Title I Schoolwide Plan
Assurances for Alaska STEPP 2020-2021

Contact Information

School Information
Name of School: Wasilla High School
Name of Principal: Jason marvel
Address: 701 E. Bogard Rd Wasilla, AK 99654
Telephone: 907-352-8200
Email: Jason.marvel@matsuk12.us

District Information
Name of District: Matanuska Susitna Borough School District
Name of Superintendent: Dr. Randy Trani
Address: 501 North Gulkana   Palmer, Alaska   99645
Telephone: 907-746-9253
Email: amy.iverson@matsuk12.us

Schoolwide Enactment Information

Schoolwide Eligibility Information
What is the school's current poverty rate?: 41%
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): Choose an item.

Schoolwide Plan Information
New Plan (Y or N): No
Initial Effective Date: July 1, 2020
Revision Date: September 24, 2020

Plan Development and Consultation

Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: (required)	Jason Marvel	School admin, TI team leader
Teachers: (required)	Colton Conner, Allison Little Roton Lockward, Erin PM Green	TI team members
Paraprofessionals: (required)	Michelle Greco Shawna Wold	TI team members
Parents & Community: (required)	Michelle Greco Shawna Wold	TI team members
School Staff (required)	KB Holbrook - Counselor Heather McVeigh - admin sec	TI team member TI team coordinator
Technical Assistance Providers: (as appropriate)	Amy Iverson	District Program Coordinator/Assist as needed
Administrators: (as appropriate)	Tyler Gilligan - AP	TI team member
*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.

Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

Is KEY Indicator 4.08 completed in Alaska STEPP?   YES ☒ NO ☐

If NO, please complete field below.

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, migrant students). Complete the Alaska STEPP Needs Assessment and upload to Alaska STEPP.

Schoolwide Plan Strategies

Alaska STEPP Indicators for the Schoolwide Plan

The following requirements of the Title I Schoolwide Plan have been addressed in the applicable Alaska STEPP indicators as indicated in the chart below. Additional indicators may be addressed at the school's discretion.

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 STEPP Indicators
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standard. (ESEA section 1114(b)(7)(A)(i))	1.01 School staff implements the district approved, evidence-based curricula that are aligned with Alaska Content Standards. (KEY) 1.05 School staff systematically use a review process to determine if the curricula address the learning needs of all students.
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))	3.03 School staff use evidence-based instructional practices, programs and materials. (KEY) 4.02 School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.
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))	3.02 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. (KEY) 4.05 School staff provide extended learning opportunities, and students in need of additional support regularly participate. (KEY)

Optional The schoolwide plan may include a description of the following activities in order to address the needs of all	Alaska STEPP Indicator

children, but particularly the needs of those at risk of not meeting the challenging State academic standards –	
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)(III))	*Indicator in development
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))	4.01 School staff use effective classroom management strategies that maximize instructional time in all classrooms.(Key) 4.06 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. (KEY)
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))	4.03 School staff communicate school-wide behavior expectations that are understood and achieved by students, and provide positive behavioral supports. (KEY)
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))	5.01 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. (KEY) 8.07 The school has strategies to attract and retain effective teachers.
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))	8.04 The school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or other preschool program, to local elementary school programs.

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)
☒	142,016 🖊	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☐		Title I, Part C: Education of Migratory Children**
☐		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**
☐		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 Alaska STEPP Needs Assessment and upload to Alaska STEPP.
☒ Complete the Plan Development & Consultation Section of this form.
☒ Complete the applicable indicators in Alaska STEPP 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.
☒ Complete Meetings section in "Our Meetings" in AK STEPP.
☒ Complete the "Set Direction" fields in "Our Direction"; 1. Mission and Goals, 2. Data Review in AK STEPP
☒ "Submit" a snapshot of the Alaska STEPP Plan.
☒ Upload the completed version of this form to Alaska STEPP.
☒ Make Title I Schoolwide Plan in Alaska STEPP 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.

Printed Name of Superintendent

Printed Name of Principal

Jason Marvel

_____

_____

Signature of Superintendent/Date

Signature of Principal/Date

9.25.20

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)).

Guidance for Using AK STEPP in a Title I School Operating a Schoolwide Program

Entering information in AK STEPP Indicators for a Title I 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. Information must be included in every STEPP indicator as shown in the above alignment.
- Must complete "Meetings" in Our Meetings (**Meeting dates, agenda Topics/Planning Steps, participants**)
- Must complete "Set Direction" fields in 1 Mission and Goals; 2 Data Review

If the school rates an indicator as fully implemented (3), the STEPP plan must include a description of the current status of implementation.

If the school rates an indicator as no, or limited development (1 or 2), a description of the current status of implementation must be included as well as any specific tasks for areas of improvement.

The schoolwide planning cycle aligns with the AK STEPP cycle of implementing, reviewing, and revising on an annual cycle. It is important to update all indicators annually. It is useful to enter a "heading" such as 2020-2021 to indicate the start of a new school year. At a minimum, start each narrative entry with a date, followed by a description of the status (either that it is unchanged or how it has changed).

Example:
2020-2021 - 9/3/2020: The reading curriculum has been fully aligned with the new state English Language Arts standards. A new math curriculum is currently under review.

2020-2021- 9/15/2020: The school is using the same reading curriculum that was in place for 2019-2020. The "XYZ" math curriculum has been adopted for 2019-2020 and has been fully aligned with the new Alaska Math standards.

Making a Title I Schoolwide Plan in AK STEPP Available to the Public

A Title I Schoolwide Plan in Alaska STEPP includes three parts:
- the AK STEPP Comprehensive Plan Report (created in PDF form),

- the School Needs Assessment, 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.

Wasilla High School

SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2020-2021

Comprehensive Needs Assessment

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska's Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for use in a Title I School-wide Plan which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

A. Summarize the areas the school's current educational program that need improvement as identified in the chart below. Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	med	Language usage for 9th grade is in the 56th percentile.
	Mathematics instruction for all students	low	
	Science instruction for all students	low	
	Other content area instruction for all students	low	
	Support for students with disabilities	low	
	Support for migrant students	low	
	Economically disadvantaged or low achieving students	high	PEAK test results show that 80% are below or far below proficient in language arts and 82% are below or far below in math.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	high	PEAK test results show that more than 80% are below or far below proficient in languages and math.
Graduation & dropout rate	Ensure students will graduate from high school	med	Graduation rate dropped from 95% to 92%.
Attendance Rate	Ensure that students attend school	med	Overall attendance rate is 92%.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	med	PEAK test results show that 60% are below or far below proficient in language arts and math.

Curriculum	Core curriculum aligned vertically and with state standards	low	
Instruction	Effective instructional strategies and tiered interventions	med	Restructuring Tier 2 intervention supports via aligning PASS and Freshmen Transitions.
Assessment	Use of formative and progress monitoring assessments to improve instruction	low	
Supportive Learning Environment	Safe, orderly learning environment	low	
Family Engagement	Family & community engagement	low	
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	low	
Professional Development (PD) needs assessment	PD to support individual teacher skills	med	Restructuring Tier 2 intervention supports via aligning PASS and Freshmen Transitions.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	low	
Leadership	Recruiting, training & retaining qualified principals	low	
Other:			
Other:			
Other:			

B. Goals

The following goals will be assumed for each school.

1. **The school will meet the participation rate target of 95% in the reading, writing and math state assessments.**

2. **The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.**

3. **The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.**

4. **If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English**

5. **Identify three or four goals to be addressed within the School Improvement Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Economically Disadvantaged or low achieving students	PEAK test results show that 80% are below or far below proficient in language arts and 82% are below or far below in math	40% of economically disadvantaged or low achieving students will be advanced/proficient in language arts and math.	PEAKS
Support for EL students to attain proficiency in English	PEAKS test results show that more than 80% are below or far below proficient in languages and math.	30% of EL students will attain proficiency in English	PEAKS

Alaska STEPP Domains and Indicators

Alaska STEPP Online Tool

In the Alaska STEPP online tool, determine the most important indicators in each of the six domains (Curriculum, Instruction, Assessment, Professional Development, School Learning Environment and Leadership) that will need to be addressed to enable the school to meet the goals identified in the areas of need.

Title 1 schools using Alaska STEPP for the school wide plans must address all 12 Key indicators and assess the required indicators that are particular to a Title School-wide Plan. (See the chart in the Title 1 School-wide Plan Assurances document that aligns the school-wide plan requirements with the Alaska STEPP indicators. {1.01 1.05, 3.03, 4.02, 3.02, 4.02})

Narrative statement

Reflect Schools' Strengths and Needs

Examples: *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*

Need – Classroom management training for increased positive student behavior.

Strength - Wasilla High School has a proud and supportive community. Typically, we have longevity of staff.
Need - innovation in teaching practices. We have a lot of veteran teachers who believe in traditional teaching techniques and practices.

Form # 05-17-046

Alaska Department of Education & Early Development

Comprehensive Progress Report

Mission: In striving for excellence Wasilla High School provides a safe, comprehensive learning environment where inspired teachers, staff, parents, business and community members work collaboratively with engaged learners to help them maximize their potential for successful futures.

Vision:

We are a comprehensive high school where relationships, critical thinking and hard work matters.

Goals:

Reduce the percentage of D/F grades from 12% in FY19 to 9% in FY20.

Increase enrollment in CTE classes in order to increase graduation rate and career readiness.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Instruction			
Effective Practice:	Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
KEY 3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	A systemic scheduling process is used where non-proficient students are diagnostically placed in support or Tier II courses for English and Math. Support classes provide additional time and instruction for pre-teach/reteach. In addition math support classes use ALEKS for another medium of curriculum delivery.11.6.14

8.12.20 Due to the pandemic, pe classes cannot be held as they were in the past. Students need to be separated to make smaller classes. The Rock Gym owned by Denali Gymnastics is very close to Wasilla High School and has agreed to partner us. Small groups of students will be using the Rock Gym for PE. | Limited Development 12/02/2013 | | |

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Staff will collaborate to design and implement strategies to meet the needs of all students, paying close attention to those in identified sub-groups. In addition, staff will monitor progress, and continually modify the curriculum and instruction to improve gains in reading, writing, and math. 11.6.14 05/30/2019 Graduation Coach contract to increase student success, .5 Certified Math Teacher to help bridge math deficiencies, 4 additional days for classified staff to help maintain Title 1 mandates and paperwork. 5 Certified Academic Club stipends to support increased academic opportunities: 2 for Science Olympiad, 2 for Oceanography, 1 for Media. 10/10/19 2/27/20 Plan to continue Grad Coach in FY21 to increase student success, 0.5 Certified Math Teacher to help bridge math deficiencies, 6 additional days for classified staff to help maintain Title 1 mandates and paperwork. 5/26/20 continue grad coach in FY21 to increase student success, 5 certified academic stipends to support increased academic opportunities, 6 additional days for classified staff, Heather McVeigh to help maintain T1 mandates and paperwork.		**Jason Marvel**	**05/21/2021**
Actions		**8 of 12 (67%)**			
9/24/18	Purchase Chromebooks and Carts	Complete 04/22/2019	CHRISTINA MULNEAUX	12/20/2018
Notes:				
9/24/18	Provide after school tutoring and transportation for students	Complete 05/15/2019	Carol Boatman	05/23/2019
Notes:	Additionally after school transportation will support disadvantaged students access to clubs and athletics			
9/24/18	Retain .5 FTE Math teacher 2018-19	Complete 05/30/2019	Carol Boatman	07/01/2019

	Notes:			
9/24/18	4.5 additional days for classified staff member, Christina Mulneaux, to help maintain required Title One mandates and paperwork.	**Complete 05/06/2019**	Carol Boatman	07/10/2019
	Notes:			
10/10/19	5 Certified Academic Club stipends to support increased academic opportunities: 2 for Science Olympiad, 2 for Oceanography, 1 for Media.	**Complete 05/22/2020**	Jason Marvel	05/20/2020
	Notes:			
5/30/19	.5 FTE Math Teacher	**Complete 06/30/2020**	Jason Marvel	05/31/2020
	Notes:			
5/30/19	4 additional days to help maintain required Title One mandates and paperwork	**Complete 05/26/2020**	Christina Mulneaux	05/31/2020
	Notes: Due to covid and working from home, additional funds will not be collected by team member Mulneaux.			
5/30/19	Graduation Coach	**Complete 05/22/2020**	Jason Marvel	05/31/2020
	Notes:			
8/12/20	Create contract with Denali Gymnastics for students at Wasilla High School to use the Rock Gym the first semester of the 2020-2021 school year.		Heather McVeigh	12/31/2020
	Notes:			
5/26/20	6 additional days to help maintain required Title One mandates and paperwork		Heather McVeigh	05/31/2021
	Notes:			
5/26/20	Graduation Coach to support instruction of students and mitigate factors that may interfere with graduation.		Jason Marvel	05/31/2021
	Notes:			
5/26/20	5 Certified Academic Club stipends to support increased academic opportunities: 2 for Science Olympiad, 2 for Oceanography, 1 for Media.		Tyler Gilligan	05/31/2021
	Notes:			
Implementation:		05/26/2020		

Evidence	1/31/2017 Data Dialogues is a team at approach to helping students succeed academically and behaviorally. The team is comprised of the Instructional Coach, Resource Specialist, Classroom Teacher, Principal, ELL teacher and other staff members that work with the individual student. Through regularly scheduled data dialogues, the RTI problem-solving team, and grade level meetings, the staff is able to track student learning for every child. An individualized plan is developed for students who need additional academic or behavioral interventions. Tier II and Tier III interventions are delivered and documented using a variety of structures including dedicated reading and math skills blocks, additional pull out groups, and individual or small group instruction in the classroom.			
Experience	1/31/2017 In the Mat-Su Borough School District there are school wide efforts to coordinate programs in order to help low performing students. The school district has clear expectations that students need to meet academic standards. Response to Instruction/Intervention (RTI) is a three tier framework designed to help staff identify needs of students falling behind. The district offers a detailed description and a pyramid of services on the website under the heading of Instruction. When using the RTI framework, collaboration is imperative. Having a network of colleagues with specialized backgrounds increases the knowledge base of how to improve the instruction for all students. Within this model schools are having consistent and deliberate conversations about teaching practices, student assessment and what improvements need to take place in order to show that learning is increasing. Instructional tours, data dialogues, Instructional Coaches and a systematic block schedule support staff to help all students reach academic proficiency and beyond.			
Sustainability	1/31/2017 Continued Data Dialogues and Instructional tours at Wasilla High School			

Core Function:		Supportive Learning Environment			
Effective Practice:		Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.			
KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Supporting appropriate behavior	Limited Development 08/21/2018		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Students will interact with staff and peers in an appropriate respectful manner, school policies and procedures are being widely met. Classroom management of behaviors will be achieved. Disciplinary evidence will show a decline in office referrals. 5/30/2019 Curriculum for Tier II Interventions to further support Graduation Coach 2/27/20 increase common norms and expectations through increased supervision and common language		Jason Marvel	05/21/2021
Actions			3 of 5 (60%)		
	5/6/19	Meet with new FY20 administrative plan once they have been hired and reassess this action.	Complete 05/30/2019	Christina Mulneaux	08/01/2019
	Notes:				
	9/24/18	Purchase books for FLT - "Champs" and purchase "Positive Action" materials	Complete 12/20/2018	Carol Boatman	12/20/2019
	Notes:				
	9/24/18	Purchase supplies and furnishings for "Safe Space" for Trauma Informed School	Complete 05/08/2019	CHRISTINA MULNEAUX	12/20/2019
	Notes:				
	2/27/20	Utilize existing staff to increase presence in common areas, specifically during passing - hallways and bathrooms		Tyler Gilligan	05/20/2021
	Notes:				
	5/26/20	Increase use of common language which persists school-wide		Tyler Gilligan	05/20/2021
	Notes:				
Implementation:			02/27/2020		

Evidence	2/27/2020				
Experience	2/27/2020				
Sustainability	2/27/2020				

	KEY	4.06	**School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			On-going implementation of Capturing Kids' Hearts. Currently all certified staff have been trained and we participate with district consultants once a semester. Each time we have the consultant come we fine tune our implementation a bit more.	Limited Development 11/10/2014		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Capturing Kids' Hearts will be effectively implemented creating highly efficient, self-managing classroom teams where students feel supported and respected. 5/30/2019 Library Furnishing to better meet the needs of all students and create a welcoming hub for increased student use 5/26/2020 Phase 2 Library Furnishing to better meet the needs of all students and create a welcoming hub for increased student use,PE equipment to increase student use and safety. Studies show that students that take 2 years of the same CTE pathway have a 97% grad rate. To that end, WHS is being responsive to our community needs by focusing on CTE Pathways. CTE training and registration, CTE supplies and materials to support advancing curriculum options for students.		**Jason Marvel**	**05/21/2021**
Actions				**8 of 12 (67%)**		
		1/31/17	By the end of February 2017, 75% of students will report on the Alaska School Climate and Connectedness survey that there is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.	Complete 05/19/2017	Carol Boatman	05/19/2017
		Notes:				

1/31/17	By the end of February, 2017, 555 of students will report on the Alaska School Climate and Connectedness survey that students here treat them with respect.	Complete 05/19/2017	Carol Boatman	05/19/2017
	Notes:				
1/31/17	By the end of February 2017, 78% of students will report on the Alaska School Climate and Connectedness survey that at this school, students are encouraged to work to the best of their abilities.	Complete 05/19/2017	Carol Boatman	05/19/2017
	Notes:				
1/31/17	By the end of February 2017, 65% of students will report on the Alaska School Climate and Connectedness survey that at school, there is a teacher or some other adult who will miss me when I'm absent.	Complete 05/19/2017	Carol Boatman	05/19/2017
	Notes:				
1/31/17	By the end of September 2016, all teachers will meet and greet students in the hall prior to class, start most classes with "Good Things", have and use a social contract, and end most classes with a launch. Teachers will use the schoolwide consequences including using four questions appropriately. Teachers will have a system for contract raters.	Complete 05/19/2017	Carol Boatman	10/06/2017
	Notes:				
10/10/19	Band Supplies to increase school spirit and student involvement thereby creating buy-in, school pride, and furthering academic achievement via student dedication. 10/10/19	Complete 05/26/2020	Christina Mulneaux	05/20/2020
	Notes:				
10/10/19	Tables and supplies for Commons Student Access Improvement. Our commons is a core space for students to eat breakfast & lunch, have student meetings, do homework, hold club and athletic activities and meetings. Our current space is set-up to meet the breakfast and lunch portion of those needs and little else. We believe we will foster student involvement and better meet academic needs by adding small space tables that can be moved about to suit the variety of activities. Because this is a multi-use space for academic, co-curricular and athletics, half the funding will come from student activities. 10/10/19	Complete 05/26/2020	Christina Mulneaux	05/20/2020
	Notes:				
5/30/19	Phase 1 Library Furnishing to better meet the needs of all students and create a welcoming hub for increased student use	Complete 05/26/2020	Shelly Logsdon	05/31/2020
	Notes:				

8/10/20	Purchase musical instruments for the marching band.			Heather McVeigh	12/30/2020
Notes:	We will purchase 7 instruments for the marching band.				
5/26/20	Phase 2 Library Furnishing to better meet the needs of all students and create a welcoming hub for increased student use			Jason Marvel	05/31/2021
Notes:					
5/26/20	PE/Health equipment to increase student use and safety			Tyler Gilligan	05/31/2021
Notes:					
5/26/20	CTE training, registration, supplies and materials to support advancing curriculum options for students.			Tyler Gilligan	05/31/2021
Notes:					
Implementation:			05/26/2020		
Evidence	5/26/2020 b				
Experience	5/26/2020 5/26/2020- students are excited and we have an increased interest and participation in band				
Sustainability	5/26/2020 teacher will need to continue to raise excitement and awareness for the program, community member involvement will be key				

Core Function:	Title Programs			
Effective Practice:	**Parent Involvement (Title I)**			

		8.03	**Parents are notified of the schoolwide planning process and how they could be involved in the plan's development, implementation and evaluation.(2116)(FEP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Parent contact is currently through many means of communication. We send out monthly newsletters, electronic messages (blackboard connect) and day to day communications via email and phone calls.	Limited Development 09/24/2018		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Parent Engagement events will be well attended and parents will receive clear communication.

05/30/2019 Food, prizes and supplies for parent engagement nights, 4 additional days for classified staff member, Christina Mulneaux, to plan and run parent engagement events

05/26/2020 Food and supplies for parent engagement nights, 4 additional days for classified staff member, Heather McVeigh, to plan and run parent engagement events | | Jason Marvel | 05/21/2021 |
Actions				**5 of 7 (71%)**		
	4/12/19		Warrior Welcome Night will be our final Parent Engagement night of the year. WHS invites our families and incoming families to visit our school see all the amazing programs we have to offer. We show off our academics, sports and co-curriculars. We also impress upon families and students how we can help bridge the gap in their struggles both academically and financially so they know nothing we offer is out of reach.	Complete 04/23/2019	Christina Mulneaux	04/23/2019
	Notes:					
	9/24/18		2 additional days for classified staff member, Christina Mulneaux, to plan and run parent engagement events	Complete 05/06/2019	Carol Boatman	05/20/2019
	Notes:					

9/24/18	Purchase food, supplies, and prizes for parent engagement events	Complete 05/06/2019	CHRISTINA MULNEAUX	05/20/2019
Notes:				
5/26/20	Food, prizes and supplies for parent engagement nights	Complete 05/26/2020	Heather McVeigh	05/21/2020
Notes:				
5/26/20	4 additional days for classified staff member, Heather McVeigh, to plan and run parent engagement events	Complete 05/26/2020	Heather McVeigh	05/30/2020
Notes:				
5/30/19	Food and supplies for parent engagement nights		Christina Mulneaux	05/31/2021
Notes:				
5/30/19	4 additional days for classified staff member to plan and run parent engagement events		Heather McVeigh	05/31/2021
Notes:				
Implementation:		05/06/2019		
Evidence	5/6/2019 Increase in attendance of our Title Events.			
Experience	5/6/2019 We found the multiple modes of communication were most effective and that advertising door prizes was an enticement to attend.			
Sustainability	5/6/2019 clear planning and communication will be key moving forward with a new administration team.			