

PILOT POINT SCHOOL  
LAKE & PENINSULA SCHOOL DISTRICT  
TITLE I SCHOOLWIDE PLAN

REVISION APRIL 28, 2020

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

2019-2020



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## Contact Information

| School Information  |                                    |                             |
|---|------------------------------------|-----------------------------|
| <b>Name of School</b><br>Pilot Point School   | Rick Luthi                         |                             |
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|   | <b>Email</b><br>rluthi@lpsd.com    |                             |
| District Information  |                                    |                             |
| <b>Name of District</b><br>Lake & Peninsula School District   | Superintendent<br>Ty Mase          |                             |
| <b>Address (Street, City, State, Zip Code)</b><br>PO Box 498<br>101 Jensen Drive<br>King Salmon, AK 99613 | <b>Telephone</b><br>907-246-4280   | <b>Fax</b><br>907-246-4473  |
|   | <b>Email</b><br>TMASE@LPSD.COM     |                             |

## Schoolwide Enactment Information

| Schoolwide Eligibility Information (for a new schoolwide plan) |  |  |
|--|--|--|
| <b>What is the school's current poverty rate?</b><br>30.77%    | <b>Is the school's poverty rate above 40%? (Y or N)</b><br>N | <b>If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N)</b><br>N; a waiver is being submitted with the consolidated application |

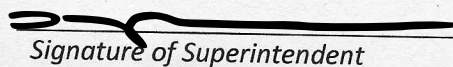
| Schoolwide Plan Information |                        |                |
|-----------------------------|------------------------|----------------|
| New Plan (Y or N)           | Initial Effective Date | Revision Date  |
| REVISION                    | 10/31/2019             | April 28, 2020 |

## 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.

Ty Mase

Printed Name of Superintendent



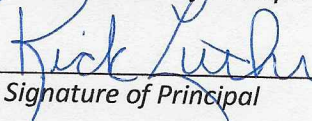
Signature of Superintendent

4-29-20

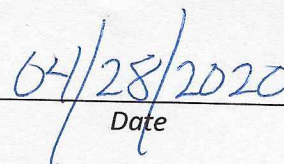
Date

Rick Luthi

Printed Name of Principal



Signature of Principal



Date

Form # 05-18-031

Alaska Department of Education & Early Development

## 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  |
| <b>Principal:</b><br><i>(required)</i>                               | <ul style="list-style-type: none"> <li>Rick Luthi</li> </ul>   | Site Administrator  |
| <b>Teachers:</b><br><i>(required)</i>                                | <ul style="list-style-type: none"> <li>Hannah Ward</li> <li>Robert Kirchner</li> <li></li> </ul>                 | Upper Elementary<br>Primary and Pre-K<br>Secondary Generalist<br>Secondary Generalist<br>Special Education  |
| <b>Paraprofessionals:</b><br><i>(required)</i>                       | <ul style="list-style-type: none"> <li>Jenna Bowen</li> <li></li> </ul>  | Special Education and Classroom Aide<br>Special Education Aide  |
| <b>Parents &amp; Community:</b><br><i>(required)</i>                 | <ul style="list-style-type: none"> <li>Lori Ann Abyo</li> <li>Breanna Griechen</li> <li>Samantha Holm</li> </ul> | Parent/LSAC member/Tribal gov.<br>Parent/LSAC member<br>Parent/LSAC member<br>Parent/LSAC member/ Tribal admin<br>Parent/Tribal Chief<br>Community member |
| <b>School Staff</b><br><i>(required)</i>                             | <ul style="list-style-type: none"> <li>Brian Cato</li> </ul>   | Custodian & Cook  |
| <b>Technical Assistance Providers:</b><br><i>(as appropriate)</i>    | <ul style="list-style-type: none"> <li>Sam Rigby</li> </ul>  | Technology Coordinator  |
| <b>Administrators:</b><br><i>(as appropriate)</i>                    | <ul style="list-style-type: none"> <li>Ty Mase</li> </ul>  | Superintendent  |
| <b>*Title Programs:</b>  | <ul style="list-style-type: none"> <li></li> </ul>   | Title programs coordinator  |
| <b>*CTE:</b>   | <ul style="list-style-type: none"> <li>Zach Stenson</li> </ul>   | Curriculum coordinator  |
| <b>*Head Start:</b>  | <ul style="list-style-type: none"> <li>Mary West</li> </ul>  | Pre School Coordinator  |
| <b>Specialized Instructional Support:</b><br><i>(as appropriate)</i> | <ul style="list-style-type: none"> <li>Matthew Stark</li> <li></li> </ul>  | Special Education Teacher   |
| <b>Tribes &amp; Tribal Organizations:</b><br><i>(as applicable)</i>  | <ul style="list-style-type: none"> <li>Sue Evanoff</li> </ul>  | Tribal Government   |
| <b>Students:</b><br><i>(if plan relates to secondary school)</i>     | <ul style="list-style-type: none"> <li>Dylan Wise</li> <li>Alayssa Wise</li> </ul>                               | Student leader<br>Student leader  |
| <b>Other:</b><br><i>(as needed)</i>                                  | <ul style="list-style-type: none"> <li></li> <li></li> </ul>   |   |

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

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

At the start of the year, a meeting was held with student leaders to form a student Government and get their input on the current direction of the school, changes they hoped to see, and hopes they have for future successes.

School staff have met during the Principal’s monthly site visits with a focus on school wide planning and ideas for school improvement. At each meeting student needs, academic data, school climate, and parent/community partnerships were examined.

Student needs have been based on observations, input from prior staff, and a review of past academic and attendance records. Academic data was gathered from multiple assessments sources, anecdotal records from teachers, and historical grades.

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

We have held two Community Wide Meetings that have been used to solicit community/parent input on a plan for school improvement and a Monthly Local School Advisory Meeting to review our plans and progress.

As a result, the school staff has developed this plan. This plan has been shared with student leaders, LSAC members and Community at our meetings in order to gain input and support.

**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<br>(check all columns that apply) |           |                   |
|---------------|--|--|-----------|-------------------|
|               |  | Planning Team  | All Staff | Parents/Community |
| 8/29-9/03     | Principal Site Visit - School wide data review and ideas session, also scheduling and parent meeting.    |  | X         |                   |
| 9/04/2019     | First LSAC Meeting. Discussion on School needs, Schedules, and Community Desires.                        | X  | X         | X                 |
| 10/03-05      | School Wide planning and effective scheduling. Principal Site Visit.                                     |  | X         |                   |
| 10/16-18/19   | District In-service. Training on Student Wellness  |  | X         |                   |
| 11/1-5/19     | Principal Site Visit time to work with Staff on Student Goals, Review of Progress and review of schedule |  | X         |                   |
| 11/4&5/19     | Counseling Sessions Conducted by Mr. Tim Welch   |  | X         |                   |
| 11/13/19      | LCAS Meeting & Informational Session for community members and families. Presentation Draft SWP FY20     | X  | X         | X                 |
| 12/13/19      | Community Wide Planning  | X  | X         | X                 |
| 01/17/20      | Community Wide Planning  | X  | X         | X                 |
| 01/23/20      | Local School Advisory Council Meeting  | X  | X         | X                 |
| 02/26/20      | Local School Advisory Council Meeting  | X  | X         | X                 |
|               |  |  |           |                   |
| 4/29/20       | School Wide Plan Revision Submitted  | x  | 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.**

Monthly meetings are held with the Local School Advisory Committee(LSAC.) At these meetings the community members in attendance are asked to contribute to the school wide plan and give input on progress. School focus areas, intensity targets and the school wide plan are discussed at each meeting. The school shares information with parents and community members in a variety of ways. These include newsletters, community postings, social media, and community activities.

The biggest source of input and collaboration have been through the two community wide meetings we held. WE HAD PLANNED AN END OF YEAR REVIEW MEETING AND UPDATE.



## Comprehensive Needs Assessment

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

We are a Pre-K through 12th grade school. We have 2 teachers, 1 itinerant special education teacher, and 1 classroom aide. The student population is 12 children Pre-K /12. Our attendance rate is near 78.6% overall so far in the FY20 School year. Most of our students walk to school or get rides with their parents. Bus service is not provided. All of our students live within a mile of the school. The community is primarily Aleut. Most community members participate in subsistence hunting and gathering activities. The primary sources of income are work for local agencies and/or commercial fishing.

### B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Because we have a small student population and 1/6 student teacher ratio, it is not difficult to be inclusive and reach all stakeholders. Teachers are able to provide optimal environment for including all student in decision making and sharing information. The unique needs of individual learners are addressed in all aspects of instruction, assessment, and communication.

To gain a comprehensive understanding of site needs, data is collected and analyzed from a variety of sources. Some of these include state wide testing, teacher observation, parent and community input, student conversations, parent surveys, and benchmark testing. A collaborative 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.

Some of the academic concerns are as follows:

90% of our students who took the PEAKS assessment scored below proficient on the PEAKS Reading assessment.

80% of our students who took the PEAKS assessment scored below proficient on the PEAKS Math assessment.

Attendance, especially with our upper grades students must be increased. Our older students see little value in attending School – **WE MUST INCREASE THE UNDERSTANDING WHY SCHOOL HAS VALUE**

PEAKS is a grade level assessment. At the time of the test, 90% of those tested were working below grade level.

Math scores on the PEAKS assessment were similar to reading. Additionally, the increase in language arts scores were smaller than the increase in math. As a result, we have identified weaknesses in both areas...

Based on LPSD standards, writing is also an area of academic weakness. More students are working below grade level on writing than other subjects.

C. Summarize the areas the school’s current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

| Type of Data Analyzed   | Area of Need  | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here)   |
|---|---|----------|---|
| State Summative Assessment and other district assessment data | Reading/language arts instruction for all students                | High     | 90% of students who took the PEAKS assessment scored below proficient on the PEAKS Reading assessment. Based on LPSD standards, writing is the second area of academic weakness. More students are working below grade level on writing other subjects. |
|   | Mathematics instruction for all students                          | High     | 80% of students who took the PEAKS assessment scored below proficient on the PEAKS Math assessment.   |
|   | Science instruction for all students                              | Med      | The sampling for Science was small but remains an area for concentration  |
|   | Other content area instruction for all students                   | Med      | We will focus on the areas of Math, Writing, Reading, and Science while not neglecting other areas.   |
|   | Support for students with disabilities                            | Med      | Our students with disabilities are well supported at this time. While we don’t want to let this slip, we do not need to make it an area of focus.   |
|   | Support for migrant students                                      | Low      | Data shows that our migrant students have achievement levels aligned with those of non-migrant students. We will continue to support them as we have been with excellent results.   |
|   | Economically disadvantaged or low achieving students              | High     | A large percentage of our students are economically disadvantaged and low achieving.  |
| ELP Assessment (Access 2.0)                                   | Support for EL students to attain proficiency in English          | NA       |   |
| Graduation & dropout rate                                     | Ensure students will graduate from high school                    | High     | It is our goal that all students graduate.  |
| Attendance & Chronic absenteeism rates                        | Ensure that students attend school and reduce chronic absenteeism | Med      | Our attendance for first semester is near 79% - similar to FY19 Until we increase attendance our areas of study will continue to suffer.  |
| Demographic data  | Support for other populations such as subgroups, homeless,        | High     | We have 12 Pre-K- 12 <sup>th</sup> grade students. All students have Alaska Native heritage. Two students are identified as high need in Special Education.   |

|  |   |      |   |
|--|---|------|---|
|  | foster care, or neglected & delinquent students                             |      |   |
| Curriculum                                     | Core curriculum aligned vertically and with state standards                 | Med  | Reading curriculum is aligned with common core state standards. Math and Science curriculum is not.   |
| Instruction                                    | Effective instructional strategies and tiered interventions                 | High | The school has developed a comprehensive plan to meet the needs of students below proficient  |
| Assessment                                     | Use of formative and progress monitoring assessments to improve instruction | Med  | Multiple assessment and screening measures are in place. Proper use and data interpretation is needed.  |
| Supportive Learning Environment                | Safe, orderly learning environment  | High | Student safety is a priority for the entire school district. A safe, orderly learning environment is especially beneficial to our student population.   |
| Family Engagement                              | Family & community engagement   | High | Parent nights and community/school activities are poorly attended. We must re-engage the community/parents!!!!  |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment                          | Med  | As a result of this identified need, we have enlisted the support of the Teacher Mentor Program. This has allowed for a monthly site visit. As well we have invited UASE Professor Scott Christian to make site visits.   |
| Professional Development (PD) needs assessment | PD to support individual teacher skills                                     | Med  | Improved teacher efficacy results in improved student achievement. To be more specific we have worked a great deal to increase our understanding of how to support a Trauma Sensitive School.   |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers                              | Low  |   |
| Leadership                                     | Recruiting, training & retaining qualified principals                       | Low  |   |
| Other:   | Home Support for Instruction  | High | We have had a wonderful beginning this year on engaging our families. As a result of the staff out reach our community is starting to feel welcome and comfortable in Pilot Point School. We hope that this increased relationship will lead to more home engagement in the learning process – most important is to see dedicated reading time at home! |
| Other:   |   |      |   |
| Other:   |   |      |   |

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

| Area of Need            | Baseline Data   | Measurable Goal/Target   | Evaluation of Measure                           |
|-------------------------|---|--|---|
| Mathematics             | 80% of students who took the PEAKS assessment scored below proficient on the PEAKS Math assessment. | We will double rates of proficiency on the Math section of the PEAKS assessments.  | Result from the spring 2020 PEAKS assessment    |
| Writing                 | More students are working below grade level on writing than other subjects                          | We will attain a 20% increase of students on grade level in the area of writing.   | Student levels, end of FY20 & FY21 school year. |
| Community Relationships | Community/Parent engagement low. Attendance at parent conferences, LSAC meetings, school events low | Community/Parent involvement and school engagement will increase. Our Goal will be for 80% of parents to attend meetings and school events | Data from attendance records.                   |
| Attendance              | School Attendance for the FY19 School Year was 79%.   | We will increase the rate of attendance giving special attention to the secondary.   | Monthly/Annual attendance records.              |

## 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 understand that their presence is a key component. As has been said – this is our area of great need for improving student academic achievement!

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

**Effective use of professional development time:** In addition to providing collaborative work time, site based professional development will be focused on improving student achievement through best use of available resources and strong instruction. Our second area of emphasis is to learn techniques for supporting “Trauma Sensitive” students.

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

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

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

### 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.

**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, SRI, 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.

## 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 each semester. 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.

Honestly the community interaction has been one of our real successes during the 2019-2020 school year. We regret not being able to have our “End of Year” wrap up – this would have been a time to celebrate our process and successes!

We will hold a beginning of the year (20-21) review. We hope that a beginning of year meeting can act a stimulus and reinforcement that has happened this year...

### B. Describe how the school will measure and report student process on the State’s annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

The school will compare data from past PEAKS and Alaska Science Assessment to the results of the spring 2020 administration. These are shared with parents when they are available to viewed by the public. A community night is held to share results with individual parents. Those who do not attend receive the results by mail with the option of scheduling a conference for clarification.

Any review is going to be difficult due to the lack of PEAKS and MAP Data....

### 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 student who have been further from achieving standards, and meeting the goals and objectives of the plan. These data will be compared to determine the effectiveness of the strategies put in place to address the schoolwide plan. For those who have been further from achieving standards and meeting the goals and objective 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.

We started with a number of interventions this year – additional tutorial support, increased contact with family, and after school support.

**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 this year we had hoped to hold a community review. Since this was not possible, we plan to hold a review and kick-off meeting in the fall to review our goals and make a starting plan of the FY21 School Year.

This review in the fall will include discussion of successful elements of the schoolwide plan. Note will be made of which sections to continue as planned and which to further revise. In the fall we shall also speak to what had been planned but could not happen and what to include in the FY21 plan. Based on the fall review, a FY21 plan will be crafted that builds on what has been in place this school year.....



## 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.)

FY 20-21 data will be shared as an Excel.  
Pending information from business mgr.  
JLM 5/4/20