

Main Elementary TITLE I SCHOOLWIDE PLAN

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

2026-2027



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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 School District Name of Superintendent: Dr. Cyndy Mika

Address (Street, City, State, Zip): 722 Mill Bay Road Kodiak, AK 99615

Phone: 907-486-7550 Fax: 907-481-6255 Email: dan.brigman@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?
66.25	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	08/24/2026	05/25/2027

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: Dr. Cyndy Mika

Signature: *Cyndy A. Mika*

Date: [MM/DD/YYYY] **06/15/2026**

Name of Principal: Sabrina Sutton

Signature: *Sabrina Sutton*

Date: 06/04/2026

Title I Schoolwide Program Overview

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

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

Benefits from Operating a Schoolwide Program

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

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

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such 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)	Sabrina Sutton	Administrator
Teachers: (required)	- Amy Arneson, 4th Grade Teacher - Oshiana Black, 4th Grade Teacher - Estela Neri, 4th Grade Teacher - Karly Gundersen, 5th Grade Teacher - Sara DeJournett, 5th Grade Teacher - Lovella Israel, 5th Grade Teacher - Kristi Lonheim, 5th Grade Teacher - Catherine Allen-DeVries, Coach	Certificated Staff
Paraprofessionals: (required)	Gertrude Roy, Aide III	Translation and Communication
Parents & Community: (required)	- Misty Stark - Molly Keyse	PTA
School Staff (required)	- Tiffany Creelman, Counselor - Sara Bruce, Counselor	School Counselors
Technical Assistance Providers: (as appropriate)	N/A	
Administrators: (as appropriate)	N/A	
*Title Programs:	Angela Hietala	Federal Programs
*CTE:	N/A	
*Head Start:	N/A	
Specialized Instructional Support: (as appropriate)	Holly Hunter, Aide II	Paraprofessional
Tribes & Tribal Organizations: (as applicable)	Sun'aq Tribe	Kodiak Tribe
Students: (if plan relates to secondary school)	N/A	
Other: (as needed)	N/A	

*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 MAP Growth Data, Common Formative Assessments, ORF in Dibels, ACCESS for ELL's, as well as other data sources.) We will also survey parents to identify needs.

- Analysis of current student data which includes academics and social/emotional; attendance, behavior incidents, counselor visits, nurse visits, etc.
- Staff/Parent meeting to discuss progress and goals throughout the year
- Title 1 Parent Meeting (Translators will be available)

- Current performance in math and ELA
- ELAP program
- SEL Curriculum
- Parent Input for student wide plan

- Ongoing Foundations Team meetings with 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 with all students and adults in the building Principal Report at Monthly PTA Meeting	☒ Planning Team ☐ All Staff ☒ Parents/Community
September	Foundations Team: Main Leadership Team Administer Fall Universal Screeners (MAP, DIBELS ORF) Using the testing data to create teams and implement interventions and WIN groups Principal Report at Monthly PTA Meeting	☒ Planning Team ☒ All Staff ☒ Parents/Community
October	Instructional Focus: Learning Targets, Success Criteria, Modeling, Guided Practice, Collaborative Work, and independent work We will use the data to drive tier 1 instruction, while using the intervention data to drive tier 2/3 instruction in small groups. Principal Report at Monthly PTA Meeting	☒ Planning Team ☒ All Staff ☒ Parents/Community
November	Review Tier 2 and Tier 3 progress monitoring data to adjust intervention planning Use the Core Phonics Survey to gauge progress and determine needs Sharing progress at Trimester 1 Conferences	☒ Planning Team ☒ All Staff ☒ Parents/Community
December	Review STOIC Review Guidelines for Success Administer Winter Universal Screeners (MAP, DIBELS ORF)	☒ Planning Team ☒ All Staff ☐ Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
January	Review Winter Data with teachers, coach, school psychologist, and administrator. Analyze new data for needs and celebrate growth Principal Report at Monthly PTA Meeting	☒ Planning Team ☒ All Staff ☒ Parents/Community
February	English Language Learning Students will take the WIDA test. Tier 2 and 3 interventions will be updated and aligned to student learning and student need Principal Report at Monthly PTA Meeting	☒ Planning Team ☒ All Staff ☒ Parents/Community
March	Use the review process to look at Tier 2 and 3 data to adjust intervention plans Share progress with Parents at the Trimester 2	☒ Planning Team ☒ All Staff ☒ Parents/Community
April	AK Star/ MAP Growth testing for all 4 th and 5 th Graders Principal Report at Monthly PTA Meeting	☒ Planning Team ☒ All Staff ☐ Parents/Community
May	Analyze MAP Growth from Fall to Spring with the team Title 1 Parent Meeting	☒ 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.

- Seesaw Messaging
- Facebook Page
- Bi-weekly Main Family Newsletter
- Parent Square- new platform for the 26-27 school year

Comprehensive Needs Assessment

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

Main Elementary is a town school and serves students in grades 4 and 5 within the town of Kodiak. Main and East consolidated in 25-26 as a school closed. Parents communicate strong appreciation for the opportunities at Main Elementary. We also have multiple community members engaged with Main Elementary: First Student, KEA, City of Kodiak Parks and Recreation, Ocean Science Discovery Lab, Woody Island Outdoor Education, USCG Auxiliary, Alutiiq Museum, Kodiak History Museum, Lifetouch Photography, Kodiak Arts Council, KANA, and many more.

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 priorities and needs of the staff. This helped to 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 our district with the following results:

- How all parties view the school climate
- How connected adults feel
- 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)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	Reading showed the strongest overall growth at Main Elementary. • Grade 4 students achieved a median growth percentile of 62, indicating growth well above the national average. Additionally, 52% of students performed in the 61st percentile or higher for growth. Achievement also increased from the 41st percentile in the fall to the 48th percentile in the spring. • Grade 5 students demonstrated solid growth with a median growth percentile of 55. Achievement remained stable above the national average, moving from the 55th percentile in the fall to the 53rd percentile in the spring

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Mathematics instruction for all students	High	Math results showed encouraging growth trends, especially in Grade 5. - Grade 4 students had a median growth percentile of 51, indicating typical to above-average growth. While achievement remained below the national average, there was a strong percentage of students demonstrating high growth, with 46% of students growing in the 61st percentile or above. - Grade 5 students demonstrated exceptional growth with a median growth percentile of 68, significantly above the national average. Sixty-three percent of students achieved growth in the 61st percentile or higher. Achievement also improved from the 40th percentile in the fall to the 50th percentile in the spring.
	Science instruction for all students	Med	
	Other content area instruction for all students- Language Usage and Writing	High	Language Usage growth was more varied across grade levels. - Grade 4 students demonstrated average growth with a median growth percentile of 50. Achievement remained below the national average but showed some movement in higher-performing groups. - Grade 5 students demonstrated moderate growth with a median growth percentile of 46. Achievement improved slightly from the 54th percentile in the fall to the 48th percentile in the spring, while maintaining a solid percentage of students performing in the higher percentile bands.
	Support for students with disabilities	High	On-going need to coordinate IEP/ 504 goals with core instruction in all 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	Our ELL population has a need for strong ELL teacher instruction
Graduation & dropout rate	Ensure students will graduate from high school	n/a	

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
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 neglected & delinquent students	High	We have many students in foster care.
Curriculum	Core curriculum aligned vertically and with state standards	High	Continue building strong educators who are competent with the Alaska State Standards
Instruction	Effective instructional strategies and tiered interventions	High	Weekly walkthroughs targeted around our Common Vision for Learning (modeling, guided practice, Collaboration, and independent work all embraced with formative assessments) give the data for effective change in instruction
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Continue to build our common formative assessments to drive instruction
Supportive Learning Environment	Safe, orderly learning environment	High	Through the Foundations Leadership Team, we continue to work on solidifying a framework to support student learning.
Family Engagement	Family & community engagement	High	A strong and communicative Kodiak PTA has been vital for families that have students at both Main and East Elementary's.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	As new resources become available, KIBSD provides training to strengthen our team.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	At the building level, the principal, coach, and school psychologist meet weekly to look at the needs of our team.
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
Reading	MAP Growth	• Fluency instruction • Vocabulary development • Comprehension strategies • Independent reading volume • Student goal setting using MAP data	MAP Growth
Math	MAP Growth	• Increased fact fluency • Strengthening number sense • Small-group math intervention • Frequent formative assessment and reteaching	MAP Growth
Language Usage	MAP Growth	• Increased writing opportunities • Explicit grammar and conventions instruction • Academic vocabulary development • Cross-curricular writing tasks • Stronger use of read, write, think, and talk strategies	MAP Growth
Behavior Plans	New Year as a 4-5 school	Build a Tiered behavior level system Create a Code of Conduct for students and families	Decrease the amount of Tier 2 and 3 behavior plans and office referrals.

Schoolwide Plan Strategies

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

We will be implementing 40-minute block four days a week for school wide interventions and extensions. This will lead to consistent interventions to assist in the subjects of math and reading based on the Fall MAP 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.

We have a Common Vision for Learning that has been implemented for the past few years. This model requires that all teachers use: learning targets, success criteria, modeling, guided practice, collaboration, and independent work. All of this is based on the Alaska State Standards and require students to read, write, think, and talk throughout the day.

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 just teaching to teach. This is a change for some, but we know it works better. We will focus on strong small group instruction, focused team planning, peer review and modeling for best practices. We also know that teacher talk should be limited and more student engagement benefits all the students.

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 our team. Identified interventions will use a research-based curriculum intervention. Opportunities during the upcoming school year to provide parents with math and reading strategies to assist their children at home. Teachers continue to receive PD for the Common Vision for Learning and how to meld it with our current resources.

Annual Evaluation & Review Process

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

Main will utilize observational/anecdotal information gained through walkthroughs, teacher information, and whatever other form we use to inform and evaluate the goals of our plan.

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 MAP Growth, DIBELS ORF, and common formative assessments (teacher-created) for all students to measure their progress. We will send home parent reports to share the results from each testing window that include achievement levels, degrees of academic risk, areas of concern, and areas of growth to assist families in understanding where their student scores.

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.

Our grade level teams will continue to collaborate weekly during Grade Level PLC's to look at growth and need. Our Coach will continue to support this process during PLC's to create measurable goals and work through achieving them with our interventions.

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.

Success will be monitored and discussed monthly, especially in September as our incoming fourth graders are coming from East Elementary. The leadership team and each grade level team will identify students in need of support or in need of a challenge and design their interventions to happen 4 days a week during our WIN (What I Need) Time.

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)
☒	116,961.99	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☒	31,300	Title I, Part C: Education of Migratory Children**
☒	17,000	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☒	1,600	Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☒	1,660	Title IV, Part A: Student Support and Academic Enrichment Grants
☒	45,000	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☒	54,800	State Funds & Local Funds: per student funds/ \$274 per student
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

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