Kokhanok School

TITLE I SCHOOLWIDE PLAN

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

2026-2027

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Contact Information

School Information

Name of School: Kokhanok School **Name of Principal:** Colter Barnes

Address (Street, City, State, Zip)**:** 700 School Rd. Kokhanok, AK 99606

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District Information

Name of District: Lake & Peninsula School District **Name of Superintendent:** Kasie Luke

Address (Street, City, State, Zip)**:** 101 Jensen Drive, King Salmon, AK 99613

Phone: 907-745-7090 **Fax:** _____ **Email:** kluke@lpsd.com

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
69.05%	X Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes X No	09/07/2022	05/01/2025

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Kasie Luke **Name of Principal:** Colter Barnes

Signature: KL **Signature:** Colter Barnes

Date: 8/16/2026 **Date:** 8/16/2026

Title I Schoolwide Program Overview

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), (3)).

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: *(required)*	• Colter Barnes	Site administrator
Teachers: *(required)*	• Krista Hobson • Gabrielle Calhoon • Kimberly Goode • John Macneish • Kim Phillips	K-1 Teacher 2-5 Teacher MS/HS Generalist MS/HS Generalist
Paraprofessionals: *(required)*	• Agnes Mike • Matrona Wassillie • Seth Breazeale • Moses Mike • Amanda Norbert	Classroom Aide Classroom Aide Classroom Aide Classroom Aide Preschool Aide
Parents & Community: *(required)*	• Clint Rawls • Oxenia Mike • Krystle Hanson • Charlene Roehl • Megan Klopp	Parent/LSAC President Parent/LSAC Secretary Parent/LSAC Vice-President Parent/LSAC Member Parent/LSAC Member
School Staff *(required)*	• John Mike • Megan Klopp • Irene Wilson • Tyrone Madrid	Maintenance Nightgym Aide Secretary & Cook II Custodian
Technical Assistance Providers: *(as appropriate)*	• Sam Rigby	Technology Coordinator
Administrators: *(as appropriate)*	• Kasie Luke • Nate Davis	Superintendent Human Resources
***Title Programs**:	• Valerie Hanson	Title Programs Coordinator
***CTE:**	• Jenny Shryock	Program Director
***Head Start:**	• Amber Kresl	Preschool Coordinator
Specialized Instructional Support: *(as appropriate)*	• Kimberly Goode	Special Education Teacher
Tribes & Tribal Organizations: *(as applicable)*	• Connor Romer • Nathan Hill	KVC administrator KVC president
Students: *(if plan relates to secondary school)*	• Finn Hill • Honey Roehl	Student Government President Student Government Vice-President
Other: *(as needed)*	•	

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

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

Before the start of the year, a meeting was held with staff to review the current direction of the school, changes the staff hoped to see implemented, and desires the staff have for future successes.

School staff have met with a focus on school wide planning. At these sessions, student needs, academic data, school climate, and parent/community partnerships were examined. Student needs were based on observation, surveys, and various input. Academic data was gathered from multiple assessments sources, anecdotal records from teachers, and historical grades. Family Engagement was invited through Family Engagement events. This information is used to develop focused professional development at August and October InService sessions.

Information regarding school climate and community partnerships was based on observation, input from the Local School Advisory Committee (LSAC,) student and community surveys.

As a result of the staff meetings, input from the community and experience of the fall semester the school staff has developed a road map for accomplishments this school year. This plan has been reviewed with student leaders, LSAC members, and staff in order to gain their input as future revisions are accomplished.

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)
08/31/24	School wide scheduling and classroom designation	☐ Planning Team X All Staff ☐ Parents/Community
09/03/24	School wide data review and ideas session	☐ Planning Team X All Staff ☐ Parents/Community
10/23/24	LSAC Meeting	X Planning Team X All Staff X Parents/Community
02/27/25	Parent/Teacher Conferences	☐ Planning Team X All Staff X Parents/Community
03/25/25	LSAC Meeting	X Planning Team X All Staff X Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ 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.

Monthly meetings are held with the Local School Advisory Committee (LSAC). At these meetings, the members are asked to contribute to the school wide plan and give input on progress. School focus areas and the school wide plan will be discussed at each meeting. The school shares information with parents and community members in a variety of ways. These include newsletters, community postings, social media, and community activities. The principal attends the Tribal Council monthly meeting to share a school report. Additionally, as possible, the principal attends other meetings in the community to share new developments.

Comprehensive Needs Assessment

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

We are a Pre-K through 12th grade school. We have four classroom teachers, a special education teacher, a preschool instructor, and 4 classroom aides. The student population is 38 students. Our attendance rate to date is about 82% overall. Most of our students get rides with their parents or utilize the school bus service. All of our students live within two miles of the school. The community is primarily Yupik. Most community members participate in subsistence hunting and gathering activities. The primary sources of income are work for local agencies and/or commercial fishing.

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.

Because we have a small student population and about a 8/1 student teacher ratio, it is not difficult to be inclusive and reach all stakeholders. Teachers are able to provide an optimal environment for including all students in decision making and sharing information. The unique needs of individual learners are addressed in all aspects of instruction, assessment, and communication.

To gain a comprehensive understanding of site needs, data is collected and analyzed from a variety of sources. Some of these include state wide testing, teacher observation, parent and community input, student surveys, parent surveys, and benchmark testing. A collaborative staff team examines the data to find areas of strength and weakness, and how needs can be better met. Parents and LSAC members are invited to contribute regularly at LSAC meetings and Family Engagement nights.

Some of the academic concerns are as follows:
Reading scores on the MAP assessment are lower than math. We have identified reading as an area of academic need and will focus on that. Based on LPSD standards, writing is the second area of academic weakness. More students are working below grade level on writing than other subjects.

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	According to MAP data, we are in the 20th percentile for Reading across all grade levels, and in the 33rd percentile for language Usage.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Mathematics instruction for all students	High	We are in the 25th percentile across all grade levels according to MAP
	Science instruction for all students	Med	<50% of students scored proficient in science on the Alaska Science Assessment. Additionally, Alaska scores very low in Science on NAEP assessment.
	Other content area instruction for all students	Med	We will focus on the areas of Math, Writing, Reading, while not neglecting other areas.
	Support for students with disabilities	Med	Our students with disabilities are well supported at this time. While we don't want to let this slip, we do not need to make it an area of focus.
	Support for migrant students	Low	Data shows that our migrant students have achievement levels aligned with those of non-migrant students. We will continue to support them as we have been with excellent results.
	Economically disadvantaged or low achieving students	High	A large percentage of our students are economically disadvantaged and low achieving.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	N/A	
Graduation & dropout rate	Ensure students will graduate from high school	High	It is our goal that all students graduate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Med	Our attendance is approximately 82%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	We have 38 Pre-K- 12th grade students. All students have Alaska Native heritage. We have a number of students that have been in and out of foster care. A number of our students reside in one parent homes and many are in homes with economic challenges.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Language Arts and Math curriculum are aligned with common core state standards.
Instruction	Effective instructional strategies and tiered interventions	High	The staff has developed and begun to implement a plan to meet the needs of students below proficient. The staff is energetic, excited and working as a team.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Multiple assessment and screening measures are in place. Proper use and data interpretation is needed.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Supportive Learning Environment	Safe, orderly learning environment	High	Student safety is a priority for the entire school district. A safe, orderly learning environment is especially beneficial to our student population.
Family Engagement	Family & community engagement	Low	Local School Advisory Committee Meetings, community activities and Family Engagement Nights occur throughout the school year.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	The District has an ongoing PD program which includes training in in August and October as well as Wednesdays where K-2 teachers receive PD in regards to the Alaska Reads Act on a weekly planned basis.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	A number of itinerant staff provide individual support to staff. New staff are especially targeted for support. We are supported by the Alaska Statewide Mentor Project
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The Human Resources Department of the District is involved in all hires which results in proper placement of staff in accordance with needs and certification.
Leadership	Recruiting, training & retaining qualified principals	Low	District Leadership at all levels are provided ongoing training from curriculum, to staff evaluation, and assessment tools.
Other:			
Other:			
Other:			

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
Mathematics	75% of students who took the fall MAP assessment scored below average.	We will increase the rates of proficiency by 15%	Results from spring 2026 MAP benchmark testing
Language	65% of students who took the fall MAP assessment scored below average.	We will increase the rates of proficiency by 15%	Results from spring 2026 MAP benchmark testing

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Reading	75% of students who took the fall MAP assessment scored below average.	We will increase the rates of proficiency by 15%	Results from spring 2026 MAP benchmark testing

Schoolwide Plan Strategies

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

Continue strong communication with parents to enable them to take part in the education process: Through community outreach and communication parents will be well informed about issues concerning the school and children's education. This outreach will take the form of community activities, school staff attending community functions, newsletters, Family Engagement nights and effective use of social media.

Effective use of professional development time: In addition to providing collaborative work time at August, October and monthly InService sessions, site based professional development will be focused on improving student achievement through best use of available resources and strong instruction.

Emphasis on pacing: Teachers will use data and observation to closely monitor their instructional pacing to ensure students are getting the best possible instruction in the most efficient way. The principal will monitor lesson plans and power school in order to oversee the process.

Collaboration/Partnerships: We will continue to collaborate with ANSEP to provide enriched STEM learning opportunities for secondary students, with a focus on Alaska Native and migratory students. These activities will include hands-on engineering projects, academic camps, and mentorship designed to boost math/science proficiency and increase college and career readiness

- **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.**

Our goal is to provide the highest quality education to the students of the community. This is done through emphasis on a positive and supportive school climate, positive partnerships with parents and community, support of the best possible instruction, and meeting the academic needs of students through targeted instruction and planning.

- **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.**

- For those students who are not identified as Below Proficient, instruction will be rigorous and intensive so there will be no backward movement. They will also receive daily, individual or small group intervention instruction.
- Instructional scheduling at the school is done based on the learning needs of students.
- Resources, (including staff, space, and materials,) are distributed in the way that will best benefit students and their instruction.

- Where applicable, eligible students will be encouraged to participate in the Educators Rising program (EdRising), a program committed to creating quality opportunities for students to pursue careers in education

The Lake and Peninsula School District utilizes its highly qualified classroom teachers to create and strengthen the district's academic programs, enrich and accelerate curriculum, and increase the amount and quality of learning time. When district-wide assessment and teaching resources are needed, Assessment Committee members work over the summer and/or outside of their contract days to create assessment and teaching tools, materials, and resources that help improve instruction and student achievement. All teachers are given professional development training on how to utilize the assessment and teaching resources during District wide inservice days.

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

- Certified teachers will plan and implement intervention instruction with students who are identified as Below Proficient in MAP Growth Assessments, AK STAR assessments, or district measures.
- Intervention plans will be reviewed quarterly. The most current data will be used to inform instruction and any changes needed.
- Classroom teachers and intervention teachers will meet regularly to assess student needs and collaboratively plan intervention instruction**.**
- Intervention instruction will be planned based on best practices and current research.

Annual Evaluation & Review Process

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

The school wide plan will be reviewed, evaluated, and revised in the spring of the school year. The planning team will review elements and monitor for completion. If parts of the plan have not been addressed, a new timeline will be created. If parts of the plan are unable to be completed as designed, those will be revised.

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.**

The school will compare data from past MAP assessments to the results of the fall, winter, and spring assessments. These are shared with parents when they are available. A community night is held to share results with individual parents. Those who do not attend receive the results by mail with the option of scheduling a conference for clarification.

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.**

The school planning team will carefully evaluate data from multiple sources for students who have been further from achieving standards, and meeting the goals and objectives of the plan. These data will be compared to determine the effectiveness of the strategies put in place to address the schoolwide plan. For those who have been further from achieving standards and meeting the goals and objectives in the plan, instructional intervention will be put in place.

Those intervention plans are reviewed and revised on an annual basis. For those, regular progress monitoring is administered.

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.

At the end of each school year, the plan is carefully reviewed. This review includes discussion of successful and successful elements of the schoolwide plan. Note is made of which sections to continue as planned and which to further revise. At the beginning of each school year, the results of the previous plan are reviewed. Based on those reviews, a revised plan is created that builds on what has been in place.

Financial Requirements

A. **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.)**

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
X	$220,510	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
X	$186,568	Title I, Part C: Education of Migratory Children**
X	$44,773	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
X	$22,860	Title IV, Part A: Student Support and Academic Enrichment Grants
X	$89,078	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
X	$119,662	IDEA Part B**
X	$27,000	Carl Perkins
☐		State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.