This meeting is being recorded

Reading and your School Improvement Plan

Alaska Department of Education and Early Development

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DEED's Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide **information**, **resources**, and **leadership** to support an excellent education for every student every day.

Agenda

- Alaska Content Specialist Supports
- General SIP structure
- SI Plan Exemplar with a secondary reading focus
- Discussion
- SI Plan Exemplar with a K-3 reading focus
- Discussion
- Other notes on SIP's

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ICE BREAKER

- What show did you binge watch embarrassingly fast?
- Have you ever done any extreme sports like skydiving or bungee jumping?
- If you could bring back any fashion trend, what would it be?

Norms & Expectations

We are committed to having a productive and respectful meeting.

Please:

Be present and focused on the important work and time we share together

- Please leave your camera on
- Plan on participating, asking questions, etc
- Use considerate & respectful speech in discussions, chat, etc.
- Share air time
- Be open to perspectives and positions which aren't your own
- Reflective, quiet moments are valuable!

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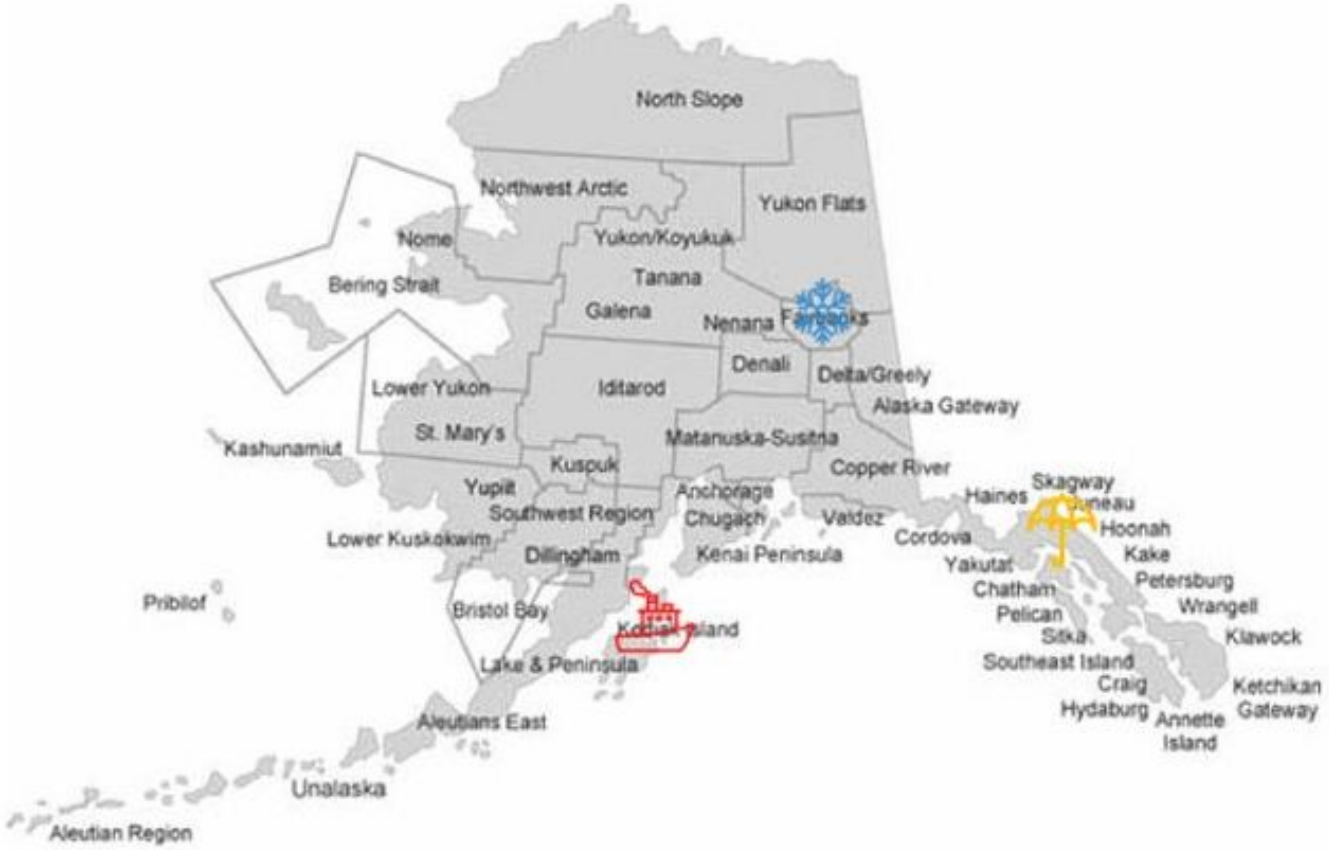

Available Supports and Email Lists

- Support in reviewing, unpacking, and implementing standards
- Discuss and provide professional development options
- Support district level curriculum review cycles
- Support alignment of standards, content, and assessment
- Focus on using best practice and research-based strategies to increase the academic achievement of students
- Provide resources culturally responsive teaching and learning in core content areas (Math, Science, ELA, Social Studies)
- Support connecting Digital Literacy, AI, and Computer Science standards with content standards
- Provide resources for PLC's
- Support for teachers new to Alaska / new to profession / new to content area

ELA/SS and Science/Math Content Specialists email list

Computer Science/Digital Literacy content specialist email list

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AK Reads Team

Facilitate and support implementation of the Alaska Reads Act statewide

Support implementation of District Reading Improvement Plans / Multi-tiered System of Supports (DRIP/MTSS)

Provide technical assistance with the implementation of high-quality evidence-based literacy materials and instructional pedagogy

Develop and support online opportunities for educators and students through the Virtual Learning Consortium

Ensure opportunities to earn AK Reads Act Endorsements through vetted and approved synchronous and asynchronous courses aligned with the science of reading

Provide intensive literacy support through evidence-based instructional practices, data analysis, professional development, student-focused scheduling, and effective communication with parents and stakeholders for Department Reading Program schools/districts

Support implementation of Amplify mCLASS DIBELS 8 as a universal screener and progress monitoring tool

Facilitate literacy-focused professional development opportunities for educators across Alaska

Plan and execute the annual Alaska Science of Reading Symposium (and much much more!)

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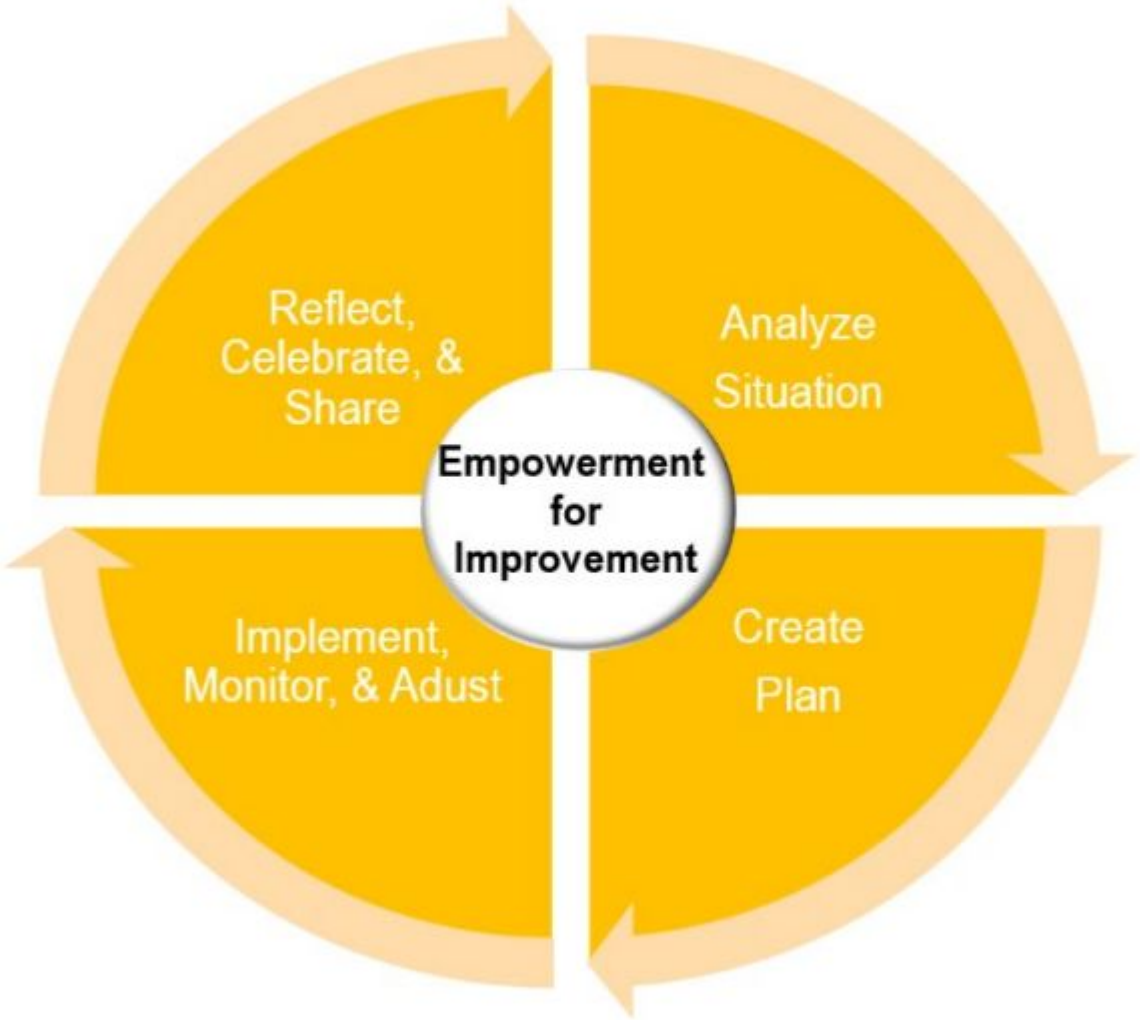
Quick review of SIP Process and Structure



3 Year Plan

- All designated schools create a 3 year plan with *consultation of stakeholders
- Plans have 1-3 goals
- Plans can be anywhere from 8-60 pages (we really try and steer schools away from LONG plans, BUT, it happens)
- *The Improvement plan responds to reasons for identification and identified needs
- **One Academic Goal (Reading or Math) is required**
- ***Inclusion of Evidence-based interventions are required**

*Federal Requirement for School Improvement plans

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3 Year Plan

Goals: Are aspirational, yet attainable over the course of several years. The SCLT should limit the number of goals to no more than three, allowing for deep, meaningful work that will make a significant impact on performance

Strategies: Strategies describe the work the school will undertake in pursuit of its student-focused goals. A strategy should take two to three years to implement and be informed by data and key learnings from the needs assessment.

Both have associated measures so that the team can analyze data around the interventions they are implementing

3 Year Plan

Milestones: Milestones are large pieces of work to implement strategies. A milestone represents one years work, so often there are multiple milestones over more than one year to implement a strategy.

Actions: Actions are the incremental steps to complete a milestone; a milestone may require multiple actions. For each Action, the SCLT needs to consider the resources required, roles and responsibilities of those involved, as well as the timeline.

SIP Exemplar with Secondary Reading Focus

Link to Exemplar Here

SIP Exemplar with Elementary Reading Focus (Reads Act Aligned)

Link to Exemplar Here

SIP Exemplar with Secondary Reading Focus

Goal #	**1.** *39% of students are demonstrating mastery-level comprehension of grade-level text in the core content areas on summative and formative assessments.*				
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of students scoring proficient or above on summative and formative assessments will increase	AKStar	32% students proficient on AKStar ELA	34% students proficient on AKStar ELA	36% students proficient on AKStar ELA	39% students proficient on AKStar ELA
	MAP ELA Achievement spring evaluation grades 9-12	% of students who met or exceeded expectation: 9th: 18% 10th: 0% 11th: 9% 12th: 0%	Increase the number of proficient students by 3% per grade level per year.	Increase the number of proficient students by 3% per grade level per year.	Increase the number of proficient students by 3% per grade level per year.

SIP Exemplar with Secondary Reading Focus

Strategy # 1	If we build data literacy capacity of teachers to regularly collect, interpret, and incorporate data results from assessments into lesson planning and delivery, then students will receive targeted instruction to support improved comprehension.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of teachers who incorporate targeted instruction into lesson plans and lesson delivery after reviewing the most recent available data. **SC-3C.1; SC-3B.4, SC-2B.3**	Lesson Plans w/ High-Leverage Practices (HLPs)	0%	65% of random samples of lesson plans include SW high-leverage practices related to comprehension	80% of random samples of lesson plans include SW high-leverage practices related to comprehension	95% of random samples of lesson plans include SW high-leverage practices related to comprehension
	Principal/Lead Teacher Walkthrough observations of lesson delivery	10% of teachers use HLPs	75% of teachers intentionally demonstrate implementation of HLPs	85% of teachers intentionally demonstrate implementation of HLPs	95% of teachers intentionally demonstrate implementation of HLPs
	Principal/Lead Teacher conversation with teachers: how was data used to inform instruction	10% of teachers intentionally use data to inform instruction practice	80% of teachers can explain how they use assessment data to inform instruction	90% of teachers can explain how they use assessment data to inform instruction	100% of teachers can explain how they use assessment data to inform instruction

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SIP Exemplar with Secondary Reading Focus

Year 1 Milestones and Actions (can be replicated for Year 2 and 3 with minor adjustments based on data review)

Milestone 1. Train staff in interpreting district and state assessment data to identify instructional needs of their students					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff to interpret data and metadata from prior school year state and district assessments to understand student needs from multiple data sources to guide lesson planning and instruction	Initial training, completed with all staff understanding the role of data to guide practice	August-September	SI funds	Principal/Lead Teacher	All school staff; District testing coordinator; District Curriculum Coordinator; District Special Education Director
2. Two staff trainings on HLPs and Tier 2 & 3 interventions for comprehension based on triangulated multiple data results	PD completed High-Leverage Practices (HLPs)	September-October and January-February	SI funds or CLSD Funds for HLP trainer	Principal/Lead Teacher, Literacy Coach, Special Education Teacher	All all teachers and paraprofessionals; District Curriculum Coordinator
3. Train teachers to write lesson plans that incorporate approved curriculum, and specific HLPs based on assessment data results.	PD completed on lesson plan expectations and delivery	October-February	None	Principal/Lead Teacher, District Curriculum Coordinator	All teachers, District Curriculum Coordinator
4. Review as a staff, effectiveness of this milestone and improvements needed for next school year	Process evaluation for planning	April-May	None	Principal/Lead Teacher	All school staff, Empowerment Specialist

Secondary SIP discussion question

1. Could your plan incorporate your Reading initiatives in a better way?
2. Have you incorporated Reading into your SIP plan in a way we haven't explored?

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SIP Exemplar with K-3 Reading Focus

Goal #	**1.** *By Spring 2029, the percentage of K–3 students scoring At or Above Benchmark on the End-of-Year DIBELS 8 Composite will increase from [Spring 2026 baseline %] to [baseline + 9 percentage points], with a minimum increase of 3 percentage points annually.*				
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
Percentage of K–3 students scoring At or Above Benchmark on EOY DIBELS 8 Reading benchmark data will be reviewed and disaggregated by student groups, including Alaska Native students, English Learners, and students with disabilities.	Kindergarten mCLASS DIBELS 8	Spring 2026 Data	Increase by 3 percentage points from Spring 2026 baseline	Increase by 6 cumulative percentage points from Spring 2026 baseline	Increase by 9 cumulative percentage points from Spring 2026 baseline
	1st Grade mCLASS DIBELS 8	Spring 2026 Data	Increase by 3 percentage points from Spring 2026 baseline	Increase by 6 cumulative percentage points from Spring 2026 baseline	Increase by 9 cumulative percentage points from Spring 2026 baseline
	2nd Grade mCLASS DIBELS 8	Spring 2026 Data	Increase by 3 percentage points from Spring 2026 baseline	Increase by 6 cumulative percentage points from Spring 2026 baseline	Increase by 9 cumulative percentage points from Spring 2026 baseline
	3rd Grade mCLASS DIBELS 8	Spring 2026 Data	Increase by 3 percentage points from Spring 2026 baseline	Increase by 6 cumulative percentage points from Spring 2026 baseline	Increase by 9 cumulative percentage points from Spring 2026 baseline

Strategy # 1	If we implement high-quality Tier 1 core literacy instruction aligned to the science of reading and Alaska ELA Standards, ensure systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, oral language development, and comprehension aligned to grade-level standards, and protect daily reading blocks across all K–3 classrooms, then more students will reach benchmark by EOY.

Measures

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. Percentage of Kindergarten classrooms implementing a minimum 120-minute protected daily reading block and Grades 1–3 implementing a minimum 90-minute protected daily reading block	Master schedule review; principal verification	To Be Established Fall 2026	100% Compliance K-3	100% Compliance K-3	100% Compliance K-3
1. Percentage of walkthroughs demonstrating explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned to the science of reading and the core curriculum scope and sequence.	Principal and district literacy walkthrough tool aligned to science of reading instructional components and core curriculum scope and sequence; documented observation records.	To be Established Fall 2026	80% of observed classrooms demonstrate fidelity	85% of classrooms demonstrate fidelity	90% of classrooms demonstrate fidelity
1. Percentage of K-3 teachers using formative assessment data to adjust Tier 1 instruction during PLC meetings	PLC agendas and data logs	To Be Established Fall 2026	80% documented data use	90% documented data use	100% documented data use
1. Percentage of K–3 teachers completing annual structured literacy professional development aligned to core curriculum	PD attendance records	To Be Established Fall 2026	100% completion	100% completion	100% completion

Milestone Establish protected literacy time and consistent implementation of science of reading–aligned Tier 1 instruction in all K–3 classrooms with explicit alignment to Alaska ELA Foundational Skills and grade-level comprehension standards.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
Revise the master schedule to ensure a minimum 120-minute protected literacy block in Kindergarten and a minimum 90-minute protected literacy block in Grades 1–3.	Approved master schedule reflecting protected literacy time.	May–August	Scheduling tools and administrative planning time	Principal	Leadership Team
Review K–2 Alaska ELA Foundational Skills standards alongside the Tier 1 core curriculum scope and sequence to ensure vertical alignment into Grade 3 comprehension and writing expectations.	Documented K–3 standards alignment notes	August	Collaborative planning time	Lead Teacher	K–3 Teachers
Develop and implement K–3 pacing guides aligned to the core curriculum scope and sequence and Alaska ELA Standards.	Grade-level pacing guides for Kindergarten through Grade 3.	August	Collaborative planning time	Lead Teacher	K–3 Teachers
Provide beginning-of-year professional development on structured literacy practices, explicit instructional routines, and the use of the core curriculum.	PD agenda and attendance documentation.	August–September	PD time	Principal	District office leadership
Begin monthly literacy walkthroughs to monitor implementation of Tier 1 instruction.	Walkthrough logs and teacher feedback.	September–May	Observation tool	Principal	District office leadership

K-3 Reading SIP discussion question

1. Could your plan incorporate your Reading initiatives in a better way?
2. Have you incorporated Reading into your SIP plan in a way we haven't explored?

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Consider existing structures and how to utilize them in the School Improvement Plan:

- **What assets do you already have?**
  - Consider how your school's strengths (perhaps some identified in the Program/Practice Review) could play a role in a School Improvement goal or strategy.

- **What does success look like?**
  - How will each of the following groups recognize that the plan is working? How can they participate in the process?

    - Principal
    - Staff
    - Teachers
    - Community Members
    - Students
    - Parents
    - District

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Pitfalls to look out for in your SIP

- **Too many** Goals, Strategies, or Actions
- Actions that are not in **alignment** with the Goal
- Goal set **too high**
- Lack of reflection on current data
- PD or collaborative work is **too separate** (ex- vocabulary separated from content)
  - find ways to imbed into existing curriculum/content

- Plan is **too complex** (look for the low-hanging fruit!)
- **Lack of** alignment in plan to district initiatives
- **Lack of** alignment across plans
  - (separate SIP, SW, PBIS, etc.)
- **Lack of** reflection on current data
- **Lack of** communication about School Improvement Plan
  - with staff, parents, or community

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Questions

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Upcoming Dates and Events

- April 15, 2026 School Improvement Application Overview Webinar
- May 1-3, 2026 Science of Reading Symposium at the Dena-ina Center
- May 3, 2026 Science of Reading Post Conference: School Improvement
- May 15, 2026 School Improvement Application Materials Due in GMS

Thank you!!!!

Webinar Slides and Recording will be posted to the SRS Webinars page in a few days.

Please reach out if you have any questions

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