

# Knik Charter Correspondence 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: Knik Charter Correspondence

Name of Principal: Tyler Gilligan

Address (Street, City, State, Zip): 758 N Shoreline Drive

Phone: 907-352-5700

Fax: \_\_\_\_\_

Email: tyler.gilligan@matsuk12.us

### District Information

Name of District: Matanuska Susitna Borough School District

Name of Superintendent: Dr. Randy Trani

Address (Street, City, State, Zip): 501 North Gulkana Palmer, Alaska 99645

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## 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?
47.06%	Yes	N/A

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
Yes	7/1/2024	

## 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. Randy Trani

Name of Principal: Tyler Gilligan

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: 11/7/2024

## 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> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Tyler Gilligan</li> </ul>	Principal
<b>Teachers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Iris Caldentey</li> </ul>	Homeschool Advisor
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Iris Caldentey</li> </ul>	Parent at Knik Charter
<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Naomi Feaster</li> </ul>	Admin Secretary
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>• Amy Iverson</li> </ul>	District Support
<b>Administrators:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>• Knik Tribe</li> </ul>	
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <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.**

A message was sent out to the Knik Charter School Community letting them know we are updating our school wide plan for our Title 1 funds usage. The Title 1 team in partnership with community members that came to the planning meeting, agreed upon the plan for fund usage in conjunction with the goals created.

**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)
10/24/22	Community Input and Funding Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/23/22	Open House and Family Game Night	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
01/18/23	Parenting/SEL Class - Benteh Wellness	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
05/20/23	Campus Open House	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
9/01/23	Welcome Family Night	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/4/23	Family Culture Night	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
12/13/23	Family Craft Night - Ornaments	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
3/6/24	Family Game Night	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
8/14/24	Family Welcome Night – Cookie Social	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
12/4/24	Family Culture and Craft Night - Bingo	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
2/5/25	Family Game Night	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
4/16/25	Family Culture and Dance Night	<input checked="" type="checkbox"/> Planning Team <input 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.**

A message was sent out for our school community to come and provide input at our planning meeting. From there the plan was communicated out in a newsletter to families and posted on our website. Because we are a new school, we based our decision off of spring MAP, I-Ready, and Aims web data along with our poverty rate.

# Comprehensive Needs Assessment

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

Knik Charter and Knik Correspondence are Charter Schools within the Matsu-Borough School District that provide an education grounded in Alaska Native and American Indian culture and values. We utilize the district adopted curriculum (in-person) and then provide cultural opportunities to enhance students' learning. Examples being: learning how to bead, STEAM opportunities through the Benteh STEAM Academy, trips to go blueberry picking or attend cultural events such as the Elders and Youth Conference. Our attendance area is the greater Palmer and Wasilla area with a large population of ANAI students. Year one of Knik Charter was a journey to remember. Our students started in 3 portables off site from our permanent home, then relocated after 6 weeks into a remodeled facility on the same campus, but not in our portables. Then finally in January and February, we occupied our permanent portables. We have a strong partnership with Knik Tribe, who offers STEAM courses for our secondary students through our homeschool program, and supports us with cultural activities in our elementary specials. Our Correspondence program is statewide and offers full time homeschool and a blended option that our local homeschool students can partake in.

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

The needs assessment was conducted with the input of staff and families reaching all demographics listed above.

## 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	Our priorities are based on MAP, I-Ready, and Aimsweb data. All of which are helping drive our intervention programs for both remediation and acceleration. When analyzing these assessments, a large proportion of our population is behind grade level in all content areas.
	Mathematics instruction for all students	High	Our priorities are based on MAP, I-Ready, and Aimsweb data. All of which are helping drive our intervention programs for both remediation and acceleration. When analyzing these assessments, a large proportion of our population is behind grade level in all content areas.
	Science instruction for all students	Low	



Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Other content area instruction for all students	Low	
	Support for students with disabilities	Low	
	Support for migrant students	Low	
	Economically disadvantaged or low achieving students	High	Our poverty rate is at 50%.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	Not an identified need at this time
Graduation & dropout rate	Ensure students will graduate from high school	Med	Work with homeschool families to ensure graduation requirements are being met as they progress grades.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	Not an identified need at this time.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med	High population of subgroups such as migrant and foster.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Cultural curriculum and core content curriculum review committee. Aligning to the cultural standards framework.
Instruction	Effective instructional strategies and tiered interventions	Low	Not an identified need at this time.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Our priorities are based on MAP, I-Ready, and Aimsweb data. All of which are helping drive our intervention programs for both remediation and acceleration.
Supportive Learning Environment	Safe, orderly learning environment	Low	Environment is at home.
Parent and Family Engagement	Family & community engagement	Med	As a new school, family and community engagement is critical to start up success.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	Providing staff with cultural PD, PLC data dialogs. With new staff to the profession, returning staff to profession, and new staff to the state, training of staff on school/district systems for school alignment.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	Not an identified need at this time.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Not an identified need at this time.
Leadership	Recruiting, training & retaining qualified principals	Low	Not an identified need at this time.
Other:			
Other:			
Other:			

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

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Improve Reading Proficiency	SY24 Spring MAP - 60% are 1 <sup>st</sup> -40 <sup>th</sup> percentile	3% decrease in low and low average categories	Measured by SY25 Spring Map
Improve Math Proficiency	SY Spring MAP - 60% are 1 <sup>st</sup> -40 <sup>th</sup> percentile	3% decrease in low and low average categories	Measured by SY25 Spring Map
Improve Language Usage Proficiency	SY Spring MAP - 65% are 1 <sup>st</sup> -40 <sup>th</sup> percentile	3% decrease in low and low average categories	Measured by SY25 Spring Map
Family Engagement	As a new school in year 3 we need to continue to establish a tradition of family engagement.	4 successful family engagement events	Survey feedback about the family engagement events.

## Schoolwide Plan Strategies

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

Knik Correspondence is a homeschool where the parents are the teachers. We provide opportunities for families to take assessments that can help them identify strengths and weaknesses. We support the parent teachers with an advisor with advice on different curriculums and programs, implementation of programs, and outside resources.

### 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.

Knik Correspondence is a homeschool where the parents are the teachers. We provide opportunities for families to take assessments that can help them identify strengths and weaknesses. We support the parent teachers with an advisor with advice on different curriculums and programs, implementation of programs, and outside resources. We also provide outside activities for our homeschool students on a quarterly or monthly bases depending on the time of year.

### 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.

All of this is covered by the parent teacher and supported through an advisory model with our homeschool advisor.

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

We will analyze MAP, I-Ready, and Aimsweb data, in addition to teacher input, grades, and discipline data. Through that information staff teams will create individualized plans of support for those students.

## Annual Evaluation & Review Process

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

Student data will be reviewed at each testing window. Additionally with APC oversight, programs will be implemented to support the improvement of all educational programs at Knik Charter and Knik Correspondence. We will also have quarterly team meetings and multiple parent engagement meetings throughout the year.

### **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.**

I-Ready, Aimsweb, MAP, State assessment data, student portfolios, parent involvement.

### **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.**

Through the evaluation of the above reported data our homeschool advisor will work with the parent teacher to identify the needs of each student and evaluate if the plan is working for them individually and our student body as a whole.

### **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.**

The title 1 team and all stakeholders will meet regularly to review the effectiveness of the plan and the methods of implementation. When concerns are identified we will address them through the continuous improvement model.

## Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
X	\$5,400	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
		Title I, Part C: Education of Migratory Children**
		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
		Title IV, Part A: Student Support and Academic Enrichment Grants
		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:
		Other:
		Other:
		Other:

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