Tanalian School

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 8
Schoolwide Plan Strategies 11
Annual Evaluation & Review Process 13
Financial Requirements 14

Contact Information

School Information

Name of School: Tanalian School **Name of Principal:** Nate Davis

Address (Street, City, State, Zip)**:** 1400 School Road, Port Alsworth, AK 99653

Phone: 907-781-2210 **Fax:** none **Email:** ndavis@lpsd.com

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?
21.28%	☐ Yes x No	x Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes x No- a Rolling Plan	[10/10/2018]	[04/15/2026]

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

Signature: _____

Date: 9/23/26

Name of Principal: Nate Davis

Signature: Nate Davis

Date: 9-23-26

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.**

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.

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)*	• Nate Davis	Leadership and communication
Teachers: *(required)*	• K-2 Patti Brock • 3-5 Brandey Voran • 6-8 Sasha Alsworth • 6-12 Matthew Grossmann • K-12 Sarah Wardell, special ed	Classroom excellence for all + eye on lowest achieving
Paraprofessionals: *(required)*	• K-2 Aide Sherri Davis • Sped aide Jill Oettinger • Sped/class Aide Darcy Lorentzen	Teaching small groups IEPs: sped students IEPs: Sped students + sm. groups
Parents & Community: *(required)*	• Local School Advisory Council (all parents at Tanalian) • Heidi Wilder, president • Leo Fowler, Elisha Wegner, Katrina Weber, Eric Davidson, Jen Opland, members	Leadership and advice Feedback to/from staff Representatives to all other parents
School Staff *(required)*	• PE Aide/Cust. Riley Morigeau • Cook/Custodian Lisa Rivas • Secretary Laura Wilder • Kacy Leyba, Counselor	PE students/+ school climate Feeding/ + school climate Parent communication, teacher/student service, + school climate Socio-emotional, college/career, Mental health + eye on lowest achievers
Technical Assistance Providers: *(as appropriate)*	• Sam Rigby, Nathan McArthur	IT Team, learning devices, learning software, testing support, network and Internet support
Administrators: *(as appropriate)*	• Kasie Luke, superintendent • Nate Davis, Personnel • Laura Hylton, Business Ofc • Tim McDermott, facility	Leadership and communication Leadership and compliance Finances Facilities maintenance, operations
***Title Programs**:	• Valerie Hanson	Title I and other grants

Representation	Name of Team Member	Roles/Responsibilities
***CTE:**	● Jenny Shryock + staff	CTE Operations Director
***Head Start:**	● Amber Kresl ● Alison Fowler	Preschool Director Preschool Teacher
Specialized Instructional Support: *(as appropriate)*	● Marjie Waggoner ● Sarah Wardel ● Paulene Manning	Special Education Director Special Education Teacher Special Education Teacher mentor
Tribes & Tribal Organizations: *(as applicable)*	● none	
Students: *(if plan relates to secondary school)*	Student Council ● Jordan Alsworth ● Autumn Oettinger ● Erik McGee ● Elliett Wegner ● Malachi Grossmann	 President Vice President Secretary Treasurer Treasurer
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.

A meeting is held with student leaders during the school year to get their input on the current direction of the school, changes they hoped to see, and hopes they have for future successes. School staff meet about monthly with a focus on data review, school improvement, and school wide planning. At these sessions, student needs, academic data, school climate, and parent/community partnerships are examined. Student needs are based on observation, surveys, and student input. Academic data is gathered from multiple assessments sources, anecdotal records from teachers, and historical grades. Information regarding school climate and community partnerships is based on observation, input from the Local School Advisory Committee (LSAC), and student and community surveys.

At these meetings, school staff develop a draft plan. This plan is shared with student leaders and LSAC members in order to gain their input to keep the rolling plan current. In the end, the team develops the master teacher-student schedule which places students with teachers and paraprofessionals according to their specific needs as best we can.

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)
08/26-28	Student Data reviewed, groupings made: Teacher meetings to finalize Teaching schedule @ Inservice	x Planning Team ☐ All Staff ☐ Parents/Community
9/12/25	Teacher meeting- classroom updates/data review/confirm groupings and schedules	x Planning Team x Parents/Community
09/26/25	Teacher meeting to confirm/revise Teaching schedule. Are we meeting needs of each learner?	x Planning Team ☐ All Staff ☐ Parents/Community
26-27	Bi-Weekly Teacher meetings to recalibrate	x Planning Team ☐ All Staff Parents/Community
Feb 14	Valentine's Banquet for parents and community- Family Engagement Night	☐ Planning Team ☐ All Staff x Parents/Community
Apr 19	HS Graduation and Potluck- Family Engagement Night- including mission, vision, and core values- celebrating all students graduating on time	☐ Planning Team ☐ All Staff x Parents/Community
26-27	Multiple meetings with student body president and occasional meetings with whole student council about school improvements	☐ Planning Team ☐ All Staff ☐ Parents/Community x Student Team
26-27	Monthly LSAC meetings- school/classroom updates and feedback and discussions on school improvements	☐ Planning Team ☐ All Staff x Parents/Community
Monthly	Family Engagement Parent and Student Dinner and School Vision updates	x Planning Team x All Staff x Parents/Community
August	New Teacher Inservice: teacher training in data-based instruction and making plans/schedules to serve our lowest performing	New teachers and student-teachers
August	All-teacher Inservice: professional development to improve instruction, assessment, interventions, and achievement	All school and district teachers and leaders
October	All-teacher Inservice: professional development to improve instruction, assessment, interventions, and achievement	All school and district teachers and leaders

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.

Local School Advisory Meetings; In September we began holding monthly LSAC meetings. At these meetings the Principal will share the data and establish with the community the school improvement goals for the year, along with sharing District Goals. The master teacher-student schedule is posted around school and shared transparently to all.

The district and schools also utilize school-wide newsletters 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.

Tanalian school schedules 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.

Special education meetings are held according to regulation and contribute greatly to aid students with disabilities as well as serving touch points with parents to communicate individual progress toward learning outcomes.

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

The District utilizes a student record keeping program entitled “Power Schools”. The District has enabled a “Parental Portal” and “Student Portal” that will allow parents and students 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. Family Engagement events are meant to invite families into the school and promote the home to school partnership.

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.

Comprehensive Needs Assessment

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

Port Alsworth is a remote, fly-in only village of about 180 people with about 50 of those being school-age children. The attendance area is only from the village region, homes within about 1 mile of the school. Parents and guardians are very supportive of the school and interactive with teachers.

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.

We administer NWEA’s MAPS assessment (3x/year) and will administer the statewide AK STAR testing (1x/year) each spring. For the 2023-24 school year, this amounts to three MAPS benchmark scores for teachers, parents, and students to assess growth. This data is available to all teachers and then entered into a spreadsheet which is shared with the administrative team. A personal intervention plan is then developed for each student scoring below Proficient in any category, using the special education team where appropriate, and using the regular education teacher and classroom paraprofessionals where appropriate. In addition, low performing students are given

interventions and are evaluated by the education team and the district psychologist to determine strengths/weaknesses and eligibility for special education services. This past year, 3rd-9th grade Tanalian students were 78% Proficient in Math and 78% Proficient in ELA on the MAPS assessment, while K-6th graders were 74% at grade level in Reading as measured by the Amplify assessment.

In addition, starting in 2023, we abide by the regulations surrounding the Alaska Reads Act. We implement mClass/Amplify reading screening, progress monitoring, and interventions for reading according to our published assessment windows and intervention requirements. All Tier 11 and Tier III students have an additional 30 minutes, 5x/week of interventions. We provide 90 minutes of professional development almost weekly to teachers of K-3 Reading. We institute a literacy club, Iditaread Club, 45 minutes/week for all K-3 reading students, incorporating upper grade students through 8th graders both as mentor readers for the K-3 students and for their own reading growth as well.

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	Medium	Instruction and achievement are above average, with a flair for place-based instruction. Amplify- 74% At or Above Benchmark (K-6th) MAPS- Students Avg or Above: 78% Reading (3rd-9th) 78% Language (3rd-9th)
	Mathematics instruction for all students	Medium	Instruction and achievement are above average, with a flair for place-based instruction. MAPS- Students Avg or Above: 78% Math
	Science instruction for all students	Low	Instruction and achievement are above average, with a flair for place-based instruction. Statewide assessment shown 80-90% were Proficient or above.
	Other content area instruction for all students	Low	Instruction and achievement are above average, with a flair for place-based instruction
	Support for students with disabilities	High	Special education students have paraprofessional support, sped teacher support, accommodations, and modifications where needed
	Support for migrant students	Low	Migrant students are very few, but doing great.
	Economically disadvantaged or low achieving students	High	Low-achieving students, whether sped or not, are broken into small groups of 1-3 with an aide or teacher for specific and unique instruction

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No ESL students
Graduation & dropout rate	Ensure students will graduate from high school	Medium	100% on-time graduation rate for longtime Tanalian students. However, much attention is and will be given to high school transfer students if they are behind the pace to graduate on time.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	Nearly 90% + attendance, with some chronic absentee students for known and communicated absences. Principal and teachers work with parents to improve student attendance.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Great school and community support for foster and boarding children- and we will always strive for that.
Curriculum	Core curriculum aligned vertically and with state standards	Low	Marked it as low priority, only because we are already aligned very well with state standards.
Instruction	Effective instructional strategies and tiered interventions	Low	Yes, we have always enjoyed strong general professional development and now weekly PLC for teachers of K-3 reading for the past two years.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	Yes, we chart and study MAPs and statewide assessment data for grouping, interventions, and progress monitoring.
Supportive Learning Environment	Safe, orderly learning environment	Medium	Yes, but desire improvement for all students to strive for the most rigor in high school
Family Engagement	Family & community engagement	Low	Yes, 90-100% parents good relationship with school + 80-90% regularly at the school as staff, teachers, volunteers, and frequent visitors- stay focused to continue. Tanalian hosts family engagement nights to invite students families into their school and foster staff and family connections
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	Yes, strong general professional development + PLC for teachers of K-3 reading + strong training for reading and statewide assessments. Annual InService in August for new teachers and in person October InService for all staff
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	Yes, teacher-designed/principal-approved Professional Growth Plans for tenured teachers + mentors provided for new-to-district teachers

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Yes, Strong efforts and success with recruiting. + Tanalian has 100% returning staff for 5 years running, but just lost one and have rehired- will focus on 1st year mentoring and PD
Leadership	Recruiting, training & retaining qualified principals	Low	Yes, Tanalian principal in 13th year at Tanalian
Other:	Leadership/Maturity	High	Fighting apathy and mediocrity
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
ELA/Reading	Amplify 74% Benchmark+ MAPs 78% Proficient/Adv	At least one more student Benchmark/proficient	Calculate % Benchmark/Proficient
Math	MAPs: 78% Proficient +	At least one more student proficient	Calculate % Proficient
Lowest-achievers	11% low achieving	At least one more student up one level	Calculate up-one levels
High school graduation	all students on pace	keep all students on pace	Count credits
Leadership/Maturity	* only 2/8 juniors-seniors in full day attendance- though on track to graduate	* 100% juniors-seniors in full attendance or rigorous out of school program	Count and Calculate each semester

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. DO sometimes offers an Attendance Challenge each semester. Our attendance dropped in the 25-26 school year as we recorded only 88.26 % attendance schoolwide and 44% were chronically absent (more than 10% or 15 days in the school year).

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,regular email updates, and effective use of social media.

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

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.

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 also put a large amount of effort into our schoolwide teacher-student master schedule, striving to give each child exactly what and who and when they need, to be a success.

C. **Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

The 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.

For those students who are not identified as Below Proficient, instruction will be rigorous and intensive so there will be no stagnation or backward movement.

Teachers will provide inspiration to students to go above and beyond the diploma, striving to become College and Career Ready and to take the most rigorous approach to schooling.

Instructional scheduling at the school is done based on the learning needs of students who are Below Proficient. Resources, (including staff, space, and materials,) are distributed in the way that will best benefit students and their instruction.

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 Average in MAP Growth Assessments and Amplify.

Intervention plans will be reviewed quarterly. The most current data will be used to inform instruction and any changes needed.

Classroom, special education, 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.
LPSD focuses on recruiting tutors, which will be used to aide students in 1:1 and small group interventions and instruction whenever available.

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 regularly. 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 Mar/April AK STAR and MAPS and Amplify tests with past AK STAR and Alaska Science Assessment to the results of the spring 2025 administration. This data is shared with parents when it is made available to be viewed by the public in September. Parent-Teacher Conferences are held 2x/year to share

assessment and classroom results with individual parents. Those who do not attend receive the results by mail with the option of scheduling a conference for clarification. Each year, the school staff comes together to review and collaborate in our Data Review and School Improvement Process, looking at all relevant data and ensuring Below Proficient students have more than enough support to succeed. This process drives our student/teacher master schedule for the current school year, creating the very best schedule we can imagine to meet the individual needs of each student.

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. This data will be compared to determine the effectiveness of the strategies put in place to address the schoolwide plan. Our primary goal is to give Below Proficient students more aide time, working on specific strategies. 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 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. Community and parent surveys are given out and reviewed at least annually.

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.