MESHIK SCHOOL
LAKE & PENINSULA SCHOOL DISTRICT
TITLE I SCHOOLWIDE PLAN

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

2026-2027

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Contact Information

School Information

Name of School: Meshik **Name of Principal:** J.W. Newton (In Training)

Address (Street, City, State, Zip)**:** 1500 School Road, Port Heiden, AK, 99549

Phone: 907-837-2210 **Fax:** _____ **Email:** jwnewton@lpsd.com

District Information

Name of District: Lake and Peninsula **Name of Superintendent:** Kasie Luke

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

Phone: 907-745-7092 **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?
83.33%	Y	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
N	[MM/DD/YYYY]	[05/01/2026]

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:** J.W. Newton

Signature: KL **Signature:** JN John Newton

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)).

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)*	● JW Newton	Leadership/Principal/Teacher
Teachers: *(required)*	● Linda Gies ● Callie Gates ● JW Newton ● Marli Manning ● Christian Meneskie	Assist in planning / preparation / implementation Online secondary ELA teacher Online secondary Math teacher
Paraprofessionals: *(required)*	● Seth Wilsoncroft	Classroom/educational support/Student Teacher
Parents & Community: *(required)*	● Toni Christensen ● Jaclyn Christensen ● Tisha Kalmakoff ● Maxine Christensen ● Gerda Kosbruk ● Amber Christensen-Fox ● John Christensen	Service in local school advisory committee: advice and feedback in direction of education of local students; Gerda serves as School Board president, and Amber is on the School Board as well.
School Staff *(required)*	● Natalie Lind (Cook)	School Support
Technical Assistance Providers: *(as appropriate)*	● Sam Rigby ● Schyler Rippie ● Lauren Seiter	Assist in planning/preparation/tech support
Administrators: *(as appropriate)*	● Kasie Luke ● Nate Davis	Superintendent Personnel Director
***Title Programs**:	● Valerie Hanson	Title programs coordinator
***CTE:**	● Jenny Shryock ● Patty McCasland	BBRCTE coordinator BBRCTE Career Guide
***Head Start:**	● Amber Kresel	Pre School Coordinator
Specialized Instructional Support: *(as appropriate)*	● Paulene Manning	Special Education Teacher
Tribes & Tribal Organizations: *(as applicable)*	● John Christensen, Jr. ● Toni Christensen ● Gerda Kosbruk ● Celestee Christensen ● Lillian Kosbruk ● James Christensen ● Amber Christensen-Fox	Port Heiden Tribal Council President Port Heiden Tribal Council Member/LSAC President Tribal Council Administrator Tribal Council Member Tribal Council Member Tribal Council Vice President Tribal Council Member
Students: *(if plan relates to secondary school)*	● Michael Holm ● Clarise Lind	Student leader Student leader
Other: *(as needed)*	●	

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

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

The Lake and Peninsula School District conducts planning on a District-wide as well as a School-wide basis. This joint planning is a key element to our continuous improvement process.

Over time our district has learned that for programs to be successful, we must have common threads that stretch across the entire district. Three of the threads we are striving for are – sustainability over time, support beyond the school walls, and support for professional development.

By conducting planning on a district-wide basis as the foundation of our continuous improvement at each school site, we are able to plan and provide for a common focus. Our district asks that each site look at school improvement in the following areas.....Student growth in math, reading, and writing, certified and classified professional development, improving parent and community communication, and strengthening the relationship between the school and community.

At the beginning of the year, each school site gathers student data to develop a school-wide plan and instructional schedule to meet the learning needs of all the students and to utilize the teaching resources they have access to–both in person and on-line. Assessment data that is reviewed to help create the school wide instruction plan includes the previous year's MAPS benchmark, AMPLIFIED benchmarks, and latest AK STAR data. Also, school staff look at what specific standards students have previously shown proficiency in in order to develop lessons to teach what the student is ready to learn next. This assessment and data review is site specific and tailored to meet the specific needs of students.

Lake and Peninsula is a large district in geographic size but small in student population. What this means is that we are constantly faced with the challenges of providing services over a large area of Alaska while assisting small teacher populations at each of our sites. When coupled with the staff turnover that is common in rural Alaska, we have learned that for our district to provide research-based education, we must have a strong support process from the District Level to complement the school improvement plans at each site. This method of school improvement allows us to provide the support for teacher training, acquisition of materials, and program oversight that has allowed our district to make the educational progress evidenced by our improved test scores.

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 as well as New Teacher InService in August and In Person DistrictWide InService in October.

This is not to say that each site does not have the freedom to adjust and modify programs. We do want each site to have the professional freedom to determine how services are delivered. Early literacy teachers at each of our school sites meet weekly in a focused PLC for professional development, training and collaboration in supporting literacy teaching in the K-5 classrooms. Each school has a Local School Advisory Committee (LSAC) that schedules monthly meetings focused on improving parent communication and sharing results of school-wide assessments. The LSAC also works with the school staff to set yearly goals, share school/community concerns and communicate to the Superintendent and School Board. Family Engagement Nights welcome families into the school to enjoy time spent with their students at school and strengthen the home to school partnership.

The Local School Advisory Committee (LSAC) is a key component in the development of the school-wide plans. It is also important to make note of our professional development time each month. This block of time is used for professional development and a time for communication. Also the district invites all stakeholder, community members, families, and tribal representatives to an ESEA presentation and Migrant Ed meetings where they are given information and invited to vote to consolidate our ESEA application and Migrant Ed funding.

B. **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 columns that apply)		
		Planning Team	All Staff	Parents/ Community
Aug	Handbook/Data Review	Y	Y	Y
Aug 27	District Inservice and Assessment and Data Review	Y	Y	
Sept	Shared Vision/Planning	Y	Y	Y
Sept 24	District Inservice	Y	Y	
Sept 24	LSAC Meeting	Y	Y	Y
Oct 24	District Inservice	Y	Y	
Oct 24	LSAC Meeting	Y	Y	Y
Nov 24	LSAC Meeting w/ Family Engagement Night	Y	Y	Y
Nov 24	Parent Teacher Conferences	Y	Y	Y
Jan 25	LSAC meeting	Y	Y	Y
Feb25	Budget		Y	Y
Feb 25	LSAC meeting w/ Family Engagement Night	Y	Y	Y
Mar 25	LSAC meeting w/ Family Engagement Night	Y	Y	Y
April 25	LSAC meeting w/ Family Engagement Night	Y	Y	Y
April 25	State Testing Support	Y	Y	Y
April 29	ESEA and Migrant Ed Presentations	Y	Y	Y
May 25	End of Year Checkouts	Y	Y	
Summer	Assessment Committee Work	Y		

C. **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.**

Local School Advisory Meetings; In August or September each school holds an initial LSAC meeting. At this meeting the Principal or Head-Teacher will establish with the community the school goals for the year, along with sharing District Goals.

The district and schools also utilize school-wide facebook page along with communication sent by individual teachers. The district also communicates with each household concerning the District and School Report Cards. Parents and community members are encouraged to contact their local administrator for clarification on the information contained in the District and School Report Cards. Attendance letters were also sent to each household to encourage attendance and work with families to increase attendance for students who were absent 10 and 15 days each semester.

The Lake and Peninsula School District encourages schools to schedule parent/teacher conferences each semester. In these conferences, teachers can review testing information as well as student progress and class participation with parents. These conferences foster parent/teacher collaboration in setting goals for the student and in encouraging the student to strive to reach those goals.

The Lake and Peninsula School District is also utilizing electronic methods of communication. The District maintains a website with up to date information. We have also initiated a facebook page that is updated with a variety of information.

The District utilizes a student record keeping program entitled “PowerSchool”. The District has contacted our Electronic Service Provider and has worked to implement a “Parental Portal” and “Student Portal” that will allow parents to keep abreast of student progress.

It is our sincere hope that we are creating an atmosphere where parents feel welcome at the schools. We want each parent to feel welcome to come to school and seek out information on their child’s progress along with information on the direction of the school. In February, the district began sending monthly family engagement kits out to each site. The kits have materials and activities that everyone is invited to come and participate in.

Comprehensive Needs Assessment

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

Meshik School is a small Pre K-12th grade school that services about 19 students. We are a small Alaskan Native community on the Bering Sea. Meshik School provides services to all students and utilizes an on-line SPED teacher. Many of our students utilize the Bus/Van service provided by the school and most live within 2 miles of the school. The community is primarily Aleut and most community members participate in subsistence hunting and gathering activities throughout the year, and commercial fishing in the summertime.

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 1/8 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.

The district conducts a district wide ESEA presentation where everyone is encourage to vote on consolidation of ESEA funds.

Migrant Ed meetings are held in person when possible and also virtually district wide where Migrant families are invited to learn about the Migrant Ed program and families are given the opportunity to vote to consolidate funding. Migrant Ed surveys are also sent to families and teachers to gather feedback on how best the Migrant funding can be used for resources that matter and work.

Some of the academic concerns are as follows:
69% of our students who took the Spring 2025 AK STAR ELA Assessment scored Needs Support
92% of our students who took the Spring 2025 AK STAR Math Assessment scored Needs Support
77% of our students who took the MAPS assessment scored below average on the MAPS Reading assessment.
84% of our students who took the MAPS assessment scored below average on the MAPS Math assessment.
90% of our students who took the MAPS assessment scored below average on the MAPS Language assessment.

Math and writing are areas of academic concern.

School wide attendance concerns are as follows:
For Fall 2025, the attendance rate was 74.03%

For January 2026, the attendance rate was 78%
For February 2026, the attendance rate was 90%
For March 2026, the attendance rate was 75.82%

C. **Summarize the areas of 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)
MAPS Testing Assessment and other district assessment data	Reading instruction for all students	High	77% of our students who took the MAPS assessment scored below average compared to National Norms
	Language instruction for all students	High	90% of our students who took the MAPS assessment scored below average compared to National Norms
	Mathematics instruction for all students	High	84% of our students who took the MAPS assessment scored below average compared to National Norms
	Science instruction for all students	Med	Not enough data
	Other content area instruction for all students	Med	We will focus on the areas of Math, Writing, Reading, and 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. Federal Programs and local efforts are continuing to make a difference at Meshik School.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	NA	
Graduation & dropout rate	Ensure students will graduate from high school	High	It is our goal that all students graduate. We had one senior with a 29.64% attendance rate and one 13th grader with a 17% attendance rate. Neither met minimum graduation requirements during the school year.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	As a school district we are sharing attendance data.
Demographic data	Support for other populations such as subgroups, homeless,	High	We have 19 Pre-K- 12th grade students. All students have Alaska Native heritage. Many students reside in foster care.

	foster care, or neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	Med	Reading, writing, science, and math curriculum is aligned with common core state standards. New K-5 ELA curriculum is being implemented that is supported by the Science of Reading.
Instruction	Effective instructional strategies and tiered interventions	High	The school has developed a comprehensive plan to meet the needs of students below proficient
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Multiple assessment and screening measures are in place. Elementary teachers meet weekly with the District Assessment Director to learn how to use and interpret assessment data.
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	Med	Parent nights and community activities are well attended and supported by the community.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	The district has 12 inservice days built into the school calendar for PD to support curriculum, instruction & assessment. Elementary teachers also are involved in a PLC that meets weekly from 2:30-3:30 to support literacy instruction and assessment. In person InService is held in August for new teachers and October for all staff.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	District wide PD supports individual teacher skills. Also, the district relies strongly on a mentorship/coaching program to support new-to teaching and new-to Alaska teachers.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The district does an outstanding job hiring so we do not have to work on it on the school level. All positions are filled.
Leadership	Recruiting, training & retaining qualified principals	Med	The district is working to support and train the current head teacher of Meshik school to become a certified Principal. They will be mentored by another Principal with successful district experience.
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	84.6% of students who took the MAPS assessment scored below proficient on the MAPS Math assessment.	We will double rates of proficiency on the Math section of the MAPS assessments.	Result from the spring 2027 MAPS assessment
Language/ Writing	88.8 % of students who took the MAPS assessment scored below proficient on the MAPS Language assessment.	We will double rates of proficiency on the Math section of the MAPS assessments.	Result from the spring 2027 MAPS assessment
Reading	77% of students who took the MAPS assessment scored below proficient on the MAPS Reading assessment.	Incorporate it across subjects	Provide focused interventions for all students testing below avg.
Attendance	FY26 School Year: 80%	Increase rate 10%	Each month's rate
School Climate	SCCS 2026	Increase school positive climate	Results from SCCS 2027

Schoolwide Plan Strategies

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

Increased emphasis on student attendance: In order to make academic gains, students must be at school. School staff will recognize and celebrate great attendance. Teachers and school staff will create a respectful learning environment where they understand that their presence is a key component. School calendars are shared with families and vacation and medical appointments are encouraged to be done out side of student instructional days.

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 education. This outreach will take the form of community activities, LSAC meetings, school staff attending community functions, newsletters, and effective use of social media.

Effective use of professional development time: In addition to providing collaborative work time, site based professiona 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.

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.**

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.

We will continue to engage staff members to closely monitor student growth and progress, and to design interventions and use the materials that will meet individual needs.

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.**

- For those students who are not identified as Below Proficient, instruction will be rigorous and intensive so there will be no backward movement.
- 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.
- Meshik School will 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
- Involvement in the CTE courses and an increased number of students "experiencing out" will also improve our overall program.
- 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.
- Highly qualified teachers will work on updating and creating assessment materials and resources to strengthen the district's academic programs, enrich and accelerate curriculum, and increase the amount and quality of learning time. Every teacher in the district is trained on how to utilize these locally created assessment materials and resources during District Wide Inservice days for teacher training.

D. **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.**

Our plan is a living document and must be regularly reviewed and updated in order to remain useful. The school wide plan will be reviewed, evaluated, and revised each quarter. 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 MAPS and Alaska Science Assessment to the results of the spring 2027 administration. These are shared with parents during Teacher Parent Conferences. The school will focus on the RIT Growth of each student in each assessed area of Amplify, MAPS Math, MAPS language, and MAPS Reading will be shared with students and families and celebrated when achieved.

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 quarterly. 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 and end of each school year, the results of the previous plan are reviewed. Based on those reviews, a new 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.)**

D.

E.

F. **AMOUNTS SHOWN ARE DISTRICT-WIDE BUDGETED FUNDING LEVELS:**

G. **INFORMATION UPDATED:**

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** "Indian Ed Grant"
x	**119,662**	IDEA Part B**
x	**27,000**	Carl Perkins
		State Funds:
		Local Funds:
		Local Funds:
		Local Funds:
		State:
		Other:
		Other:
		Other:
		Other:
		Other:
		Other:
		Other:

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