Yup'ik history and culture. Project-base learning has increased over the last year, with students participating in more hands-on activities that directly relate to the Yup'ik culture. School wide culturally-relevant activities have increased (e.g., moose hunting, fishing, cultural camps, local food for lunches, etc.). We will continue to strengthen the student learning experience with increased staff training in various areas related to project and inquiry-based, culturally-relevant learning

- Practice Review,

Domain 1: Transformational Leadership							
Practice 1A. Prioritize improvement and communicate its urgency							
Indicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	None	Initial	Partial	Full	Final Rating
Sc-1A.0:	School Leader establishes a School Leadership Team comprised of, but not limited to, school leaders, community leaders, teachers and staff representatives, family representatives, and students as appropriate that meets routinely to engage in continuous improvement.	Additional staff and community members needed.	☐	☐	x	☐	
Sc-1A.1:	School Leadership Team sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement.	Not consistently reviewed with stakeholders.	☐	☐	x	☐	
Sc-1A.2:	School Leadership Team itemizes and appropriately distributes leadership functions among teachers.	Teacher recognition for these responsibilities needs to be increased.	☐	☐	x	☐	
Sc-1A.3:	Communication strategies, as outlined in a plan developed by School Leadership Team, are used to routinely share improvement priorities across teachers and staff, with students, and with the school's broader community.	All stakeholders are not included in communicated related to strategies. An increase in this area is necessary (e.g., increased community meetings, social media posts, etc.)	☐	x	☐	☐	

idicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			N o ne	Init ial	Pa rti al	F ul l	
Sc-1B.1:	School Leadership Team sets student-outcome goals with baseline and student-centered performance measures informed by both summative and formative assessments and results.	Formal assessments (MAP) are reviewed but goals have not been identified.	☐	x	☐	☐	
Sc-1B.2:	School Leadership Team establishes and monitors implementation of an improvement that is aligned with the school's direction and includes implementation milestones, actions, and annual measures.	Given the ongoing leadership change, this has not been consistent.	☐	☐	x	☐	
Sc-1B.3:	Improvement plan includes necessary changes in personnel, programs, and professional practice as determined by needs assessment (situational analysis).	We are continuously improving in this area.	☐	x	☐	☐	

actice 1C: Customize and target support to meet needs

idicator	Description	Evidence: Describe what it looks like now. Include examples, artifacts, or evidence	Implementation				Final Rating
			N o n e	Init ial	Pa rti al	F ull	
Sc-1C.1:	School Leadership Team assesses needs at the school, grade, and individual level and identifies three to five key priorities as part of a school improvement plan.	Given the recent change in leadership, the school has only started to build a foundation in various areas. Now that this foundation has been established, the leadership team is better prepared to focus on various areas.	☐	☐	x	☐	
Sc-1C.2:	School Leadership Team requests and receives flexibility from the district and/or state around identified areas (e.g., flexibility in hiring staff, school	Given the recent district level leadership change, this area of our practice is also evolving, but work	☐	x	☐	☐	
Sc-1C.3:	School Leadership Team plans and implements improvement strategies that are focused on student learning needs.	We have taken great steps on this indicator. Much of our 2022/2023 professional development has focused on student learning needs.	☐	☐	x	☐	
Sc-1C.4:	School Leadership Team plans and implements strategies tailored to address the professional learning needs of individual teachers and staff.	Many of the professional learning opportunities for staff have been selected based on school goals/initiative and staff needs. For example, some of our new teachers have received professional development that focuses on classroom management, social emotional learning, etc.	☐	☐	x	☐	

- Program Review,

Program
Name: Leveled Literacy Intervention
Program Purpose/Description: Reading intervention program
Target Audience: Elementary students scoring in the lower 20% Percentile on benchmark reading assessments
Program Data: State assessments and semi-annual benchmark assessments

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
Routine meetings with literacy specialist indicate program is being incorporated to fidelity.	25 Students in grades 2-6.	95% of participating students have improved by 1 to 2 reading levels	The majority of the curriculum has been purchased by the district. An annual cost to replace "take-home readers" is nominal and covered by the district's curriculum department.

Program
Name: Responsive Classroom
Program Purpose/Description: Support social emotional needs throughout the school
Target Audience: Grades k-12
Program Data: Office and MTSS referrals

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
The program is not being implemented to fidelity by all teaching staff. Elementary staff have adopted some of the program's practices, specifically Morning Meetings. Junior high and high school have adopted the Advisory Meeting.	K-12	There is currently no formal measurement tool.	Many of the staff need formal training. With formal training and proper implementation, students will continue to grow in social emotional learning. Curriculum is needed to implement formal SEL teaching strategies.

Program
Name: Into Reading
Program Purpose/Description: English Language Arts curriculum
Target Audience: 3-12
Program Data: Standardized test score (MAP, etc.) and benchmark assessments.

Name: Voyage to Excellence/Excel

Program Purpose/Description: CTE, credit recovery, life skills

Target Audience: Grades 7-12

Program Data: Students compete the program and earn credits toward graduation.

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
e have seen positive results from these ogram. 95% of our returning students ccessfully complete program quirements.	All selected students in grades 7-12 participate in the program. 95% of selected students choose to participate.	Credits earned, life skills learned, a reflection of skills reflected by student actions upon returning.	The school pays for travel and expenses related to travel including chaperones who escort students.

Program

Name: Accelus

Program Purpose/Description: Credit recovery/alternative classroom

Target Audience: Grades 9-12

Program Data: Successful course completion with passing grade

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
udents are provided in-class support d supportive learning environment to rticipate in courses.	During the 2022/2023 SY, 2 students participated and successfully completed Accelus courses.	Credits	The cost for each course is expensive and need to be purchased in advance. We have reduced the number of licenses purchase as there are not many students interested in taking these asynchronous courses.

Program

Name: STOPit

Program Purpose/Description: Anti-bullying program

Target Audience: k-12

Program Data: None available

Fidelity Data	Student Participation	Student Learning Results	Cost Considerations
udents have been introduced to the ogram and shown how to use it.	There have not been any reported incidents by students.	n/a	Students are not using the district-funded program.

- Community Review.

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
Is there broad community opinion that schools and community partners should work together to address student achievement? How do we know?	• Survey results • Common vision of education	• Yes. Community should be more involved with the decision making in the school. Many of the students will stay in the village after they graduate. They should learn things in school that will help them survive in the village. • Somehow make more people aware of the surveys and school opportunities. Not everyone knows. Some phones are cut off.
How might our school community culture and partnerships be influencing school and student performance?	• Student data • Faculty and staff data • Program data • Practice data	• Some students may think student performance is not important because their parents are not involved with the school. • Some of the community organizations that come into the school help to promote the culture. Encouraging more participation could motivate students to go to school more often and try harder.
How does the community and its resources support its school? How do community partnerships enhance existing school-based services and resources?	• Academic supports • Social/emotional supports • Student and staff wellness	• Suicide prevention comes in to speak with the students. • Elders help out in classroom and participate in outside activities. • We let the store use our freezer space when they're full. • If there's a flood, the school provides housing for the community. • OCS works with the school to help children. • The Akiak Native Community supports student activities, such as senior trips, fiddle and sporting-related expenses (i.e., airfare, etc.).
How does the school and its resources support community programs designed to address community issues?	• Facilities • Support • People	• The school is always available for community events • Staff are willing to help during non-school, community events • Community members are able to use the shop to repair vehicles

handcarts from the school.
* Adult sporting events take place at the school
* School leadership support outside organization with

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
	• Local fundraising • Resource shortages • School staff turnover • Current and future workforce	
What, if any, **Social Factors** appear to be impacting schools/education in our community?	• Local population changes • School enrollment • School attendance • Health and safety	• Fewer students are going hunting and fishing. Technology distracts them. • Students are aware of the negative impact of drugs/drinking/smoking (Many community members chew)
What, if any, **Technological Factors** appear to be impacting schools/education in our community?	• Technological infrastructure (phone, internet, power, etc.) • Shifts to remote or hybrid employment • Future technological needs	• All community members had free internet for a year and then they just turned it off. • Students don't have access to many resources because they don't have internet. More people need internet. • The school allows students to access the internet after school and on the weekends. • Make the school more available to students and community members after school and on weekends.
What, if any, **Environmental Factors** appear to be impacting schools/education in our community?	• Weather and climate • Shifts in natural resources • School expansions • Community workforce needs	• We have to deal with flooding. They are moving houses away from the river because the river is changing and coming into the village. • The student population is growing and the classrooms are too small. We need more space! Food is stored in the hall because there's no more room.
What opportunities do we have to leverage a school community partnership to improve student learning?	• Place-based learning • Shared leadership roles • Joint planning and problem solving	• Our tribe is very supportive of the school. • We can have the clinic come in and talk to students about health matters they can prevent (hygiene, sexually transmitted diseases, etc.) • Students can practice working at the school (run cash register, stock shelves, inventory food)

Key Learnings from Looking Beyond:

* We have community members that want to get involved but they're not aware of opportunities.
* Technology is impacting our children's' cultural appreciation
* Some community members didn't have a good experience in school so they're afraid to get involved. Let them know the school is the community hub

and everyone is welcome

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 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—	Alaska's Empowerment Playbook 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: We have taken great steps on this indicator. Much of our 2022/2023 professional development has focused on student learning needs. Indicator SC-3B.1: Improvement is needed in this area. Many of the practices have focused on social emotional learning and behavior. and/or SC-3B.4: Increased review and assessment of instructional practices is necessary.
Use methods and instructional strategies that – - 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: Improvement is needed in this area. Many of the practices have focused on social emotional learning and behavior. Indicator SC-3B.2: An increase in project and inquiry-based practices will continue to grow throughout the school.
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: The school's MTSS team has served as individuals who identify specific student needs. Indicator SC-3C.2: Additional community participation is needed in this area.

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 –	Alaska's Empowerment Playbook Within the <u>3-Year Successful School Improvement Plan</u>, 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. (ESEA section 1114(b)(7)(A)(iii)(II))	Indicator SC-4C.1, Indicator SC-4C.2, and/or Indicator SC-4C.3
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)
		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
		Title I, Part C: Education of Migratory Children**

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
		Title IV, Part A: Student Support and Academic Enrichment Grants
		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
		1003(a): School Improvement
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:
		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: _George Scott Ballard_

Signature: _Scott Ballard_   Date: _10/6/2023_

Name of Principal: _James Boldosser_

Signature: _[signature]_   **Date:** 10-5-23

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.