# Perryville School

# Lake & Peninsula School District

# TITLE I SCHOOLWIDE PLAN

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

2026-2027

# Contents


| | |
|---|---|
| Contact Information | 2 |
| Schoolwide Enactment Information | 2 |
| Assurance Agreement for Schoolwide Plan | 2 |
| Title I Schoolwide Program Overview | 3 |
| Plan Development and Consultation | 5 |
| Comprehensive Needs Assessment | 7 |
| Schoolwide Plan Strategies | 10 |
| Annual Evaluation & Review Process | 11 |
| Financial Requirements | 12 |

# Contact Information

### School Information

**Name of School:** Perryville School **Name of Principal:** Shakim Blackwell

**Address** (Street, City, State, Zip)**:** 100 School Road, Perryville, AK 99648

**Phone:** 907-853-2210 **Fax:** N/A **Email:** sblackwell@lpsd.com

### District Information

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

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

**Phone:** 907-745-7092 **Fax:**N/A **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 the poverty rate is below 40%, does the school have an approved waiver on file with DEED? |
|---|---|---|
| 55% | ☑ Yes ☐ No | ☐ Yes ☐ No |

### Schoolwide Plan Information

| New Plan? | Initial Effective Date | Revision Date |
|---|---|---|
| No | 10/31/2019 | 08/16/2026 |

# 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:** Shakim Blackwell

**Signature:** KL **Signature:** 

**Date:** 08/16/2026 **Date:** 09/25/2026

# 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 a 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)* | Principal Shakim Blackwell | Development and implementation |
| **Teachers:** *(required)* | • Olivia Rawls<br>• Chase Kirkwood | Secondary Teachers<br>6-12 implementation<br>Elementary Teacher<br>K-5 implementation |
| **Paraprofessionals:** *(required)* | • Audrey O'Domin Kosbruk<br>Highly Qualified Paraprofessional | Development and implementation<br>Preschool |
| **Parents & Community:** *(required)* | Local School Advisory Committee or also known as LSAC:<br>• Dana Phillips<br>• Donna Shangin<br>• Kennisha Shangin<br>• Angelina Phillips | Development and Implementation:<br><br>Parent/LSAC President/Village Admin<br>Parent/LSAC & Tribal Member<br>Parent/Maintenance/LSAC Member<br>LSAC Member/Tribal Member |
| **School Staff** *(required)* | • Mark Kosbruk<br>• Kennisha Shangin | Development and Support:<br>Cook/Tribal Member<br>Maintenance/Tribal Council/LSAC/Custodian |
| **Technical Assistance Providers:** *(as appropriate)* | Sam Rigby, Schyler Rippie | Technical Support |
| **Administrators:** *(as appropriate)* | • Moon McCarley | Instructional Program Implementation and support |
| ***Title Programs**: | • Valerie Hanson | Development and Support<br>Budgeting |
| ***CTE:** | • Jenny Shyrock | Secondary/High School Support |
| ***Head Start:** | • Amber Kresl | Director of Early Learning and Grants Management for support |
| **Specialized Instructional Support:** *(as appropriate)* | • Kathy Freman | SPED implementation and support |
| **Tribes & Tribal Organizations:** *(as applicable)* | • Perryville Village Council | Development |
| **Students:** *(if plan relates to secondary school)* | Analise Kosbruk | Student Government President<br>Development and Support |
| **Other:** *(as needed)* | • Rebecca Stenson<br><br>• Kacy Lou Leyba | Migratory Education Coordinator<br>Development and Support |

| Representation | Name of Team Member | Roles/Responsibilities |
|---|---|---|
| | • Patty McCasland<br>• Elisabeth Ludwig | Social/Emotional and Graduation Support/Student Services/Career Exploration and Planning<br>Social/Emotional and Graduation Support/Student Services/Career Exploration and Planning<br>Social/Emotional and Student Services/Providing for student needs outside of academics |

*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 school staff to get input on the current direction of the school, changes they hoped to see, and plans for future success of students. Student needs, academic dates, school climate, and parent/community partnerships were examined. Students' needs were based on observation and assessment data: AK STAR and Amplify Intervention Information in conjunction with district end of level assessments, anecdotal records from teachers, and historical grades. Information regarding school climate and community partnerships was based on observation, input from the Local School Advisory Committee (LSAC), student and community surveys. This plan is still ongoing and under regular review by staff and the LSAC and with guidance from District Leadership.

1. Teachers and Staff meet to perform initial needs assessment based on available data (statistical and anecdotal).
2. Assessment data is presented to the team to determine the areas of need; to prioritize the needs of the school with one to three goals to address. The timeline of the goals will be reviewed yearly to determine if adequate progress is being made or if the plan needs to be reassessed.
3. The School team which consists of staff, teachers, and principal meet to develop an actionable plan to address the identified needs areas.
4. The plan for improvement is presented to the team for review and revisions as necessary.
5. The plan will be presented to the community at the beginning of the school year.
6. Recruitment of stakeholders is to be part of the planning team process that occurs at the beginning of the school year. Monthly Family Engagement nights will welcome families into the school community.

## 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<br>Agenda Topics/Planning Steps | | Participants at Meetings (check all that apply) | | |
|---|---|---|---|---|
| | | Planning Team | All Staff | Parents Community |
| 09/01/25 | School Wide data review, plans, ideas, and student support for the school year. | | X | |
| 09/10/25 | Faculty Meeting Initial Meeting, Plans for the Year, Data from last year review, Student Government, School Updates, Parent and Community Engagement Ideas for the Year | X | X | X |
| 10/01/25 | Faculty Meeting: School Update, District update, Attendance Data, Student Government, Monthly Parent Engagement Event Planning, Upcoming | X | X | X |

| Meeting Dates<br>Agenda Topics/Planning Steps | | Participants at Meetings<br>(check all that apply) | | |
|---|---|---|---|---|
| | | Planning Team | All Staff | Parents Community |
| | Elections, student government trip continued planning NYO support | | | |
| 11/25/25 | LSAC Meeting & Elections with potluck and announcement of newest members | X | X | X |
| 12/11/25 | LSAC regular meeting, plans for Christmas Parent Engagement Event, Update when school will be back in session, review of Reading and Attendance data. | | | |
| 01/20/26 | LSAC Meeting: School Update, District update, Attendance Data, Monthly Parent Engagement Event Planning | X | X | X |
| 02/24/26 | LSAC Meeting: School Update, District update, Attendance Data, Math, and Reading data, Monthly Parent Engagement Event Planning | X | X | X |
| 04/14/26 | LSAC Meeting: update calendar for the new year, lunch program review, attendance goal for next year, input of team for ideas to motivate student attendance, what type of parent engagement events would they like to see next year, End of year Celebration and graduation program. Last meeting of the year. | X | X | X |
| 04/28/26 | Reviewed School Wide planning documentation for the ESEA Consolidation and Migratory Education, reviewed summary level consolidated grant application, advised how migrant education funds will be used to support the school wide plan and not only for migrant ed students but for all to improve the school as a whole, community members were allowed to share ideas and suggestions for input. At least two families voted to consolidate Migrant Funds into the Schoolwide plan to best meet the needs of the school. | X | | X |

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.**

The planning process, data collection, plan development, and plan approval communication is as follows:

*September-Letters sent home to all parents

*Process explained during our annual meeting with the community

*September-process is presented to the Local School Advisory Committee

*November-Recruitment of stakeholders for the planning process and team

*February-Plan Review

*March-New Needs Assessment is completed

*April-School Wide Plan is updated

*April-The updated plan is presented to the Local School Advisory Committee/community meeting

*April-Letters sent home about the updated plan and explaining how to access the Schoolwide Plan.

*Migratory Education Funding Meeting Announcements via email, facebook, and letters home to parents April 17th. Meeting held on April 28, 2026

The Local School Advisory Committee or also known as LSAC consists of community members, parents, staff, tribal representatives, the principal, and teachers. This team meets monthly to contribute and provide input for the school wide plan and to review progress. The school shares information with parents and community members in a variety of ways. This includes letters, community postings, social media, and community activities. Additionally, as need arises, the principal attends other meetings 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 with 3 teachers. We have one classroom aide who serves students in the morning and part of the afternoon. The student population is 27 in grades Pre-K-12. Our attendance rate this year is 81% for the school year for grades K-12. Some of our students ride to school or walk. Bus service is provided by the village. The community is primarily Aleut. Most community members participate in subsistence hunting and gathering activities. The primary source of income is through work from 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 a favorable 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 statewide testing, teacher observation, parent and community input, student surveys, parent surveys, and benchmark testing with NWEA MAP. 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.

A review of state and district assessments is as follows (the most updated data is presented).

**April 2025 AKSTAR**

ELA – 27% Proficient
Math – 23% Proficient

**Spring 2025 MAP Data**

Language 23% Proficient
Math 30% Proficient
Reading 31% Proficient

**April 2024 AKSTAR.**

ELA – 20% Proficient
Math – 20% Proficient

**Spring 2024 MAP:**

Language 10% Proficient
Reading 25% Proficient
Math 23% Proficient

**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) |
|---|---|---|---|
| State Summative Assessment and other district assessment data | Reading/language arts instruction for all students | High | Reading has seen a small decline. Remains a high priority. Reading proficiency is 27% according to STAR and 31% Schoolwide on MAPS. Improvement for Reading is needed. This is an increase from the previous year of 20%. |
| | Mathematics instruction for all students | High | Math proficiency is 23% according to STAR and 30% according to MAP data for the whole school. This is an increase of 3-5%. Improvement for students scoring proficiency is needed for the FY27 school year. |
| | Science instruction for all students | Medium | Overall Science scores are lower compared to the district's scores. |
| | Other content area instruction for all students | Low | |
| | Support for students with disabilities | High | Students with disabilities will remain closely monitored and evaluated to determine if their needs are being met. Data shows students with disabilities in the lowest 25% of learners. |
| | Support for migrant students | Medium | Many of our students and families travel for sustenance in the summer. School Calendar is a subsistence calendar. Attendance data shows 90% which is below the state mandated 95% attendance rate. |
| | Economically disadvantaged or low achieving students | Medium | 65% or more are economically disadvantaged. |
| ELP Assessment (Access 2.0) | Support for EL students to attain proficiency in English | N/A | We have no students identified as ELL. |
| Graduation & dropout rate | Ensure students will graduate from high school | Low | 2024-2025 Graduation Rate was 100%<br>2023-2024 Graduation Rate was 100% |
| Attendance & Chronic absenteeism rates | Ensure that students attend school and reduce chronic absenteeism | High | 2023-2024 Attendance Rate for K-12 was 91%<br>2024-2025 Attendance Rate for K-12 is 81%<br>Current for K-12 90% average |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students | Low | No identified foster students<br><br>No identified homeless students<br><br>There are policies and procedures in place to ensure students in these demographics have the opportunity for an education including the removal of school enrollment barriers. |
| Curriculum | Core curriculum aligned vertically and with state standards | Low | The district's curriculum implementation strategy focuses on aligning core academic programs with state standards, integrating culturally relevant materials to engage diverse learners, and addressing identified gaps in literacy and math. This initiative supports professional development and ensures fidelity in applying best instructional practices. |
| Instruction | Effective instructional strategies and tiered interventions | High | Reading and Math Proficiency remains low. |
| Assessment | Use of formative and progress monitoring assessments to improve instruction | Medium | Data needed to be tracked and communicated to parents, students, and educators to drive instructional needs of the school. |
| Supportive Learning Environment | Safe, orderly learning environment | Low | Protocols in place provide for a safe learning environment. |
| Family Engagement | Family & community engagement | Low | Family engagement is high with community, cultural, and monthly events: that involve the whole community. |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment | Medium | Teacher PD needed to improve proficiency in core academic subjects. The District has an ongoing P.D. program which includes InService training in August and October as well as “Late Start” Mondays where staff receive P.D. on a monthly planned basis. |
| Professional Development (PD) needs assessment | PD to support individual teacher skills | Medium | Improvement for teacher efficacy. |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers | Low | District Managed |
| Leadership | Recruiting, training & retaining qualified principals | Low | District Managed |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| Other: | Migrant Education Support | High | Students and families travel for subsistence and income during various times of the year. |
| Other: | | | |
| Other: | | | |

C. **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 | 23% of students scored proficient on their state exam. | We will improve student performance such that only 70% (or fewer) of our students are scoring below average on MAP math assessments. | Spring 2026-2027 MAP/AKSTAR DATA |
| Writing | 23% of students scored proficient in Language Arts according to MAP data. | We will improve scores so that 35% and more of students are scoring proficient on MAPS Writing. | Spring 2026-2027 MAP |
| Reading | 27% of students scored proficient in Reading according to the State Assessment. | We will improve student performance such that 40% of our students are scoring proficient or better on MAP reading assessments. | Spring 2026-2027 MAP/AKSTAR DATA + mClass Amplify |
| Attendance | 90% attendance rate average | Improve attendance to 95% | Attendance Data for the school. |

# 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.

Continue strong communication with parents to enable them to take part in the education process: Through Family Engagement events, 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, and effective use of social media.

Effective use of professional development time: In addition to providing collaborative work time and August and October in person InService trainings, 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.

Migratory education funding in partnership with the school wide plan provides tutors districtwide as well as educational supplies for Migrant students.

## 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 such as through the Migrant Education funding, support of the best possible instruction, and meeting the academic needs of students through targeted instruction, interventions when needed, and planning.

## 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.

Perryville 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

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.

## 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, PEAKS 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.

Migrant Education provides funding and resources for tutoring and summer resources.

## Annual Evaluation & Review Process

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

Benchmark Assessments will be given 3 times per year. The evaluations will be NWEA MAP Growth in K-9 Mathematics and 3-9 Language Arts. Amplify mClass with Dibels 8(also a literacy screener) will be utilized for K-3 students. The school will ensure scheduled benchmarks are given and communicated with students, parents, and stakeholders.

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.**

Perryville School will measure the data by reviewing growth in NWEA MAP for Mathematics and Language Arts in addition to Amplify mClass with Dibels 8 from the beginning of the year to the end of the school year to monitor growth and progress. The data will be communicated with stakeholders, community, and parents through official letters shared at the beginning of the year for the previous year's data on September 27, 2024 and will hold monthly conferences for mClass data with parents about the progress of those students who are below level. For on level students conferences are held two times a year to review progress and communicate growth with parents.

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.**

Perryville School will evaluate the results of the school wide plan in increasing student achievement in meeting the State's Academic standards by closely monitoring students who receive extra support through interventions. This data will be updated and reviewed monthly and communicated to parents about the progress of students who are not meeting benchmark standards, especially in grades K-3.

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 data will be collected and reviewed at the beginning of each school year to determine the needs of the school year's academic focus.

| 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: Title I-A funds support a comprehensive strategy to improve the academic performance of all students, with particular attention to the lowest-achieving students. These funds enable implementation of curriculum enhancements, family engagement plans, and supplemental resources. For Lake and Peninsula School District, Title I-A ensures equitable access to high-quality education for students from economically disadvantaged backgrounds. |
| **X** | $186,568 | Title I, Part C: Education of Migratory Children** This supports the unique needs of migrant students, addressing interrupted schooling and providing equitable access to high-quality instruction. This funding enables targeted interventions such as tutoring, cultural supports, and essential resources. |
| **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.