

# ARCTIC LIGHT ELEMENTARY SCHOOL 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: Arctic Light Elementary School

Name of Principal: Allison Wylde

Address (Street, City, State, Zip): 4167 Neely Road, Fort Wainwright, AK 99703

Phone: 907-356-2038

Fax: 907-356-2189

Email: allison.wylde@k12northstar.org

### District Information

Name of District: Fairbanks North Star Borough School District

Name of Superintendent: Dr. Luke Meinert

Address (Street, City, State, Zip): 520 5th Ave, Fairbanks, AK 99701

Phone: 907-452-2000

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Email: luke.meinert@k12northstar.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? |
|--------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 45%                                        | <input checked="" type="checkbox"/> 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 | 08/15/2026             |               |

## Assurance Agreement for Schoolwide Plan

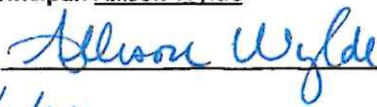
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 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. Luke Meinert

Signature: 

Date: 6-8-26

Name of Principal: Allison Wylde

Signature: 

Date: 6/1/26

## 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>(required)                               | <ul style="list-style-type: none"> <li>Allison Wylde</li> </ul>                                               | Principal                        |
| <b>Teachers:</b><br>(required)                                | <ul style="list-style-type: none"> <li>Sarah Evans</li> <li>Karen Sagers</li> <li>Latissue Colbert</li> </ul> | Teachers                         |
| <b>Paraprofessionals:</b><br>(required)                       | <ul style="list-style-type: none"> <li>Daniella Schnering</li> </ul>                                          | Title I Tutor                    |
| <b>Parents &amp; Community:</b><br>(required)                 | <ul style="list-style-type: none"> <li>Andrea Flores</li> </ul>                                               | Parent                           |
| <b>School Staff</b><br>(required)                             | <ul style="list-style-type: none"> <li>Katlyn Lammers</li> </ul>                                              | After School Program Coordinator |
| <b>Technical Assistance Providers:</b><br>(as appropriate)    | <ul style="list-style-type: none"> <li></li> </ul>                                                            |                                  |
| <b>Administrators:</b><br>(as appropriate)                    | <ul style="list-style-type: none"> <li>Kristen Alonzo-Taggart</li> </ul>                                      | Assistant Principal              |
| <b>*Title Programs:</b>                                       | <ul style="list-style-type: none"> <li>Jenny Randall</li> </ul>                                               | District Title I Support         |
| <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><br>(as appropriate) | <ul style="list-style-type: none"> <li>Ashley Zatica</li> </ul>                                               | Site-based Instructional Coach   |
| <b>Tribes &amp; Tribal Organizations:</b><br>(as applicable)  | <ul style="list-style-type: none"> <li></li> </ul>                                                            |                                  |
| <b>Students:</b><br>(if plan relates to secondary school)     | <ul style="list-style-type: none"> <li></li> </ul>                                                            |                                  |
| <b>Other:</b><br>(as needed)                                  | <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.**

The following activities support our schoolwide planning: Annual Title I Meetings, Family Engagement Events, Title I Meetings, Staff Meetings, School Staff Professional Development Days, Educational Conferences, and District Professional Development Days.

We survey staff, students, and parents for our successes and areas of need: School-Climate Survey, Spring & Fall Survey, and classroom surveys. The Title I Team will hold quarterly planning meetings to review family input and plan events and community engagement.

The principal communicates with Garrison Command to support the needs expressed by their military families. Arctic Light supports community engagement, which includes partnering with the School Liaison Officer to contribute to Post events.

**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 that apply)                                                                              |
|---------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 05/01/25      | Titlewide Evaluation and Needs Assessment Meeting | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community |
| 8/15/25       | Title One Planning Meeting                        | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community |
| 09/18/25      | Title One Annual Meeting                          | <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 10/16/25      | Open House Title 1 Event                          | <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 10/24/25      | Title One Team Meeting                            | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community |
| 01/09/25      | Title One Team Meeting                            | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community |
| 02/26/26      | Title 1 STEAM Night                               | <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 03/06/26      | One School One Book Celebration Night             | <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 03/20/26      | Title One Team Meeting                            | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community |
| 05/02/26      | Titlewide Evaluation and Needs Assessment Meeting | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input 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.**

We communicate with all members of the school and community about the planning process and plan development. We are implementing monthly family meetings at the school and developing a PTO. Families receive a weekly newsletter from the administration and regular communication directly from teachers. Facebook posts communicate about events. Staff are informed through the family and staff newsletter and bi-weekly staff meetings. Families are encouraged to complete the Title I Planning survey every spring.

## Comprehensive Needs Assessment

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

Arctic Light is a K-5 school located on Ft. Wainwright serving about 400 military-connected students. Most students live within walking distance of the school, making Arctic Light a true neighborhood school.

### 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.

Staff reflect on school sources of data during PLCs and Data Days. We share data in grade level teams and schoolwide. Our intervention programs (WIN, tutoring, etc.) are discussed during PLC and staff meetings, reflecting on our student achievement and especially students with low-achievement levels. In time, themes develop which are then merged with the parent input from meetings, events, and other communication. Themes that maintain priority during the school year become our High Priority needs.

### 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     | AK STAR, MAP, and mCLASS assessments show high need for improved reading instruction                                   |
|                                                               | Mathematics instruction for all students           | High     | AK STAR and MAP assessments show a high need for improved math instruction                                             |
|                                                               | Science instruction for all students               | High     | AK STAR and classroom assessments show a need for improved science instruction.                                        |
|                                                               | Other content area instruction for all students    | Medium   | Classroom assessments show a medium need for improved instruction, other than reading, math, and science               |
|                                                               | Support for students with disabilities             | Medium   | AK STAR, MAP, mCLASS, and classroom assessments show high need for improved instruction for students with disabilities |
|                                                               | Support for migrant students                       | Low      | AK STAR, MAP, and mCLASS assessments show low need for improved instruction for migrant students                       |

| Type of Data Analyzed                          | Area of Need                                                                                                   | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here)                                                                                                                     |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | Economically disadvantaged or low-achieving students                                                           | High     | AK STAR, MAP, mCLASS, and classroom assessments show a high need for improved instruction for students from economic disadvantage                                                                                   |
| ELP Assessment (Access 2.0)                    | Support for EL students to attain proficiency in English                                                       | Medium   | Access 2.0, AK STAR, MAP, mCLASS, and classroom assessments show medium need for improved instruction for students needing English language development support                                                     |
| Graduation & dropout rate                      | Ensure students will graduate from high school                                                                 | Low      | AK STAR and classroom assessments show low need for students identified at risk for graduating                                                                                                                      |
| Attendance & Chronic absenteeism rates         | Ensure that students attend school and reduce chronic absenteeism                                              | Medium   | Chronic absenteeism is an issue with our military students                                                                                                                                                          |
| Demographic data                               | Support for other populations such as subgroups, the homeless, foster care, or neglected & delinquent students | Low      | AK STAR, MAP, mCLASS, and classroom assessments                                                                                                                                                                     |
| Curriculum                                     | Core curriculum aligned vertically and with state standards                                                    | Medium   | The FNSBSD curriculum aligns with State Standards.                                                                                                                                                                  |
| Instruction                                    | Effective instructional strategies and tiered interventions                                                    | High     | Our instructional needs in Math and ELA show targeted intervention are needed.                                                                                                                                      |
| Assessment                                     | Use of formative and progress monitoring assessments to improve instruction                                    | High     | The mCLASS assessment identifies proficient and non-proficient students for intervention groups.                                                                                                                    |
| Supportive Learning Environment                | Safe, orderly learning environment                                                                             | High     | Our students need a safe and orderly learning environment to support their social-emotional needs.                                                                                                                  |
| Family Engagement                              | Family & community engagement                                                                                  | Medium   | It is imperative that we continue to engage with families and help them to be the best partners in education that they can be.                                                                                      |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment                                                             | High     | Our staff is still learning the new core curriculum and becoming proficient with the materials. We also have a high staff turnover and need to consistently provide quality PD to support high-quality instruction. |
| Professional Development (PD) needs assessment | PD to support individual teacher skills                                                                        | High     | We have high staff turnover, and teachers on emergency certification or relatively new to the profession. PD is needed to maintain high quality educators.                                                          |

| 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 or strategies for hiring qualified teachers        | Medium   | The district provides some training, but it is important that we have time to connect with teachers on general expectations for the profession. |
| Leadership                                     | Recruiting, training & retaining qualified principals | Low      | The district covers this need.                                                                                                                  |

**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 |
|----|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1. | Reading Improvement | <p>The baseline data were collected from Fall 2025 and Spring 2026 mCLASS assessments.</p> <p><b><u>Students performing at or above grade level:</u></b></p> <p><b>Kindergarten-</b><br/>Fall 25: 44%; Spring 26: 93%<br/>49% growth</p> <p><b>1st Grade -</b><br/>Fall 25: 67% ; Spring 26: 83%<br/>24% growth</p> <p><b>2nd Grade -</b><br/>Fall 25: 65% ; Spring 26: 71%<br/>10% Growth</p> <p><b>3rd Grade -</b><br/>MOY 25: 29% (MOY is used because BOY Proficient students test out.); Spring 26: 54 %<br/>26% growth</p> <p><b>3rd Grade MAP</b><br/>2026 Spring- 66% Proficiency</p> <p><b>4th Grade-MAP</b><br/>2026 Spring- 74% Proficiency</p> <p><b>5th Grade-MAP</b><br/>2026 Spring- 73% Proficiency</p> | <p>Fall 26 to Spring 27 mCLASS assessments will show growth of 25% to 60% for students performing at or above grade level across K-3 grades.</p> <p>MAP Reading Grades 3–5: Each grade level will increase MAP Reading proficiency by 2 percentage points from Fall 2026 to Spring 2027.</p> | mCLASS                |

|    | Area of Need           | Baseline Data                                                                                                                                                                                                                                                                          | Measurable Goal/Target                                                                                                                                                                                                                                                   | Evaluation of Measure |
|----|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|    |                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                          |                       |
| 2. | Math Improvement       | <b>3rd Grade MAP</b><br>2026 Spring- 43% Proficiency<br><br><b>4th Grade-MAP</b><br>2026 Spring- 66% Proficiency<br><br><b>5th Grade-MAP</b><br>2026 Spring- 66% Proficiency                                                                                                           | MAP Reading Grades 3–5:<br>Each grade level will increase MAP Math proficiency by 2 percentage points from Fall 2026 to Spring 2027.                                                                                                                                     | AK STAR               |
| 3. | Social Emotional Needs | The School Climate Survey indicated a 3% decrease in Social Emotional Learning<br>Spring 2025- 57%<br>Spring 2026- 54%<br><br>This was measured by how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making. | SEL / School Climate:<br>Students will increase Social Emotional Learning survey results by 2 percentage points from Spring 2026 to Spring 2027, as measured by self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. | School Climate Survey |
| 4. | Science                | <b>2024-2025 AK STAR Science Results for 5th Grade:</b><br>28.21 % of students are performing at or above grade level.                                                                                                                                                                 | AK STAR Science Grade 5:<br>students will increase AK STAR Science proficiency by 2 percentage points from Spring 2026 to Spring 2027.                                                                                                                                   |                       |

## Schoolwide Plan Strategies

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

Arctic Light will have quarterly Title I planning meetings and monthly family meetings to connect with the community. We use our Data Days, PLC, and Staff Meetings to discuss the results of our reading and math intervention programs.

Arctic Light will be continuing a block schedule to allow for a school-WIN (What I Need) block and will regularly review data to track growth. Our Assistant Principal will coordinate Professional Development and work with new and returning staff as well as tutors to ensure that all staff are confident and skilled at providing quality core and intervention instruction in both reading and math.

Arctic Light will continue with our Playworks recess plan and work on offering opportunities for students to take on leadership roles in the school. We have two Behavior Support Technicians that we will work with to support our students through their social-emotional needs and to promote a school culture of welcoming and belonging.

Our Onboarding and Family Engagement Coordinator position will support the unique needs of our highly transient military-connected population by assisting families through PCS transitions, strengthening school-home connections, and helping students successfully acclimate to Arctic Light. This role will also provide support for student social-emotional needs, including relationship building, playground support, and helping students develop SEL skills and a strong sense of belonging.

### 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.

Arctic Light will be implementing a block schedule to allow for uninterrupted instructional time for literacy and math. We will utilize our Data Days and PLC time to evaluate student progress and growth, making changes as needed. We will focus on assessment data (mCLASS, MAP, iReady) to inform teachers' decisions on how to best meet the needs of their students.

We will work closely with our MLL and Special Education program staff to utilize the available resources, ensuring that all groups of students are appropriately served.

### 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.

Our Assistant Principal will support all teachers through professional development and coaching cycles to improve teacher preparation. The schoolwide WIN program will enable our school to address the intervention needs of students and make the core instructional time more valuable for student learning. We will use data to adjust our interventions based on how students are growing and what skills they need to focus on for improvement.

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

Arctic Light will focus on providing quality core instruction in classrooms and assessing when students are in need of additional support. With assistance from our full-time Assistant Principal, we will implement robust intervention programs to address all student needs that arise.

We will also involve families and parents by reaching out and sharing information with them. We want to build partnerships with families so that they feel empowered to advocate for their students and work with us to ensure student success.

## Annual Evaluation & Review Process

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

Arctic Light will hold quarterly Title 1 meetings with the Title 1 team in addition to weekly PLC meetings and scheduled districtwide Data Days as part of our ongoing evaluation process of student needs. We will utilize the assessment data to adjust instruction and make decisions regarding the interventions and supports that we put into place for each student.

We will be implementing schoolwide SEL classroom meetings to address social emotional needs and our behavior team will help to monitor the implementation of these meetings and support teachers as necessary. We hope to see a decline in office referrals for behavior and an improvement in school climate, reflected in student attitudes on the school climate survey.

### **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.**

Arctic Light will measure the end-of-year student progress with the state's AK STAR test report and share the findings with DEED's School Report Card to the Public. This Report Card will be available to staff, community, families and stakeholders through the school website, Title I Parent meeting, school newsletters, and at a staff meeting.

### **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.**

Arctic Light will use the data from the universal screening assessments (mClass and MAP) and AK STAR to evaluate the effectiveness of the schoolwide plan. We will also review the data from our staff, student, and parent school climate survey to see how our stakeholders are feeling about our progress. We will review this data with the Title I team, the Leadership team, at PLCs and at schoolwide staff meetings. We will also solicit feedback at our family engagement nights and ask for parent representation on our Title I team.

### **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.**

Arctic Light will participate in the Titlewide Evaluation and Needs Assessment meeting hosted by the district. We will connect and collaborate with other Title I schools to review school data and brainstorm about ways to adjust our plan to respond to the needs revealed by our school data. We will also use our district provided Data Days to review our schoolwide data and evaluate the effectiveness of our programming to help ensure that our plan is addressing the needs of our students.

## 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)                   |
|-------------------------------------|---------------|------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | \$403,390.40  | Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (Basic + Parent Engagement) |
| <input type="checkbox"/>            |               | Title I, Part C: Education of Migratory Children**                                                         |
| <input type="checkbox"/>            |               | Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders              |
| <input type="checkbox"/>            |               | Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement                       |
| <input type="checkbox"/>            |               | Title IV, Part A: Student Support and Academic Enrichment Grants                                           |
| <input type="checkbox"/>            |               | Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**                                   |
| <input type="checkbox"/>            |               | IDEA Part B**                                                                                              |
| <input type="checkbox"/>            |               | Carl Perkins                                                                                               |
| <input type="checkbox"/>            |               | State Funds                                                                                                |
| <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.