



Main Elementary Kodiak, Alaska TITLE I SCHOOLWIDE PLAN

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

2024-2025



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Contact Information

School Information

Name of School: Main Elementary Name of Principal: Sabrina Sutton

Address (Street, City, State, Zip): 722 Mill Bay Road

Phone: 907 486-7480 Fax: 907-486-2138 Email: ssutton01@kibsd.org

District Information

Name of District: Kodiak Island Borough Name of Superintendent: Cyndy Mika, Ed.D.

Address (Street, City, State, Zip): 722 Mill Bay Road

Phone: 907-486-7550 Fax: 907-481-6255 Email: Cyndy.Mika@kibsd.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?
44% 88/201	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/01/2023	

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: Cyndy Mika, Ed.D.

Name of Principal: Sabrina Sutton

Signature: _____

Signature: _____

Date:

Date: 06/19/20245

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 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 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 can 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: <i>(required)</i>	<ul style="list-style-type: none"> Sabrina Sutton 	Administrator
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> Catherine Allen-Devries Anne Oliver Sondra Howard Marjourie Solano Sheryl Loyola Margie Coons David Allen Valerie Lukin Amy Arneson Ann McWethy Sarah Powers Taylor Holen 	Instructional Coach Kindergarten Teacher Kindergarten Teacher 1 st Grade Teacher 1 st Grade Teacher 2 nd Grade Teacher 2 nd Grade Teacher 3 rd Grade Teacher 4 th Grade Teacher 4 th Grade Teacher 5 th Grade Teacher 5 th Grade Teacher
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> Gertrude "Beng" Roy Michelle Miley 	Translation and communication Translation and communication
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> Katie Kesling Sara Lowen 	PTO PTO
School Staff <i>(required)</i>	<ul style="list-style-type: none"> Sara Bruce Tiffany Creelman 	School Counselor School Counselor
Technical Assistance Providers: <i>(as appropriate)</i>	<ul style="list-style-type: none"> n/a 	
Administrators: <i>(as appropriate)</i>	<ul style="list-style-type: none"> n/a 	
*Title Programs:	<ul style="list-style-type: none"> Todd Burton 	Director of Federal Programs
*CTE:	<ul style="list-style-type: none"> n/a 	
*Head Start:	<ul style="list-style-type: none"> 	
Specialized Instructional Support: <i>(as appropriate)</i>	<ul style="list-style-type: none"> Holly Hunter 	Title 1c Paraprofessional
Tribes & Tribal Organizations: <i>(as applicable)</i>	<ul style="list-style-type: none"> Carla Schauff 	Sun'aq Director
Students: <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> 	
Other: <i>(as needed)</i>	<ul style="list-style-type: none"> 	

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

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

- Analysis of current student academic data (gathered from FastBridge Assessment in mathematics, DIBELS for grades K-5, MAP for grades 3-5, ACCESS for ELLS, as well as other data sources). Survey parents to identify needs.
 - Analysis of current student data which includes academics and social/emotional: attendance, behavior incidents, counselor visits, etc.
 - Staff/Parent meeting to discuss current progress/goals
 - Title 1 Meeting: (Translators will be available)
 - Current performance in mathematics and ELA
 - ELAP program information
 - Social/Emotional Curriculum
 - Parent Input for School-wide Plan
- Ongoing Foundations Team meetings with a focus on school-wide behavior expectations

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)
August	Foundations Team: Common Areas Expectations and Protocols Classroom Expectations	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
September	Foundations Team: Main Leadership Team Administer Fall Universal Screeners (Fast Bridge, DIBELS, MAP, and Core Phonics Survey) Share last year's data with the Board of Education (9-18-2023) Using the data from DIBELS, teams create and implement Individual Reading Intervention Plans (IRIPS)	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
October	Instructional Focus: Learning Targets, Modeling, Guided Practice, Collaboration, Using Data to Drive Instruction Tier II Interventions: grade levels develop Tier II interventions using the universal screening data. Tier III Interventions: Leadership team develops Tier III intervention groups (small pull-out groups) with parents using the data from the screeners	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
November	Review Tier II and Tier III progress monitoring data to adjust intervention plans Use the Core Phonics Survey to gauge progress Sharing progress at Parent/Teacher conferences	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
December	Review STOIC Review Guidelines for Success	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
January	Administer Winter Benchmark Screeners (Fast Bridge, DIBELS, MAP, and Core Phonics Survey) Update Data with school psychologist, Instructional Coach, and Principal Analyze new data for needs and growth	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
February	English Language Learning Students will take the WIDI test. Tier II interventions and Tier III interventions will be updated and aligned to student learning and need	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
March	Use the review process to look at Tier II and III data to adjust Intervention Plans Share progress with families at Spring Parent-Teacher Conferences	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
April	AK State Testing for Grades 3,4, & 5	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
May	Administer Sprint Benchmark Summative Update data, analyze data to prepare for upcoming school year. IRIP Review and 3 rd grade Waivers Title 1 Parent Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> 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.

Information is shared on the Main Elementary Facebook page, contained in the Main Eagle Express (weekly family newsletter), emailed to community members, and shared on Seesaw.

Comprehensive Needs Assessment

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

Main Elementary is a neighborhood school and serves students in grades K through 5. Recently, Main Elementary families have had a morning and afternoon bus schedule.

We serve a high percentage of English Language Learners with our demographic composition being predominantly Asian/Pacific islander (mostly Filipino). Parents communicate strong appreciation for the opportunities at Main. Since many parents work several jobs, their availability to volunteer during the day in school is limited. Cannery work is a prevalent occupation, and the seasonal nature often impacts some students' attendance, with families traveling back to the Philippines during the down season for long vacations or family visits. We have many community partners who help provide a rich learning environment.

Alaska State Council on the Arts: Artist in Schools residence program – May 2022 Theatre Games w/ Jared Griffin

First Student, Inc. - bus safety poster contest

Kodiak Electric Association - instruction and safety program & poster contest

City of Kodiak Parks & Recreation – water safety/swimming instruction

Oceanic Science Discovery lab: school field trips and training on Marine Science

Camp Woody: Outdoor Education for Fifth Graders in May

Native Village of Afognak – Alutiiq language program resources for primary students

U.S.C.G. Partners in Education – volunteers for supervision of activities and field trips

U.S.C.G. Auxiliary – Boat Safety Education & Coastie the animated boat presentation

Alaska Department of Fish & Game – salmon egg take/release program/hatchery field trips.

Kodiak Wildlife Refuge – student tours and instruction

Local Museums: Alutiiq Museum – student tours Baranof Museum – student tours

Service Clubs: Kiwanis Club –coats

Local dental hygienists – healthy dental hygiene presentations

Main P.T.O. – Sponsor and supervise family and student activity nights

Kodiak Garden Club: financial support for the Main Garden

Lifetouch Photography – school pictures/scholarships

Kodiak Arts Council – Arts for Kids, sponsorship of art events for elementary kids

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.

Our Foundations team has used surveys effectively this year to identify and monitor the priorities and needs of our staff. This has helped identify the common areas of the building on which to focus improvement cycle efforts.

KIBSD participates in the Alaska School Climate and Connectedness Survey (SCCS) each Spring. This survey is for staff, students, and families. The survey is voluntary and provides districts and schools with the following results:

- How students, staff, and families view school climate.
- How connected adults feel to adults and peers.
- Social and Emotional Learning (SEL)
- Observed risk behaviors at school and school events.

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)
<p>State Summative Assessment and other district assessment data – DIBELS K-3 and MAP 4-5</p>	<p>Reading/language arts instruction for all students</p>	<p>High</p>	<p>Beginning of Year Data from September 2023 and May 2024 (italicized) Kindergarten DIBELS:</p> <ul style="list-style-type: none"> • 48% Well Below Benchmark BOY • <i>35% Well Below EOY</i> • 21% Below Benchmark BOY • <i>15% Below EOY</i> • 12% At Benchmark BOY • <i>29% Benchmark EOY</i> • 18% Above Benchmark • <i>21% Above Benchmark EOY</i> <p>First Grade DIBELS:</p> <ul style="list-style-type: none"> • 33% Well Below Benchmark BOY • <i>14% Well Below EOY</i> • 22% Below Benchmark • <i>21% Below Benchmark EOY</i> • 15% At Benchmark BOY • <i>29% Benchmark EOY</i> • 30% Above Benchmark BOY • 36% Above Benchmark EOY <p>Second Grade DIBELS:</p> <ul style="list-style-type: none"> • 30% Well Below Benchmark BOY • <i>23% Well Below EOY</i> • 22% Below Benchmark BOY • <i>9% Well Below EOY</i> • 22% At Benchmark BOY • <i>27% Benchmark EOY</i> • 26% Above Benchmark BOY • <i>41% Above Benchmark EOY</i> <p>Third Grade DIBELS:</p> <ul style="list-style-type: none"> • 29% Well Below Benchmark BOY • 22% Well Below EOY • 22% Below Benchmark BOY • <i>16% Below Benchmark EOY</i> • 22% At Benchmark BOY • <i>16% Benchmark EOY</i> • 26% Above Benchmark BOY • <i>46% Above EOY</i> <p>Fourth Grade MAP:</p> <ul style="list-style-type: none"> • 17% Lo BOY • 14% EOY • 26% Lo Avg BOY • 37% EOY • 26% Avg BOY • 23% EOY

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)				
			<ul style="list-style-type: none"> • 11% Hi Avg BOY • 17% EOY • 20% High BOY • 9% EOY <p>Fifth Grade MAP:</p> <ul style="list-style-type: none"> • 26% Lo BOY • 18% EOY • 26% Lo Avg BOY • 28% EOY • 16% Avg BOY • 18% EOY • 18% Hi Avg BOY • 30% EOY • 13% High BOY • 8% EOY 				
	Mathematics instruction for all students	High	<p>Fast Bridge K-1</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Kindergarten:</td> <td style="width: 50%;">First Grade:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • 56% Low Risk • 19% Some Risk • 25% High Risk </td> <td> <ul style="list-style-type: none"> 50% Low Risk 31% Some Risk 19% High Risk </td> </tr> </table> <p>Fast Bridge 2</p> <ul style="list-style-type: none"> • 39% Low Risk • 61% Some/High Risk <p>MAP Grade 3</p> <ul style="list-style-type: none"> • 27% Lo BOY • 41% EOY • 30% Lo Avg BOY • 35% EOY • 19% Avg BOY • 5% EOY • 16% Hi Avg BOY • 11% EOY • 8% High BOY • 8% EOY <p>MAP Grade 4</p> <ul style="list-style-type: none"> • 37% Lo BOY • 28% EOY • 14% Lo Avg BOY • 31% EOY • 23% Avg BOY 	Kindergarten:	First Grade:	<ul style="list-style-type: none"> • 56% Low Risk • 19% Some Risk • 25% High Risk 	<ul style="list-style-type: none"> 50% Low Risk 31% Some Risk 19% High Risk
Kindergarten:	First Grade:						
<ul style="list-style-type: none"> • 56% Low Risk • 19% Some Risk • 25% High Risk 	<ul style="list-style-type: none"> 50% Low Risk 31% Some Risk 19% High Risk 						

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			<ul style="list-style-type: none"> • 14% EOY • 23% Hi Avg BOY • 14 % EOY • 3% High BOY • 14% EOY <p>MAP Grade 5</p> <ul style="list-style-type: none"> • 39% Lo BOY • 39% EOY • 24% Lo Avg BOY • 20% EOY • 13% Avg BOY • 22% EOY • 21% Hi Avg BOY • 10% EOY • 3% Avg BOY • 10% EOY
	Science instruction for all students	Med	
	Other content area instruction for all students	Med	
	Support for students with disabilities	High	Ongoing need to coordinate IEP goals with core instruction in classrooms
	Support for migrant students	Med	
	Economically disadvantaged or low achieving students	High	Identifying appropriate interventions for low achieving students and providing training for staff
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	High ELL population with a need for ongoing professional development for staff
Graduation & dropout rate	Ensure students will graduate from high school	n/a	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	We have a high population of chronic absenteeism.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or	high	High ELL population – families with limited English, students in foster care, neglected, and homeless

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	high	Build competence in critical content standards and learning targets identified – students know their expectations
Instruction	Effective instructional strategies and tiered interventions	high	Ongoing need to identify and refine effective interventions that are targeted to meet specific needs for individual students
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Ongoing need to utilize formative assessments to drive instruction.
Supportive Learning Environment	Safe, orderly learning environment	high	Through the Foundations Leadership Team, we are working on solidifying a framework to support student learning.
Family Engagement	Family & community engagement	high	A strong and communicative PTO has been vital for the success of our engagement.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	high	KIBSD has been providing LETRS training for all K-5 educators and we need to continue to provide consistent training for our staff in reading, writing, and math instruction.
Professional Development (PD) needs assessment	PD to support individual teacher skills	high	At the building level, the principal and instructional coach collaborate weekly with the grade level teams to work on critical content, alignment, and discussions about data.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	high	
Leadership	Recruiting, training & retaining qualified principals	med	

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
Foundational Reading Skills	According to Fall DIBELS Data	At least 50% of K-1 students and 60% of 2-5 students will achieve	DIBELS for K-5

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
		<p>proficiency by Spring 2025. We will meet this goal by continuing to build a strong literacy framework to support Tier I classroom instruction. We will provide strong Tier II and Tier III interventions for students struggling and on IRIPS.</p>	
<p>Math Instruction</p>	<p>According to Fall FastBridge Data for grades K-1 in Early Math, 54% are at low risk and 46% of the students are at some/high risk. The Fall MAP data for grades 3-5 show 43% of students are average and higher, while 57% are below average.</p>	<p>At least 60% of K-1 students and 70% of 2-5 students will achieve proficiency by Spring 2025. We will meet this goal by continuing to build a framework to support Tier 1 classroom instruction and strengthen Tier II and Tier III interventions.</p>	<p>MAP for 3-5 Fast Bridge for K-2</p>
<p>Supportive Learning Environment</p>	<p>Staff have shared that they need more support with Tier 1 behavior management.</p>	<p>Continue to build on the Tier 1 schoolwide approach to school and classroom management through our Foundations Leadership Team.</p>	<p>Decrease the amount of Tier II and Tier III behavior plans and office referrals.</p>

Schoolwide Plan Strategies

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

Consistent Interventions: To further develop and refine systematic intervention processes in both reading and math by creating clear expectations, enough staff to run these interventions, and conducting progress monitoring for data.

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.

Teachers focus on Critical Content Standards in mathematics and reading. Increased professional development in the importance of planned small group instruction with a focus on the critical standards. Professional development in instructional practices that increase reading growth.

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.

Professional development focused on teachers teaching for student learning rather than teaching to teach. Focus on strong small group instruction, focused planning, peer review/modeling for best practices, less teacher talk. Opportunities for many learning opportunities for staff and faculty. (classified and certified)

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

Continued provision of within the school day intervention support from teachers and paraprofessionals. Identified intervention will use a research-based curriculum Intervention and others to provide opportunities in the school day. Opportunities during the upcoming school year to provide parents training in the new math curriculum and provide opportunities for them to learn strategies to support students at home in their learning. Scheduled ELA Parent nights and Math Parent nights. Teachers continue to receive training to fully implement the adopted math and ELA curriculum resources to help students progress on the grade level standards.

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 will utilize observational/anecdotal information gained from classroom teachers, DW universal screening data, ACCESS for ELLs annual data, STAR state testing information and other measures of student progress associated with the curriculum. Student modeling of understanding in ways outside the typical “paper/pencil assessment” – portfolios and other arts related methods to show understanding, i.e., create a shadow puppet show to retell a story or describe a plot, or the water cycle, etc.

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.

For academic achievement, we will use DIBELS, Fast Bridge, and NWEA Map for all students to measure student progress. We will send home parent reports that explain achievement levels, degree of academic risk, areas of concern, and areas of growth that help parents understand their students’ learning strengths and needs. There is also an annual Report Card to the Public.

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.

For academic achievement, our grade level teams will continue to collaborate to address student growth and success. Our Instructional Coach will continue to support this process in weekly collaborative blocks. Each team will set data driven goals for their work together. In addition, to address the needs of students well below grade level we will continue to refine our Tier II and Tier III interventions so that they are structured, timely, and strategic.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to revise the plan to ensure continuous improvement of the students in the schoolwide program.

Success will be monitored and discussed after each benchmark, especially in September and January by grade level teams. The leadership team in collaboration with grade level teams will identify students in need of support, determine individual learning needs, design a targeted intervention plan (Tier II/Tier III), progress monitor weekly or biweekly, and adjust instruction based on student needs.

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 (approximate)	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$76,579	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	\$18,750	Title I, Part C: Education of Migratory Children**
<input checked="" type="checkbox"/>	\$17,000	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input checked="" type="checkbox"/>	\$1,400	Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input checked="" type="checkbox"/>	\$8872.00	Title IV, Part A: Student Support and Academic Enrichment Grants
<input checked="" type="checkbox"/>	\$5,000.00	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$39,237.00	State Funds & Local Funds: per student funds/ \$240 per student
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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