Northwest Arctic Borough School District

District Overview
School System of Success Data

April 2023

*Information adapted from an Alaska Department of Education Webinar, January 2023

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Objectives

System of School Success Overview
- School Designations

School Improvement Empowerment Process
- Requirements
- State Supports & Resources

2

School Designations

Comprehensive Support and Improvement (CSI)
- 5% of Title I schools with the lowest index score (34 schools)
- Graduation rate less than or equal to 66.67% (33 schools)

Targeted Support and Improvement (TSI) (54 schools)
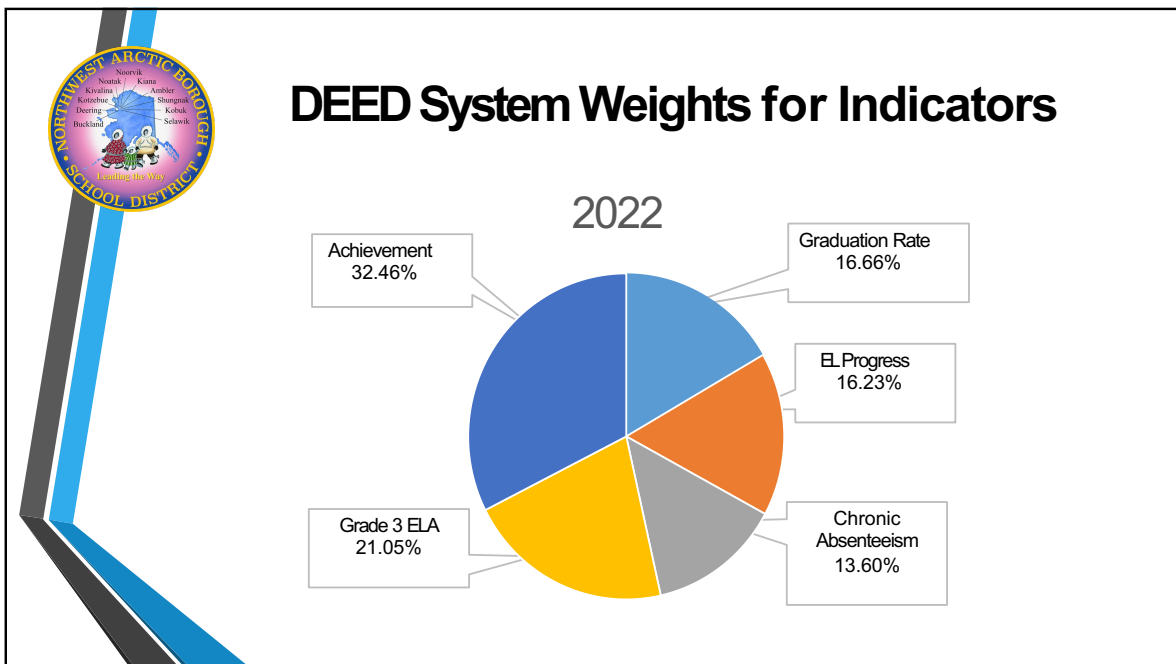- Based on the equity gap for any of the nine identified student groups

Additional Targeted Support and Improvement (ATSI) (3 Schools)
- Based on the equity gap for any of the nine identified student groups three years in a row
- New in 2021-2022

Universal Support (374 Schools)

All schools are eligible for a CSI, TSI, or ATSI designation regardless of size.

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DEED System Weights for Indicators

2022

- Achievement 32.46%
- Graduation Rate 16.66%
- EL Progress 16.23%
- Chronic Absenteeism 13.60%
- Grade 3 ELA 21.05%

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School Designations

- Do NOT indicate "good" schools or "bad" schools.
- Provide the state with data and guidance on how we can focus our support
- Not meant to be punitive
- It should not be seen as a shameful or stigmatizing
- School Improvement is for every school; designated schools just get more directed support (like the MTSS framework)

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School Designations

Comprehensive Support and Improvement (CSI)

- Lowest 5% of Title I schools
    - Includes a Small School Review (SSR)*
- Graduation Rate less than or equal to 66.67% 4- year cohort
    - The graduation Rate is a lagging indicator

*Three-Year Designation Cycles

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School Designations

Targeted Support and Improvement (TSI)

- Any one of the nine student groups with an index value within the range of the lowest 5% designated CSI schools
- TSI Performance Threshold (6.21)

- *One-year Designation

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Student Groups

- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic

- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

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School Designations

Additional Targeted Support and Improvement (ATSI)

- Any of the nine student groups with an index value within the range of the lowest 5% designated CSI schools for three years in a row
- TSI Performance Threshold
- *New Designation Status this year
- Will receive the same support level as CSI 5% schools

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NWABSD Designations
for 2023-2024

Comprehensive Support (CSI)
50K Grant
- Ambler School
- Kobuk School
- June Nelson Elem
- Davis-Ramoth School

Additional Targeted Support (ATSI)
50K Grant
- Buckland School

*Newly designated schools will receive a 10K planning grant Spring 2023

Targeted Support (TSI)
25K Grant
- Aqqaluk High/Noorvik Elem
- Kotzebue Middle High School

Comprehensive Support (Grad Rate)
25K Grant
- Kiana School
- Home School

*All Other Schools Fall Under Universal Support

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DEED Supports for Schools

- Technical Assistance provided by the School Improvement team:
  - Regular webinars
  - Open office hours
  - Cohort meetings for designated schools
  - Canvas modules on using Alaska's Empowerment Playbook

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Designated Schools:
Required Activities per ESEA & ESSA

- Local needs assessment/situational analysis
- An improvement plan responding to reasons for identification and identified needs
- Consultation of stakeholders
- Implementation of evidence-based interventions

Documentation for these activities are expected to be provided during ESEA Monitoring and to receive 1003(a) funding (templates provided by the State)

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DEED Resources for Designated Schools

Dedicated Website
Useful Resources
Links

https://education.alaska.gov/SchoolRecognition

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Questions

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth				✗	✗	✗	✗	✗	✗				
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. Note: ELA and Math Growth are not part of the 2021-22 Accountability system.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

100
Highest Index Score Possible

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than or equal 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Additional Targeted Support -** Schools that are TSI for the same student group three years in a row.
- **Universal Support** - All other schools are considered Universal Support schools.

What is the TSI Performance Threshold in 2022?

The lowest 5% of Title I schools have index scores ranging from 0 to 6.21.
- If a school is Title I and has an overall school index score of 6.21 or lower, it receives a designation of **Comprehensive Support (Lowest 5%)**.
- If a school has any student group with an index score below 6.21, the school receives a designation of **Targeted Support.**

Index Scores

6.21
TSI Performance Threshold

0.00
Lowest Index Score Possible

Which student groups are measured?

- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?
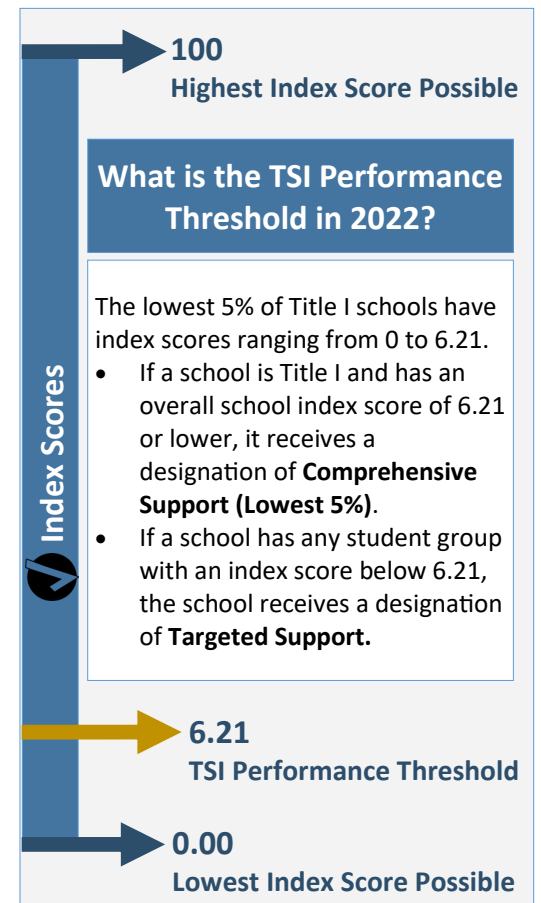
System for School Success

2021-2022 School Report

Ambler School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2019

Overall School Index Value: 13.51

Academic Achievement

	English Language Arts — Percentage of students that were proficient on the state summative assessment.	Mathematics — Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress — Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Text

Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf

Graduation Rates

	Graduation Rate — The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism — Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA — Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	45.76%	n/a

Student Group Performance

	Student Group Performance — If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

Alaska Department of Education & Early Development

An excellent education for every student every day.

Buckland School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Additional Targeted Support and Improvement -2022

Overall School Index Value: 14.56

System for School Success Overview

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Academic Achievement

	English Language Arts — Percentage of students that were proficient on the state summative assessment.	Mathematics — Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress — Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability

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Graduation Rates

	Graduation Rate — The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	80%
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism — Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA — Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	11.73%	0%

Student Group Performance

	Student Group Performance — If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	**Students with Disabilities**

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success

2021-2022 School Report

Deering School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 11.94

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Academic Achievement

	English Language Arts — Percentage of students that were proficient on the state summative assessment.	Mathematics — Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress — Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

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Graduation Rates

	Graduation Rate — The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism — Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA — Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	40.43%	n/a

Student Group Performance

	Student Group Performance — If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

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Kiana School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Graduation Rate) -2022

Overall School Index Value: 25.52

System for School Success Overview

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Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	**Mathematics** Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

Academic Growth

Not Part of 2021-22 Accountability

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School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	**Grade 3 ELA** Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	54.72%	n/a

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	60%
Five-Year	n/a

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

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Kisimgiugtuq School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 9.34

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Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

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Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	46.06%	0%

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

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Kobuk School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2022

Overall School Index Value: 2.77

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Academic Achievement

| | English Language Arts
Percentage of students that were proficient on the state summative assessment. | Mathematics
Percentage of students that were proficient on the state summative assessment. |
|---|---|---|
| All Students | 0% | 0% |

English Learner Progress

| | English Learner Progress
Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment. |
|---|---|
| All Students | n/a |

Academic Growth

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Graduation Rates

| | Graduation Rate
The rate of students that graduated from high school within four or five years of enrolling as ninth graders. |
|---|---|
| Four-Year | n/a |
| Five-Year | n/a |

School Quality/Success

| | Chronic Absenteeism
Percentage of students who missed less than 10% of the days enrolled at the school. | Grade 3 ELA
Percentage of Grade 3 students that were proficient on the state summative assessment in ELA. |
|---|---|---|
| All Students | 9.38% | n/a |

Student Group Performance

| | Student Group Performance
If school is Targeted or Additional Targeted Support, identified student groups are shown below. |
|---|---|
| Student Groups | n/a |

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

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June Nelson Elementary, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2022

Overall School Index Value: 5.37

Academic Achievement

	English Language Arts - Percentage of students that were proficient on the state summative assessment.	Mathematics - Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

Academic Growth

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School Quality/Success

	Chronic Absenteeism - Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA - Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	26.48%	0%

English Learner Progress

	English Learner Progress - Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates

	Graduation Rate - The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

Student Group Performance

	Student Group Performance - If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

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Kotzebue Middle/High School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Targeted Support and Improvement -2022

Overall School Index Value: 26.03

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	**Mathematics** Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

Academic Growth

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School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	**Grade 3 ELA** Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	25.16%	n/a

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	73.47%
Five-Year	89.66%

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	**Students with Disabilities**

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

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Napaaqtugmiut School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 23.29

Academic Achievement

	English Language Arts — Percentage of students that were proficient on the state summative assessment.	Mathematics — Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress — Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability

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Graduation Rates

	Graduation Rate — The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	100%

School Quality/Success

	Chronic Absenteeism — Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA — Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	55.41%	n/a

Student Group Performance

	Student Group Performance — If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

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Aqqaluk High/Noorvik Elementary, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Targeted Support and Improvement -2022

Overall School Index Value: 7.6

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Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability
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Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	93.33%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	11.28%	0%

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	**Students with Disabilities Economically Disadvantaged**

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success

2021-2022 School Report

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Davis-Ramoth School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) -2019

Overall School Index Value: 16.04

Academic Achievement

	English Language Arts — Percentage of students that were proficient on the state summative assessment.	Mathematics — Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress — Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability

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Graduation Rates

Graduation Rate
The rate of students that graduated from high school within four or five years of enrolling as ninth graders.

Four-Year	66.67%
Five-Year	73.68%

School Quality/Success

	Chronic Absenteeism — Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA — Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	14.98%	0%

Student Group Performance

	Student Group Performance — If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success

2021-2022 School Report

Shungnak School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Universal Support

Overall School Index Value: 14.57

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass
A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

An excellent education for every student every day.

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

Academic Growth

Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see: https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	49.33%	n/a

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success
2021-2022 School Report

NWABSD Home School, Northwest Arctic Borough School District

Title I School: Yes

School Designation: Comprehensive Support (Graduation Rate) -2022

Overall School Index Value: 13.9

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass
A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	0%	0%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see:

https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	50%
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	n/a	n/a

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	n/a

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

The following is an example of a Successful School Improvement Plan using Alaska DEED's Empowerment for Successful School Improvement Process. ABC Elementary School and all names and data in this example are fictitious. Information in italics represents what the ABC School Leadership and Community Team would enter to complete the situational analysis and create a Successful School Improvement Plan. Any resemblance to an actual school or person living or dead is purely coincidental.

January 2023

Alaska Department of Education and Early Development (DEED)

Successful School Success Plan Exemplar

Successful School Improvement Plan

School Name: ABC School   **Date of Plan:** 9/5/2022

School's Vision: *ABC Elementary School is a community of students, their families, and educators united in their regard for learning, kindness, and respect for one another.*

School's Mission: *ABC Elementary School's purpose is to model, teach, and engender a love for learning, discipline for mastery, and respect for self and others.*

Goal #	1. All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.					

Measures						
Indicator(s)		Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1.	The percentage of students whose grade-level reading achievement has increased.	DIBELS Grade level reading assessments	To be established 2022-2023 school year	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually
		MAP Fall and Spring testing	*23% 2021-2022 School Year*	*35%*	*45%*	*55%*
		Core curriculum program assessments	*To be established 2022-2023 school year*	5% increase of students reading at grade level annually	15% increase of students reading at grade level annually	35% increase of students reading at grade level annually

Strategy #	1. If we systematically implement the DIBELS progress monitoring and identify students' skill deficiencies, then teachers use data to plan and deliver reading/literacy instruction and support matched to student needs, and students will meet their growth targets in reading.

Measures						
Indicator(s)		Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1.	School teams (e.g., School Leadership teams, grade level teams, vertical	DIBELS Assessment data	Fall 2022	100% of k-8 teachers are	100% of k-8 teachers are	100% teachers are progress

teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need (Sc-3A.3).			progress monitoring all students' reading skills monthly using DIBELS	progress monitoring all students' reading skills every two weeks using DIBELS	monitoring all students' reading skills weekly using DIBELS
	Lesson Plans	Fall 2022	65% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	80% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	100% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction
	Principal Walkthroughs	Fall 2022	75% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction

Year 1 Milestones and Actions

Milestone 1. Teachers implement DIBELS k-8 systematically as noted by student data.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in DIBELS	Training agenda, sign-in, and post training assessment	Beginning of Academic School Year August/September annually	DIBELS provided by the district and training by reading specialist	Principal	District Curriculum Director and Reading Specialist

2. Implement DIBELS progress monitoring	Student data used by teacher	At least monthly data results	DIBELS teacher training provided by the district	Teachers	Principal, District Curriculum Director, and Reading Specialist
3. Response to data through instruction	Lesson plans Walkthrough data	After teacher training through May of each school year	DIBELS training provided by the district Lesson Plan template Walkthrough form with "look-fors" related to the new ELA curriculum and Science of Reading provided by district	Principal	District Curriculum Director and Reading Specialist

Year 2 Milestones and Actions

Milestone 1. Teachers use data and evidence-based instructional strategies to develop plans and deliver reading and literacy instruction and support, as evidenced by strategies included in lesson plans and feedback from walkthroughs.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in evidence-based reading and literacy instructional strategies and peer coaching.	Training agenda, sign-in, and post-training assessment	Beginning of Academic School Year Two August/September annually	Training provided by reading specialist or through online coursework supported by district Lesson Plan template and Walkthrough Form with "look-fors"	Principal	District Curriculum Director and Reading Specialist

			related to implementation of strategies		
2. Implement peer mentor teams.	Peer mentor observation (focused on use of evidence-based reading and literacy strategies)/observation schedules and feedback on next steps	At least bimonthly	Peer mentor overview (structure, process, and outcomes) developed by the School and Community Leadership Team (based on training)	Teachers	Principal, District Curriculum Director, and Reading Specialist
3. Train staff in evidence-based reading and literacy support strategies.	Training agenda, sign-in, and post-training assessment	After teacher training through May of the school year	Support strategies training provided by the district; Lesson Plan template and Walkthrough Form with "look-fors" related to the implementation of support strategies; Expanded peer mentor focus to include support	Principal	District Curriculum Director and Reading Specialist
4. Provide mini sessions for parents to provide strategies and hands-on practice with ways to help their students in reading and literacy.	Quarterly mini-session training agenda; sign-in; participant feedback; student feedback	Quarterly (e.g., in conjunction with scheduled progress reporting or end of nine weeks activity)	Parent and student feedback tools; mini session agenda; reading and literacy materials	Teachers	Principal, District Curriculum Director, and Reading Specialist

	Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
5.	Use analysis of strengths and areas of concern related to reading and literacy evidence-based strategies, support strategies, and peer mentoring process.	Lesson Plan samples with strategies "look-fors", Walkthrough Form "look-fors", Teacher survey results	April	Teacher survey, compiled summary of "look-fors" from Lesson Plans, Walkthrough Forms, and Mentor feedback samples.	Lead Teacher	Principal, District Curriculum Director, and Reading Specialist

Year 3 Milestones and Actions

Milestone 3. Teachers support students in goal setting for reading and literacy and self-monitoring as evidenced by student-identified goals and data tracking tools.						
	Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.	Train staff in conferencing with students to set goals and self-monitor for reading and literacy.	Training agenda, sign-in, and post-training assessment	Beginning of Academic School Year Three August/September	Training provided by reading specialist or through online coursework supported by district	Principal	District Curriculum Director and Reading Specialist
2.	Train students in goal setting, progress monitoring, and their role in conferencing about reading and literacy with the teacher and their parents.	Evidence of established student goals, progress monitoring, and conferencing; includes student's planned next steps to meet goal.	At least bimonthly through January, then weekly	Goal setting, self-monitoring, and conferencing tools.	Teachers	Principal, District Curriculum Director, and Reading Specialist
3.	Celebrate students' meeting and moving towards their goals.	Family (and community) celebration with school sharing its three-year	End of School (depending on	Certificates, small celebration novelties, snacks	Teachers	Principal, District Curriculum

	progress report with reading focus (e.g., family reading night); Individual student awards	data source availability)			Director, and Reading Specialist

Goal #	2. *All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.*

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of students who participate in placed-based learning opportunities.	Participation data	*0%*	25%	50%	75%
2. The percentage of students who participate in placed-based learning opportunities and report increased career awareness and readiness (i.e., skills in goal setting, motivation, problem-solving, and collaboration.	Student self-reflective survey	*0%*	To be established 2022-2023 school year	Increase of 20%	Increase of 20%

Strategy #	1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic, relevant problems, projects, and experiences, and students will develop career awareness and readiness skills.

Measures

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

1. Increased number of community partnerships (Sc-4D. 5)	Commitments from community partners	0	At least 1 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities.	At least 2 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities.	At least 1 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities.
2. Number of place-based learning opportunities being offered (Sc-4D. 4)	Curriculum Units of Study	0	1 Unit of Study with placed-based learning opportunities	At least 5 Units of Study with placed-based learning opportunities	At least 10 Units of Study with placed-based learning opportunities
3. Percentage of teachers integrating place-based learning in their planning and instruction (Sc-4C.2).	Lesson Plans Walkthroughs	0	25%	35%	50%

Year 1 Milestones and Actions

Milestone 1. Create and implement one placed-based instructional unit.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Dates for partnerships or support for school place-based program communications included in framework and in continuous	Written framework for all project-based communications	By end of August	NA	Principal and volunteer teacher to lead project	

	communication with the community about academic activities and concerns.					
2.	Provide placed-based learning (PBL) training for teachers	Training agenda, sign-in, materials, and evaluation	By end of September	Consultant provided through school improvement funds	Principal and Lead Teacher	District Curriculum Director
3.	In collaboration with the School Leadership and Community Team and community, identify community related placed-based challenge or opportunity (i.e., water treatment plant)	Project topic and student population for initial implementation	By end of October	NA	Principal and Lead Teacher	School Leadership and Community Team
4.	Design a learning plan that connects to state standards across multiple disciplines (science, history, language arts/writing, etc.) and initial grade span for development Note: Program will be expanded with applicable grade level content and skills aligned to curriculum.	Interdisciplinary learning plan and identified standards	By end of November	Curriculum materials and grade level state standards	Lead Teacher	District Curriculum Director
5.	Develop timeline, to include progress monitoring and	Interdisciplinary unit timeline.	By end of December	NA	Principal and Lead Teacher	District Curriculum Director

assessments (e.g., rubrics for collaboration, critical thinking, final product, etc.), and presentation					
6. Implement placed-based unit.	Lesson plans Student work samples	January through March	NA	Lead Teacher	Participating Teachers
7. Determine presentation date and prepare students to present.	Tools for student presentation	March/April	NA	Lead Teacher	Participating Teachers
8. Student presentations to stakeholders	Student presentations	April		Lead Teacher	Participating teachers, students, and families
9. Evaluate process, product, and student and audience feedback	Enhanced learning unit with related topics for expansion or deeper learning	Ongoing process evaluation and final evaluation within 2 weeks after presentation	NA	Principal and Lead Teacher	District Curriculum Director

Year 2 Milestones and Actions

Milestone 1. Teachers plan the expansion of the place-based instructional unit to adjacent grades or based on applicable grade-level standards.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Design a learning plan that connects to state standards across multiple disciplines (science, history,	Interdisciplinary learning plan and identified standards at appropriate grade levels	By end of November	Curriculum materials and grade-level state standards; Current project-based instructional unit	Lead Teacher	District Curriculum Director

	Action	Evidence/Product	Timeline		Responsible	Support
	language arts/writing, etc.) to expand the instructional unit into adjacent grade levels or specific grade levels based on alignment of content and skills to curriculum.					
2.	Develop timeline, to include progress monitoring and assessments (e.g., rubrics for collaboration, critical thinking, final product, etc.), and presentation	Interdisciplinary unit timeline.	By end of December	NA	Principal and Lead Teacher	District Curriculum Director
3.	Implement placed-based unit.	Lesson plans Student work samples	January through March	NA	Lead Teacher	Participating Teachers
4.	Determine presentation date and prepare students to present.	Tools for student presentation	March/April	NA	Lead Teacher	Participating Teachers
5.	Student presentations to stakeholders	Student presentations	April		Lead Teacher	Participating teachers, students, and families
6.	Evaluate process, product, and student and audience feedback	Expanded learning units with vertical articulation of knowledge and skills to build prior knowledge and develop deeper learning	Ongoing process evaluation and final evaluation within 2 weeks after presentation	NA	Principal and Lead Teacher	District Curriculum Director

Year 3 Milestones and Actions

Milestone 1. Teachers develop and implement a student-driven authentic learning instructional unit on career pathways related to the place-based learning unit.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. In collaboration with School Leadership and Community Team and community, identify career and technical pathway resources related to the place-based learning unit. (e.g., related job opportunities, required knowledge and skills)	Aligned place-based project resources and established contacts (e.g., related employers and potential partners, job shadowing opportunities)	By end of October	Related experts, employers, training programs, mentors, interviewees	Principal and Lead Teacher	School Leadership and Community Team, Community, and business partners, workforce development
2. Develop a career pathway unit of study that connects to state standards in language arts/writing, research standards)	Student career pathway exploration unit	By end of November	Curriculum and career pathway resources, and grade level state reading, writing, and research standards, career pathway expert	Lead Teacher Participating Teachers	District Curriculum Director Career Pathway Expert
3. Develop timeline for job shadowing opportunities, interviews, field trips, guest speakers, and assessments (e.g., rubrics for	Timeline for authentic learning student experiences and presentations, Collected resources	By end of January	Rubric for the career pathway research	Principal and Participating Teacher	District Curriculum Director

collaboration, critical thinking, final product, etc.), and students' presentations					
4. Implement placed-based career pathways unit.	Lesson plans Student draft products	January through March	Scheduled authentic learning opportunities (e.g., experts, field trips (virtual), career counselor)	Lead Teacher	Participating Teachers
5. Determine presentation date and prepare students to present.	Schedule Lesson Plan for preparation/practice	March/April	Tools for student presentation	Lead Teacher	Participating Teachers
6. Student presentations to stakeholders	Student presentations	April		Lead Teacher	Participating teachers, students, and families
7. Evaluate process, product, and student and audience feedback	Career pathway exploration (authentic learning) with extension to student chosen career pathways	Ongoing process evaluation and final evaluation within 2 weeks after presentation	NA	Principal and Lead Teacher	District Curriculum Director

Goal #	3. All students will attend school each day, with the exception of excused absences due to illness, in order to be engaged in learning throughout the school year.				
Measures					
Indicators	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
% of students with Increased school attendance	PowerSchool Attendance Data	SY22 Attendance Data calculated by grade level.	Increase by 8% at each grade level	Increase by 8% at each grade level	Increase by 8% at each grade level

		K- 72.35 %; gr. 1-67.62 %; gr. 2-71.61 %; gr. 3-76.81%; gr. 4-75.24 %; gr. 5-80.01%; gr. 6-75.83%; gr. 7-71.28 %; gr. 8-71.47%			

Strategy #	1. If we use recognition and activities for positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets.

Measures

Indicator(s)	Data Source	Baseline	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Percentage of classroom recognition activities being conducted in each class.	Teacher weekly reports Walkthroughs	0%	At least 50% of teachers reporting indicate recognition activities	At least 100% of teachers reporting indicate recognition activities	At least 100% of teachers reporting indicate recognition activities
Percentage of students and families who receive recognition of positive behavior changes to increase attendance.	Teacher monthly reports	0%	At least 50% of teachers reporting indicate recognition activities	At least 100% of teachers reporting indicate recognition activities	At least 100% of teachers reporting indicate recognition activities
Percentage of students whose attendance increased each quarter.	Quarterly student attendance data	67%	80% student attendance	95 % student attendance	95 % student attendance

Year 1 Milestones and Actions

Milestone 1. Attendance activities or events are held quarterly throughout the school year partnering with parents/community.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Establish routines for regular recognition activities for attendance	Attendance recognition activities are regularly carried out	Sept. 2022-May 2023		Principal and Attendance Coordinator	Staff, teachers, parents
2. Hold quarterly events (assembly, etc.) to recognize student improved or perfect attendance)	Improved student attendance and increased learning	Quarterly each academic year		Principal and Attendance Coordinator	Staff, teachers, parents
3. Provide and implement quarterly student reward for perfect or improved quarterly attendance	Improved student attendance and increased learning	Quarterly each academic year		Principal and Attendance Coordinator	Staff, teachers, parents

Year 2 Milestones and Actions

Milestone 1. Train teachers and staff on student engagement strategies to motivate students. (Sc-3B.2)					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train teachers and staff on research-based student engagement strategies, to include reaching consensus on definitions for different levels of engagement (e.g., authentic, compliant, resistive).	Training agenda, sign-in, materials, evaluation, and definitions for levels of engagement	September	Consultant with school improvement funds	Principal and Attendance Coordinator	Staff, teachers

	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
2. Collect student engagement data.	Improved student attendance and increased learning	Weekly	Walk Through template with student engagement "look-fors"	Principal and Attendance Coordinator	Staff, teachers
3. Evaluate attendance and student engagement data.	Increased student engagement and improved student attendance	April	Walk Through template with student engagement "look-fors" data, Attendance data	Principal and Attendance Coordinator	Staff, teachers
4. Hold quarterly events (assembly, etc.) to recognize student improved or perfect attendance)	Improved student attendance and increased learning	Quarterly each academic year		Principal and Attendance Coordinator	Staff, teachers

Year 3 Milestones and Actions

Milestone 1. Teachers continue implementing research-based student engagement strategies. (Sc-3B.2)					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Implement research-based student engagement strategies.	Improved student attendance and increased learning	September through May	Walk Through template with student engagement "look-fors"	Principal and Attendance Coordinator	Staff, teachers
2. Collect data and analyze attendance and student engagement data	Improved student attendance and increased learning	Weekly	Walk Through template with student engagement "look-fors"	Principal and Attendance Coordinator	Staff, teachers
3. Communicate progress in increasing student attendance with parents and the community	Improved student attendance and increased learning	Quarterly each academic year	NA	Principal and Attendance Coordinator	Staff, teachers

Progress and Annual Reporting

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

Goal: *1.   All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1.   If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students' skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 2:

Goal: *2.   All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 2:

Goal: *3. All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 2:

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

Goal: *1.   All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1.   If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students' skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 3:

Goal: *2. All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 3:

Goal: *3. All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets.

Indicator: # _____   Actual Results: _____   Comments: _____

Indicator: # _____   Actual Results: _____   Comments: _____

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 4: _____

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

Goal: *1. All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.*

Indicator: # _____   Actual Results: _____   Comments: _____

Indicator: # _____   Actual Results: _____   Comments: _____

Strategy: 1. If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students' skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading.

Indicator: # _____   Actual Results: _____   Comments: _____

Indicator: # _____   Actual Results: _____   Comments: _____

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 4: _____

Goal: *2. All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 4:

Goal: *3. All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.*

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Strategy: 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets.

Indicator: #   Actual Results: Comments:

Indicator: #   Actual Results: Comments:

Milestones and Actions

% Milestones Completed   % Actions Completed

Causes & Adjustments for Year 4: