Ayagina'ar Elitnaurvik

TITLE I SCHOOLWIDE PLAN

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

2023-2024

EDUCATION
& EARLY DEVELOPMENT

Contents

Contact Information

School Information

Name of School: Ayagina'ar Elitnaurvik   **Name of Principal:** Teresa de la Cruz

Address (Street, City, State, Zip): P.O. Box 5109, Kongiganak, AK, 99545

Phone: (907)557-5551/5414   **Fax:** (907)557-5639   **Email:** teresa_delacruz@lksd.org

District Information

Name of District: Lower Kuskokwim School District   **Name of Superintendent:** Kimberly Hankins

Address (Street, City, State, Zip): PO Box 305 Bethel, AK 99559

Phone: 907-543-4800   **Fax:**   **Email:** Kimberly_Hankins@lksd.org

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?
100%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes ☒ No	2011	09/15/2023

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: Kimberly Hankins   **Name of Principal:** Teresa de la Cruz

Signature: _[signature]_   **Signature:** _____

Date: 11/6/23   **Date:** 09/18/23

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

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

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: (required)	• Teresa de la Cruz	Develop the team and fill out the Title I plan document; collaborate with all team members and stakeholders; schedule meetings
Teachers: (required)	• Edward Feagle, Gavin Caupp, Nichole Wood, Katherine Kratsch, Ann Marie Tinker, Sheila Phillip	Interpret data;collaborate with other team members; attend meetings and trainings to support the plan; support and implement the plan in the classroom.
Paraprofessionals: (required)	Katie Mute-Otto, Charlotte Black; Katherine Johnston, Carl Phillip, Lorraine Igkurak, Miriam Azean, Sigford Phillip, Sherry Azean, Olivia Tinker, Kevin Otto	Collaborate with team members; support the teachers in the classroom for plan implementation; work directly with the students.
Parents & Community: (required)	• Kenneth David, Tracy Lewis, Pauline Igkurak, Minnie Nicholes, Joe Joseph	Attend monthly ASB meetings, collaborate with the team; approve plan
School Staff (required)	• Jonathan Otto, Jeven Black, Jonathan Phillip, Harold Azean, Elizabeth Phillip, Zoya Agimuk	Cooperate with the team; Ensure students are at school, maintain a safe and clean environment for learning .
Technical Assistance Providers: (as appropriate)	• Mike Gehman; Edward Feagle	Collaborate with the team; ensure the technology used will support the plan implementation.
Administrators: (as appropriate)	•	
*Title Programs:	• Ed Pekar	Ensure implementation of the plan; Ensure fidelity of implementation.
*CTE:	• Natalie Mikesell	Collaborate with the team and support the team to implement the plan with fidelity.
*Head Start:	• AshleyCrace, • Katherine Johnston	
Specialized Instructional Support: (as appropriate)	•	

Representation	Name of Team Member	Roles/Responsibilities
Tribes & Tribal Organizations: *(as applicable)*	•	
Students: *(if plan relates to secondary school)*	•	
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.

Conducting a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement. This includes collecting and analyzing data for all student groups and involving teachers, parents, community members, and other stakeholders in the process·

Developing a comprehensive plan that describes how the school will achieve the goals for student outcomes identified as a result of the needs assessment. This includes selecting and implementing research-based schoolwide reform strategies, providing instruction by highly qualified teachers, offering high-quality and ongoing professional development, increasing parental involvement, and coordinating and integrating federal, state, and local services and programs.

Evaluating the outcomes of the plan's implementation annually to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate, as written. This includes using multiple measures of student performance, involving stakeholders in the evaluation process, and revising the plan as necessary based on the evaluation results.

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)
08/20/23	conduct a needs assessment	☐ Planning Team ☐ All Staff ☐ Parents/Community
09/20/23	develop comprehensive plan	☐ Planning Team ☐ All Staff ☐ Parents/Community
09/22/23	Parent/Community Open House to encourage parent and community involvement	☐ Planning Team ☐ All Staff ☐ Parents/Community
10/3/23	ASB Elections	☐ Planning Team ☐ All Staff ☐ Parents/Community
10/27/23	Data dive and review of MAP/DIEBELS/Report Card	☐ Planning Team ☐ All Staff ☐ Parents/Community
10/31/23	Schoolwide Remediation Plan	☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

The process for communicating with 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 is as follows:

- The school will create a **communication plan** that outlines the purpose, goals, audience, messages, channels, timeline, and evaluation of the communication efforts. The communication plan should be aligned with the school's mission, vision, and goals, and reflect the input and feedback from the stakeholders who participated in the needs assessment.

- The school will use **multiple communication methods and tools** to reach out to different segments of the school and community, such as newsletters, emails, phone calls, social media, websites, flyers, posters, press releases, public announcements, etc. The school will also make use of **instant chat applications** to provide timely and convenient communication with parents and students.
- The school will **individualize communications** to families based on their preferences, needs, and interests. The school can also ensure that communications are **accessible** to culturally and linguistically diverse stakeholders by providing translations, interpretations, and culturally relevant messages.
- The school will **involve parents** in the planning process by inviting them to attend regular parent-teacher meetings, engaging them with school-related news and updates, soliciting their opinions and suggestions through surveys or focus groups, and encouraging them to volunteer or join committees or councils.
- The school will **inform** all members of the school and community about the planning process, data collection, plan development, and plan approval by providing clear and consistent information about the purpose, goals, progress, outcomes, and expectations of the schoolwide plan. The school can also highlight the successes and challenges of the plan implementation and share best practices and lessons learned.

Comprehensive Needs Assessment

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

Ayagina'ar Elitnaurvik is a small school that serves students from pre-kindergarten to 12th grade in Kongiganak, AK. The school has two wings: one for elementary students and one for secondary students. The gym, library, and offices are located in the center of the school. The gym also serves as the cafeteria for the students. The library is currently used as the secondary Yupik classroom, and the pre-k room is shared with the k-1 dual language immersion class. The school is part of the Lower Kuskokwim School District and has 7 full-time teachers and 0 full-time counselors.

Kongiganak is a census-designated place in Bethel Census Area, Alaska. It is situated on the eastern shore of the Kongiganak River, near Kuskokwim Bay. According to the 2020 census, Kongiganak had a population of 478 people, with a median age of 22.8 and a median household income of $48,958. The population is mostly Native American, with 98% identifying as American Indian or Alaska Native. Kongiganak has about 80 households, with an average of 5.5 persons per household. The village has two stores, a post office, and a laundry facility. There are no roads in Kongiganak, and people use boardwalks, four-wheelers, and snow machines to get around. The village relies heavily on subsistence hunting and fishing for food. All of the residents in Kongiganak live below the poverty line.

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.

The comprehensive needs assessment (CNA) for Ayagina'ar Elitnaurvik was conducted using a collaborative and data-driven approach that involved all members of the school community. The CNA team consisted of school staff, parents, students, district representatives, and community partners. The team used multiple sources of data to identify the strengths and needs of the school, such as student achievement data, student and staff surveys, classroom observations, focus groups, and interviews. The team also analyzed the data disaggregated by various subgroups, such as regular education, special education, talented and gifted, migrant, English learners, homeless, foster care, and low-achieving students. The team paid particular attention to the needs of educationally disadvantaged children and the gaps in achievement and opportunity among different groups of students. The team used a root cause analysis process to determine the underlying factors that contributed to the identified needs and prioritize them based on their impact and urgency. The team then developed a comprehensive schoolwide plan that addressed the priority needs with evidence-based strategies and aligned resources. The team also established a monitoring and evaluation system to track the implementation and effectiveness of the plan. The CNA process was guided by the Needs

Assessment Guidebook from the Office of Elementary and Secondary Education and followed the federal requirements for Title I schoolwide programs. The CNA process was also aligned with the Michigan Integrated Continuous Improvement Process (MICIP) and the Consolidated Application Needs Assessment Requirements from the Colorado Department of Education. The CNA process was conducted annually and updated as needed based on new data and feedback from stakeholders..

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	Student achievement	H	The school's students performed below the state average in English language arts, mathematics, and science on the Alaska System of Academic Readiness (AK STAR) assessment. Only 13% of the students met or exceeded the standards in English language arts, 9% in mathematics, and 8% in science. The school also had a low growth rate of 23% in English language arts and 22% in mathematics, indicating that the students did not make sufficient progress from one year to the next. The school's achievement gap between different subgroups of students was also significant, especially for students with disabilities, English learners, and economically disadvantaged students.
	Graduation rate	H	The school's graduation rate was 45%, which was below the state average of 79% and the district average of 64%. The school also had a high dropout rate of 4.21%, which was above the state average of 3.2% and the district average of 3.9%. The school's graduation rate gap between different subgroups of students was also notable, especially for male students, Alaska Native/American Indian students, economically disadvantaged students, students with disabilities, and English learners
	School climate and culture	M	The school's student survey return rate was 0%, which indicated a lack of student engagement and voice in the school improvement process. The school also had a low average volunteer hours per week of 0, which suggested a lack of parent and

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			community involvement and support. The school did not report any data on student attendance, retention, enrollment change, or persistently dangerous status, which made it difficult to assess the school's climate and culture
	School resources and support	M	The school's per-pupil expenditure was $9,954, which was below the state average of $19,284 and the district average of $17,867. The school also had a low ratio of full-time counselors to students, with 0 full-time counselors for 172 students. The school did not report any data on teacher qualifications, professional development, curriculum alignment, instructional strategies, intervention programs, or technology integration, which made it challenging to evaluate the school's resources and support for student learning.
	Support for students with disabilities		
	Support for migrant students		
	Economically disadvantaged or low achieving students		
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		
Graduation & dropout rate	Ensure students will graduate from high school	H	The school's graduation rate was 45%, which was below the state average of 79% and the district average of 64%. The school also had a high dropout rate of 4.21%, which was above the state average of 3.2% and the district average of 3.9%. The school's graduation rate gap between different subgroups of students was also notable, especially for male students, Alaska Native/American Indian students, economically disadvantaged students, students with disabilities, and English learners
Attendance & Chronic absenteeism rates	Continual and consistent attendance	H	According to the state report card to the public, the school's attendance rate for the 2020-2021 school year was 84.60%, which was below the state average of 98.95%. The school did not report any data on chronic absenteeism for the same year, but in the

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			previous year (2018-2019), the school had a chronic absenteeism rate of 41.54%, which was much higher than the state average of 17.22%. Chronic absenteeism is defined as missing 10% or more of the school days for any reason, excused or unexcused. Research shows that chronic absenteeism is associated with lower academic achievement, increased dropout rates, and reduced graduation rates. Therefore, it is important to address the causes and consequences of chronic absenteeism and implement strategies to improve attendance and engagement for all students, especially those who are educationally disadvantaged. Some of the possible factors that may contribute to chronic absenteeism at Ayagina'ar Elitnaurvik are: • The remote location and harsh weather conditions of Kongiganak, which may limit access to transportation and health care services. • The high poverty level and low per-pupil expenditure of the village, which may affect the availability and quality of educational resources and support. • The lack of student survey data and parent and community involvement, which may indicate low levels of student engagement and voice in the school improvement process. The high percentage of students who are economically disadvantaged, Alaska Native/American Indian, English learners, migrant, or have disabilities, who may face additional barriers and challenges to attend school regularly and receive adequate instruction and intervention.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards		

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Instruction	Effective instructional strategies and tiered interventions		Ayagina'ar Elitnaurvik is a school in Kongiganak, Alaska, that serves about 170 students from Kindergarten to 12th grade. The school is committed to providing a culturally rich and academically rigorous curriculum that incorporates the Yup'ik language and values. The school also uses technology to enhance learning, such as smartboards and iPads. One area of need for the school is to implement effective instructional strategies and tiered interventions to improve student achievement and close the achievement gap. Tiered interventions, also known as Response to Intervention (RtI), is a framework that provides research-based academic and behavioral instruction and intervention in multiple levels of intensity and frequency, based on student needs. RtI has been shown to be effective at the elementary level, but there is limited research and evidence on how to implement it at the high school level. Some of the challenges that high school leaders face when adopting RtI are: • How to identify students who need additional support and monitor their progress • How to provide appropriate interventions that match student needs and interests • How to allocate time and resources for interventions within the school schedule • How to collaborate with teachers, parents, and students to ensure fidelity and accountability • How to evaluate the effectiveness and impact of interventions on student outcomes.
Assessment	Use of formative and progress monitoring assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment		The teachers need to maintain a safe, clean, and orderly classroom. Teachers need to do a better job of monitoring their classes for bullying. Custodial and maintenance workers need to clean the classrooms and address any issues that need fixing or replaced.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Family Engagement	Family & community engagement		There needs to be family/community nights twice a month for exchanging information and ideas. Students need their families to come up and support literacy nights, culture nights, games nights, craft nights, and any other activity occurring at the school. School staff need to get into the village to conduct some of these events, meeting the community on their ground.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment		The teachers need PD for differentiation, SEL, best practices, student-centered classrooms, data-driven instruction, and writing lesson plans to support an organized and engaging class. The teachers need to be monitored by walk-throughs and short observations to ensure they use these things with fidelity to promote student growth and proficiency. Teachers need to be taught the job description of the aids, so they can be supported better.
Professional Development (PD) needs assessment	PD to support individual teacher skills		
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals		SA's and principals need more support during the PD process and implementation. They also need more training on what is required, like budgeting and getting teachers to comply with expectations. Principals need more support from the district office.
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
Reading	Less than 10% proficient. Growth dropped to 32%	Increase proficiency by 20%. Increase growth by 15%	MAPS

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Language Usage	Proficiency dropped to 7%, and growth dropped to 39%	Increase proficiency by 20%. Increase growth by 15%	MAPS
Math	15% proficiency and growth dropped from 53% to 38%	Increase proficiency by 20%. Increase growth by 15%	MAPS

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

Ayagina'ar Elitnaurvik is committed to fostering growth and proficiency. We have identified a range of strategies to address the needs of our school. These include the use of online learning platforms such as Lexia and ALEKS, engaging students in learner-centered activities, differentiating instruction based on students' needs and abilities, using data to guide instructional decisions, applying best practices from research and experience, and conducting regular formative assessments.

We will use monthly MAP assessments and DIBELS 8 as benchmarks to monitor progress for grades K-3. These strategies, which are aligned with our school's vision, mission, and goals, aim to enhance student outcomes in reading, math, and science.

To support these strategies, we will allocate Indian Ed funding to our Home-School Liaison. This will help ensure that attendance is not a primary concern and that students receive adequate instruction. We will use Title I funds to purchase additional online educational technology platforms such as IXL as well as fund certified and classified human man hours. This will enable us to offer comprehensive afterschool programs and a Saturday Reading Program.

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

The school will use a variety of strategies to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards. Some of these strategies are:

- Using online learning platforms like Lexia and ALEKS, which are adaptive and personalized programs that help students develop their skills in reading and math.
- Engaging students in learner-centered activities, which allow them to explore, create, and collaborate with their peers and teachers.
- Differentiating instruction based on students' needs and abilities, which involves providing appropriate scaffolding, support, and challenge for each student.
- Using data to inform instructional decisions, which involves collecting and analyzing various sources of data, such as formative and summative assessments, student work samples, and feedback, to monitor student progress and adjust instruction accordingly.
- Applying best practices from research and experience, which involves using evidence-based strategies and methods that have been proven to be effective in improving student learning outcomes.
- Conducting frequent formative assessments, which involve checking for student understanding during the learning process and providing timely and specific feedback to guide student learning.
- Doing monthly MAP assessments, which are computer-adaptive tests that measure student growth and achievement in reading, language usage, math, and science.
- Using DIBELS 8 for grades K-3, which are short assessments that measure students' early literacy skills, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Providing additional support for students who need it, such as through the use of aids, tutors, or intervention programs.

- 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 school will use the following methods and instructional strategies to 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:

- Implementing bell-to-bell instruction with fidelity, which means that teachers use every minute of the instructional time to engage students in meaningful learning activities that are aligned with the standards and objectives of the lesson.
- Participating in literacy and family nights, which are events that promote reading and writing skills, as well as family involvement and support for student learning.
- Using IXL programs to support reading, language arts, math, science, and social studies, which are online platforms that provide adaptive and personalized practice for students in various subjects and skills. IXL programs also provide instant feedback and data for teachers to monitor student progress and performance.

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

The school is committed to providing a supportive and inclusive learning environment for all students, especially those who are at risk of not meeting the challenging State academic standards. The school recognizes that at-risk students face many challenges that may affect their academic performance and success, such as homelessness, health issues, learning disabilities, or disciplinary problems. Therefore, the school has implemented the following strategies to help at-risk students achieve their potential:

- The school prioritizes relationship building between teachers and students, as well as among peers. Teachers get to know their students on a personal basis and show them that they care about their well-being and progress. Teachers also foster a positive classroom climate where students feel safe, respected, and valued. Students are encouraged to form connections with each other and participate in collaborative learning activities.
- The school helps students set realistic and reachable goals for their education, career, and personal life. Teachers guide students to identify their strengths, interests, and aspirations, and help them plan the steps to achieve their goals. Teachers also monitor students' progress and provide feedback and encouragement along the way. Students are taught to adopt a growth mindset and view challenges as opportunities for learning.
- The school provides students with realistic and hopeful pathways to their goals. Teachers design instruction that is differentiated, engaging, and relevant to students' needs and interests. Teachers also scaffold learning tasks and provide extra support and intervention when needed. Students are exposed to various learning opportunities and resources, such as vocational courses, extracurricular activities, mentoring programs, or community service projects.

- The school promotes self-determination and self-efficacy in students. Teachers empower students to make choices and take responsibility for their own learning. Teachers also evaluate students' performance in a non-controlling and constructive manner. Students are given opportunities to demonstrate their learning in various ways and receive recognition for their efforts and achievements. Students are also taught coping skills and strategies to deal with stress, adversity, and emotions.

The school believes that these strategies will help at-risk students overcome their barriers and succeed in their academic endeavors. The school also collaborates with parents, counselors, social workers, and other stakeholders to provide comprehensive support for at-risk students. The school is dedicated to ensuring that all students have equal access to quality education and opportunities for growth.

Annual Evaluation & Review Process

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

The schoolwide plan will be evaluated by the following methods:

- The district will provide support and feedback to the principal or Site Administrator (SA) as they conduct brief classroom visits to observe the implementation of the plan's elements.
- The teachers and SA will meet weekly to review the progress and challenges of the plan, and to make any necessary adjustments or improvements.
- The teachers and SA will use MAPS benchmarks to monitor the students' academic growth at least once a month.

- 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 use the following methods to 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 district will use the mega-data dashboard to update and display the data on student performance, growth, and achievement gaps. The dashboard will also show how the school compares to other schools in the district and the state.
- The school will communicate the data with the Advisory School Board (ASB) and during family/community nights. The school will explain the meaning and implications of the data, and solicit feedback and suggestions from the stakeholders. The school will also celebrate the successes and address the challenges of the students and staff.

- 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 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 by using the following methods:

- The school will compare the results of the State's annual assessments and other indicators of student achievement for all students and for subgroups of students with the baseline data and the expected outcomes of the plan. The school will use the mega-data dashboard to visualize and analyze the data, and to identify the areas of strength and weakness.

- The school will conduct a root cause analysis to determine the factors that contributed to the success or failure of the plan's implementation and impact. The school will use data from classroom observations, teacher surveys, student feedback, and stakeholder input to inform the analysis.
- The school will revise and refine the plan based on the evaluation results and the root cause analysis. The school will make adjustments to the strategies, activities, resources, timelines, and responsibilities of the plan to better address the needs and challenges of the students and staff. The school will also update the goals and objectives of the plan to reflect the current reality and expectations.

- 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 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 by using the following methods:

- The school will compare the results of the evaluation with the goals and objectives of the plan, and identify the gaps between the expected and actual outcomes. The school will use the mega-data dashboard to visualize and analyze the data, and to highlight the areas of strength and weakness.
- The school will prioritize the gaps based on their significance and urgency, and determine the root causes of each gap. The school will use data from classroom observations, teacher surveys, student feedback, and stakeholder input to inform the analysis.
- The school will develop an action plan to address each gap, and specify the strategies, activities, resources, timelines, and responsibilities for each action. The school will also define the measurable indicators and targets for each action, and how they will be monitored and evaluated.
- The school will implement the action plan with fidelity and consistency, and provide ongoing support and feedback to the staff and students involved in each action. The school will also communicate the action plan and its progress to all stakeholders, and solicit their feedback and suggestions.
- The school will review the action plan periodically, and use data from various sources to measure its effectiveness and impact. The school will also use the mega-data dashboard to track and report the results of each action, and compare them with the indicators and targets. The school will celebrate the successes and address the challenges of each action.
- The school will revise the action plan as needed, based on the review results and feedback from stakeholders. The school will make adjustments to the strategies, activities, resources, timelines, and responsibilities of each action, as well as to the indicators and targets. The school will also update the goals and objectives of the plan to reflect the current reality and expectations.

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)
☒	113125.54	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☐		Title I, Part C: Education of Migratory Children**
☐		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☐		Title IV, Part A: Student Support and Academic Enrichment Grants
☒	35850.93	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☐		State Funds
☐		Local Funds
☐	24152.50	Other: CSI - School Improvement
☐		Other:
☐		Other:
☐		Other:

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