

TWINDLY BRIDGE CHARTER SCHOOL SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,
December 2015

2023-2024



Contents

Contact Information.....	2
Schoolwide Enactment Information	Error! Bookmark not defined. 2
Assurance Agreement for Schoolwide Plan.....	2
Schoolwide Program Overview.....	3
Plan Development and Consultation	5
Comprehensive Needs Assessment.....	7
Schoolwide Plan Strategies.....	11
Annual Evaluation & Review Process.....	12

Contact Information

School Information

Name of School: Twindly Bridge Charter School

Name of Principal: John Weetman

Address (Street, City, State, Zip): 141 E Seldon Rd Wasilla, AK 99654

Phone: 907-376-6680

Fax: 907-376-6695

Email: john.weetman@matsuk12.us

District Information

Name of District: Matanuska Susitna Borough School District **Name of Superintendent:** Dr. Randy Trani

Address (Street, City, State, Zip): 501 North Gulkana Palmer, Alaska 99645

Phone: 907-746-9253

Fax: 907-746-9290

Email: amy.iverson@matsuk12.us

Assurance Agreement for Schoolwide Plan

The school has completed the schoolwide planning process. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Dr. Randy Trani

Name of Principal: John Weetman

Signature: _____

Signature: _____

Date:

Date:

Schoolwide Program Overview

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 schoolwide plan may include one or more of these activities:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - 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 Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- 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.);
 - 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; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
 - 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)).

Plan Development and Consultation

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

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: <i>(required)</i>	<ul style="list-style-type: none"> John Weetman Eric Rains 	School oversight
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> Kara Byrley Jaime Keena 	Teacher Advisor Teacher Advisor
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> Kami Heisterman 	Parent and School Secretary
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> Jennifer Tollerud Lisa Tcheripanoff 	Certified Teacher/Advisor & Parent School Academic Policy Committee (Parent)
School Staff <i>(required)</i>	<ul style="list-style-type: none"> Kirra Juarez 	Custodian and Parent
Technical Assistance Providers: <i>(as appropriate)</i>	<ul style="list-style-type: none"> Amy Iverson 	District Support
Administrators: <i>(as appropriate)</i>	<ul style="list-style-type: none"> Wendy Page 	Tutor Teacher and Twindly Parent
*Title Programs:	<ul style="list-style-type: none"> 	
*CTE:	<ul style="list-style-type: none"> 	
*Head Start:	<ul style="list-style-type: none"> 	
Specialized Instructional Support: <i>(as appropriate)</i>	<ul style="list-style-type: none"> 	
Tribes & Tribal Organizations: <i>(as applicable)</i>	<ul style="list-style-type: none"> 	
Students: <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> Izzy Tcheripanoff 	Student representative
Other: <i>(as needed)</i>	<ul style="list-style-type: none"> APC parent board members 	Approve SLT agendas

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the schoolwide plan.

Through analysis of our school’s report card to the public and state assessment data, it was found that our proficiency levels in mathematics based on AKSTAR assessments were only 14% compared to the state which is at 23%. This made our Planning Team wonder what we could be doing to support our students in the subject of mathematics to improve our students’ proficiency rate. We sent interest surveys to our school community, and it was found that support from certified staff in the instruction of math was desired. We initiated hybrid math courses with a vetted curriculum and oversight from a certified teacher. Regular in-program assessments as well as MAP and state assessment data will be monitored to observe whether or not we will meet our goal of increasing proficiency on state assessments in the subject of math.

Additionally, we had a school wide participation rate in the 2021-2022 AKSTAR assessments of about 10-15%. Compared to our school-wide community, we had an even lower participation percentage of students identified within one or more of the subcategories of special needs, low-socio economic status, Hispanic, and two or more races participating in these assessments. We found that we should continue pursuing extra support for students within these four subcategories. Our school planning team would like to continue to see our school develop plans for a multi-tiered system of academic supports to address these student academic needs. Our unique situation, as a correspondence school, is that our school community has wide, varied opinions on participating in state assessments. To fulfill professional practices according to current state law, we offer a variety of ways to work with our certified educators to prove proficiency and educational gains for our students. These are not able to be documented or reflected on our state report cards in the same way that formal state assessments do.

C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
9/10/2022	Develop team	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10/20/2022	Distribution of Playbook	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
12/10/2022	Data Review Goals determined/school plan	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
4/10/2023	Data Review/Documentation of formal plan in writing	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
5/1/2023	Distribution of plan draft to SLT and getting community approval	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community

D. 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.

School wide testing scores and data are published and emailed to every family and staff in our school community by our principal yearly. Our Academic Policy Committee (Parent board) voted to include mathematics tutoring and support as a priority for this school year and the hire process was completed to identify a qualified math instructor. Parents are notified in our school newsletter when APC monthly meetings are happening and are encouraged to attend and bring any concerns or needs to the board. Minutes are also published on our school website informing families of current school happenings to include involvement in assessments and mathematics support options.

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Twindly Bridge Charter School is a K-12 program in the Matanuska Susitna Borough School District that implements support, resources, and opportunities for homeschooling families. With the help of a certified teacher advisor, homeschool parents design and manage their student's education. Our teacher advisors support and advocate for homeschool parents. Students may work entirely at home or they can participate in supplementary instruction at the school. Twindly offers a variety of supplemental sessions such as: K-12 science labs, music, art, pottery, robotics, archery, and physical education. We are unique in that we serve families spanning the Mat-Su Valley from Sutton to Talkeetna. Twindly continually seeks resources for homeschool students through developing partnerships with community members and organizations.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Teacher Advisors are required to meet with their assigned families at the beginning of the school year. Part of that process is determining which assessments will be taken to measure progress over time. From those conversations, along with assessment data, specific educational needs analysis is done to address educational goals for each student. This is part of our Individual Learning Plan. This ensures that all members of our school community get equitable support and guidance to have successful learning outcomes.

Our plan is developed to directly relate to the assessment data of our Hispanic, two or more races, special needs, and economically disadvantaged students. We have a low percentage of participation in state assessments of students within these subgroups. We continue to need a high participation rate in statewide assessments in order to inform instructional direction for student success.

Below is an at-a-glance look at how Twindly's participation rates compare to our district and state. To note: Twindly Bridge is a correspondence school with a low participation rate in statewide assessments. However, Twindly's 13% participation rate was comparable to the 14% participation rate for correspondence schools state-wide.

Twindly's All Students participation rate: 12.96%

Matanuska Susitna School District All student participation rate: 79.09 %

State of Alaska all student participation rate: 79.72 %

Twindly's Hispanic subgroup participation rate: 26.67%

MSBSD Hispanic subgroup participation rate: 81.92 %

State Hispanic subgroup participation rate: 83.71 %

Twindly's Two or More Races subgroup participation rate: 15.38%

MSBSD Two or More Races subgroups participation rate: 82.15%

State Two or More Races subgroups participation rate: 82.92 %

Twindly's Student with Disabilities subgroup participation rate: 8.33%

MSBSD Student with Disabilities subgroup participation rate: 85.43%

State's Student with Disabilities subgroup participation rate: 82.26 %

Twindly's Economically Disadvantaged subgroup participation rate: 6.67%

MSBSD Economically Disadvantaged subgroup participation rate: 84.93%

State's Economically Disadvantaged subgroup participation rate: 81.11%

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide 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	High	AKSTAR proficiency data shows that we have a 38% proficiency rate among students tested.
	Mathematics instruction for all students	High	AKSTAR proficiency data shows that we have a 14% proficiency rate among students tested.
	Science instruction for all students	Med	AKSTAR proficiency data shows that we have a 65% proficiency rate among students tested.
	Other content area instruction for all students	Med.	
	Support for students with disabilities	High	Testing data shows 8% of students with disabilities participated in AKSTAR.
	Support for migrant students	High	Testing data shows 9.5% of migrant participated in AKSTAR.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Economically disadvantaged or low achieving students	High	Testing data shows 9% students with disabilities participated in AKSTAR.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	Based on individual student WIDA scores we need to continue support instruction (small percentage of test scores available)
Graduation & dropout rate	Ensure students will graduate from high school	High	We have a 78% graduation rate according to our state report card.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	n/a	Not an applicable issue as a homeschool program.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	High based on factors such a lower graduation rate for students with the subcategories.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Advisors work with parents to coach them to choose vetted high quality homeschool curriculums.
Instruction	Effective instructional strategies and tiered interventions	High	Increase participation in formal MTSS plans to determine student needs.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	13% participation rate overall in state assessments. Increase to attendance in fall, winter, and spring assessments and increase use of progress monitoring options available to struggling students.
Supportive Learning Environment	Safe, orderly learning environment	Low	Currently in a building remodel process as we need more multi-use spaces for learning opportunities.
Family Engagement	Family & community engagement	med	The nature of our school requires family engagement as we support homeschooling families. Quarterly reviews of non-compliance for submitting grades and contact with advisor is needed.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Teachers are constantly trying to equip parent teaching with skills needed to successfully implement chosen curriculums. Teachers are in ongoing processes to stay knowledgeable and up to date with current curriculums
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Reading proficiency is low- some advising teachers participating in AK Reading Symposium, LETRS, and KEYs to Literacy offered by DEED to equip themselves to equip our families.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	All available positions filled with qualified personnel.
Leadership	Recruiting, training & retaining qualified principals	Low	All available positions filled with qualified personnel.

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide 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
Increase student participation in AKSTAR	13% current all student participation rate.	Goal of 95% participation rate for the subcategories of students with disabilities, Hispanic students, economically disadvantaged and two or more races as well as all students.	proficiency results as published in next year's Report Card to the Public
Increase student proficiency in AKSTAR Mathematics	14% all student proficiency rate	Goal of 95% proficiency rate for the subcategories of students with disabilities, Hispanic students, economically disadvantaged and two or more races as well as all students.	proficiency results as published in next year's Report Card to the Public
Increase student proficiency in AKSTAR ELA	38% all student proficiency rate	Goal of 95% proficiency rate for the subcategories of students with disabilities, Hispanic students, economically disadvantaged and two or more races as well as all students.	Proficiency results as published in next year's Report Card to the Public

Schoolwide Plan Strategies

A. Describe the strategies that the school will be implementing to address the identified school needs.

We hired a part time certified teacher to help address the proficiency levels of our students in mathematics. She currently tutors 1:1, small group, and leads hybrid math courses (partly online/partly in-person) utilizing a curriculum that was vetted and approved by our School Leadership Team's curriculum committee.

We continue to offer support for ELA by having advisors regularly meet with families to determine the best fit curriculum and plan for each student. We provide ongoing assessment opportunities following our district's assessment calendar for baseline data as well as progress monitoring and tutoring support where needed.

To encourage more participation in statewide assessments we have publicized testing opportunities in multiple formats, as well as ensured every family was aware they needed to sign up for state assessments or provide alternative measures of how proficiency is being achieved with their certified teacher advisor.

Additionally, to increase participation buy-in, Twindly Bridge will use incentives for participating in ELA and MATH AKSTAR testing by offering a drawing of bonus allotment monies to be spent on student's educational needs for those who sign up and complete both ELA and MATH portions of the state assessments.

Furthermore, we currently offer 8-week sessions but with an emphasis on extra curricular programming. We will additional 4 weeks of math and ELA instruction in targeted camps to address specific skill deficits based on fall and spring assessment data. Using extended teacher contracts to provide high-impact instruction with highly qualified, certified teachers.

B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

The school will continue to offer certified teacher support to homeschooling families by working with them to build ILPs. Copies of the state academic standards will be offered to families, as well as recommendations for vetted curriculums that meet or exceed state academic standards.

Students identified in the subcategories of Hispanic, Students with Disability, Economically Disadvantaged, and Students of Two or More Races have been offered freedom of choice in adopted curriculums, allotment funds to meet academic needs based on their Individual Learning Plans, and additional support in the form of free online programs, ipads for checkout, online tutoring license for programs like Edmentum, Lexia, and Rocket Math to address deficits that might influence proficiency scores. Teacher advisors regularly communicate statewide student opportunities as they become known. Additionally, students in grades 6-12 within these four subcategories that could benefit from math instruction have been offered classes and/or tutor support with a certified teacher.

A certified teacher will provide 20 hours of additional instruction in English language arts and mathematics using evidence-based instructional materials outside of the academic school year. Specific subgroups will receive a specialized invitation to join these camps and spaces will be reserved for those participants. Following those, then the entire student body will receive an invitation to attend the camps.

C. Describe how the school will 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.

The program at Twindly Bridge supports both home and school-based learning. Each student's course of study is specified in an Individualized Learning Plan (ILP), which is produced as a collaborative effort between parent teachers, a certified teacher advisor and the student. The ILP may stipulate that schoolwork be conducted entirely at home or be a combination of home and school-based study using Twindly's classrooms, labs, gym or other educational establishments and community resources. Sessions and workshops from a variety of disciplines are offered at the school. Students may explore robotics, biology, chemistry, physics, pottery, entrepreneurship, music, photography, archery, stained glass mosaics and beginning construction, to name just a few. Students also can participate in shared classes with other schools and collaborations throughout the community.

Targeted math and reading camps will use district-approved curricular materials based on the science of reading and evidence-based math instruction. These camps will provide over 20 additional hours of reading and mathematics instruction, incorporating formative assessments, games, individualized instruction, and peer assisted learning. The certified teachers implementing these camps will communicate to parent home educators the strategies that are being used to increase student proficiency for use at home and equip them with evidence-based strategies.

D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

MTSS framework guidelines as laid out by MSBSD will be followed. Our highly qualified teachers will instruct families in implementation strategies to target student learning outcomes to meet state academic standards.

Annual Evaluation & Review Process

A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.

SLT will continue to meet quarterly to discuss data and priority areas of need. SLT will review participation and proficiency data as it becomes available.

B. Describe how the school will measure and report student progress on the State’s annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

Schoolwide publishable assessment data will be published via our bi-monthly family Newsletter, The Twindly Times. Additionally, the principal will email families, staff and stakeholders the report card to the public as it becomes available.

C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State’s academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

School will determine whether we have had an increase in participation in statewide assessments. Additionally, we will monitor in-program assessments for students who have opted into online tutoring programs as well as hybrid mathematics courses to determine success of those offerings. If we have enough participation rate in our subgroups, we will compare state assessment data from previous years to current year see trends or improvement rate.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

The SLT will meet to determine if the areas of need stay the same or if they need modified. If testing data results show growth, the plan will stay the same. If no growth, the SLT will re-determine how to address proficiency deficits.