Anne Wien Elementary

TITLE I SCHOOLWIDE PLAN

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

2026-2027

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Contents

Contact Information	2
Schoolwide Enactment Information	2
Assurance Agreement for Schoolwide Plan	2
Title I Schoolwide Program Overview	3
Plan Development and Consultation	5
Comprehensive Needs Assessment	7
Schoolwide Plan Strategies	10
Annual Evaluation & Review Process	11
Financial Requirements	12

Contact Information

School Information

Name of School: Anne Wien Elementary **Name of Principal:** Petra Timmons

Address (Street, City, State, Zip): 1501 Hampstead Ave, Fairbanks, Ak 99701

Phone: 907-451-7500 **Fax:** 907-451-7564 **Email:** petra.timmons@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

Phone: 907-452-2000 **Fax:** 907-452-3172 **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?
48%%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	07/01/2026	[MM/DD/YYYY]

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 **Name of Principal:** Petra Timmons

Signature: **Signature:**

Date: 6-8-26 **Date:** 6-2-2026

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)*	• Petra Timmons	Principal
Teachers: *(required)*	• Kelly Hayes • Jennifer Anderson • Liz Kane	Teachers
Paraprofessionals: *(required)*	• Lea Hood	After School Program
Parents & Community: *(required)*	• Jen Guilford • Eileen Charlie	Parent Parent
School Staff *(required)*	• Paige Withers	
Technical Assistance Providers: *(as appropriate)*	•	
Administrators: *(as appropriate)*	• Petra Timmons • Shawna Henderson	Principal Assistant Principal
***Title Programs:**	• LaWanda Reed	Instructional Coach
***CTE:**	•	
***Head Start:**	•	
Specialized Instructional Support: *(as appropriate)*	•	
Tribes & Tribal Organizations: *(as applicable)*	• JOM	
Students: *(if plan relates to secondary school)*	•	
Other: *(as needed)*	•	

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

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

Anne Wien Elementary School's Title I Schoolwide Plan for the 2026-2027 academic year is being developed through a comprehensive and iterative process. The plan is grounded in a continuous cycle of data collection and review, fostering collaboration with key stakeholders, and adhering to established best practices in education. Over the past year, no fewer than seven meetings have been convened to meticulously shape the plan's direction and ensure the most effective allocation of resources.

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)
8/28/26	Title Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
9/25/26	Title 1 Parent Meeting	☐ Planning Team ☐ All Staff ☒ Parents/Community
10/2/26	Title Team Meeting, Staff Meeting	☒ Planning Team ☒ All Staff ☐ Parents/Community
11/13/25	Title Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
2/5/27	Title Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
2/26/27	Title Team Meeting, Staff Meeting	☒ Planning Team ☒ All Staff ☐ Parents/Community
3/26/27	Title Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
04/9/27	Title Team Meeting, Parent Meeting	☒ Planning Team ☐ All Staff ☒ Parents/Community
04/30/27	Title Team 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.

Anne Wien Elementary maintains a comprehensive communication framework designed to foster transparency, accessibility, and robust stakeholder engagement. By leveraging a multi-channel digital strategy— via ParentSquare, an active Facebook presence, and through teachers' newsletters—the school ensures that families and community partners stay informed of both daily routines and milestone events. Beyond one-way notification, Anne Wien prioritizes meaningful two-way dialogue; instructional staff contribute to school-wide planning through integrated feedback loops in regular staff meetings, while families provide vital input through formal Title I and PTA meetings. These formal structures are increased by high-touch informal engagement during our well-attended family nights, ensuring that every stakeholder has a voice in our school's continuous improvement efforts. Additional outreach via text messaging, direct phone calls, and printed fliers ensures that communication remains inclusive, reaching all families regardless of their preferred medium. The school staff also works hard to develop strong family relationships with every personal interaction we have with families, fostering trusted relationships that create better communication.

Comprehensive Needs Assessment

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

Anne Wien Elementary is a neighborhood school deeply rooted in its Fairbanks environment, where our River Otter mascot reflects our location on a local slough and our proximity to the Creamer's Field Bird Sanctuary. We leverage this unique setting through place-based lessons and strong community partnerships with the University of Alaska Fairbanks and borough air quality programs, which foster a sense of belonging and encourage daily attendance. As we enter the 2026-2027 school year, AWE will welcome back approximately 360 students. Our community is beautifully diverse: 40% Caucasian, 22% Multi-Racial, 19% Alaska Native/American Indian, 12% Hispanic, 4% African American, and 2% Asian. We serve a significant population of students with specialized needs, including 39% with IEPs, 9% in the Alaska Native Education program, 6% in the ELL program, and 39 students supported by the McKinney-Vento program. By grounding our school culture in our natural surroundings and maintaining an inclusive, multi-channel communication strategy, we create a supportive "village" that prioritizes attendance and ensures every family—whether long-standing or newly joined through consolidation—feels a deep connection to the AWE community.

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.

To ensure a responsive and data-driven educational environment, Anne Wien Elementary engages in a rigorous review of student performance metrics, including AK STAR, MAP, mClass, and iReady, and classroom-collected work, alongside frequent grade-level formative assessments. This data is analyzed through a tiered collaborative process, occurring within Professional Learning Communities (PLCs), school-wide staff meetings, and district-level consultations, and schoolwide deep data dive reflections. This systematic evaluation allows the leadership team to identify specific achievement gaps and allocate Title I resources effectively. Through these comprehensive data reviews, literacy and math have emerged as the primary academic priorities for River Otter students. Consequently, the results of these processes serve as the foundation for the Title I Plan, ensuring that instructional strategies and interventions are directly aligned with the documented needs of our diverse student population.

C. Summarize the areas of 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 (cont. next page)	Reading/language arts instruction for all students	High	mClass Data for AWE Spring 2026 Baseline 56% Spring MAP Reading Spring 2026 Data Baseline 57%
State Summative Assessment and other district assessment data	Mathematics instruction for all students	High	Spring MAP Math Proficiency: 48% 2026 (3rd-5th grade) Spring Math Data

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
(cont.)	Science instruction for all students	Med	2025 AK STAR Science assessment: 38% Proficiency
	Other content area instruction for all students	High	Literacy strategies are reinforced in all content areas
	Support for students with disabilities	High	Additional, targeted, specialized supports
	Support for migrant students	High	Additional, targeted, specialized supports
	Economically disadvantaged or low achieving students	High	Additional, targeted, specialized supports
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Med.	Additional, targeted, specialized supports
Graduation & dropout rate	Ensure students will graduate from high school		N/A
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Increase attendance rate from baseline (2023-2024) 61% of students with 90% or greater attendance
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Access to targeted, specialized supports: (SSM, SST, SEL Support, Student Services Support, Tutoring)
Curriculum	Core curriculum aligned vertically and with state standards	High	Needs: • Evidence-based reading and math intervention programs • Instruction to incorporate literacy instruction into all content areas • Grade-level team meetings to review data
Instruction	Effective instructional strategies and tiered interventions	High	Tiers II and III Instructional Supports

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Regularly scheduled data team meetings (Standard practice) to review formative and progress monitoring assessments (mClass, iReady, MAP, Classroom assessments)
Supportive Learning Environment	Safe, orderly learning environment	High	Comprehensive Schoolwide strategies (standard practice includes utilizing Zones of Regulation, CHAMPS)
Family Engagement	Family & community engagement	High	Frequent parent engagement opportunities (standard practice includes at minimum 3 family nights; parent/teacher conferences; individual meetings etc.)
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Literacy instructional strategies, Tier II and III Instruction support, Data review protocols, CHAMPS, Zones of Regulation
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Literacy instructional strategies, Tier II and III Instruction support, Data review protocols, CHAMPS, Zones of Regulation
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	Literacy instructional strategies, Tier II and III Instruction support, Data review protocols, CHAMPS, Zones of Regulation
Leadership	Recruiting, training & retaining qualified principals	High	mClass MAP Intervention program progress monitoring data Literacy instructional strategies, Tier II and III Instruction support, Data review protocols, CHAMPS, Zones of Regulation

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
Literacy	60% proficient	Increase mClass and MAP scores by 2%	mClass, MAP
Math	50% proficient	Increase MAP score by 2%	MAP
Social Emotional Development that will impact literacy and math scores	60% proficient in literacy	Increase mClass and MAP scores by 2%	mClass, MAP, iReady

Schoolwide Plan Strategies

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

Reading K-5: To address identified literacy needs, Anne Wien Elementary implements a robust, data-driven Walk to Read program that ensures every student receives instruction tailored to their specific proficiency level. Utilizing mClass and MAP growth data from fall to spring, students requiring Tier 2 and Tier 3 support are identified for intensive interventions. These students follow a modified schedule that provides an additional 30 minutes of structured reading five days per week, beyond the core instructional block. All intervention strategies are rooted in the Science of Reading, utilizing evidence-based supplemental curricula. To facilitate this high-dosage, small-group learning, AWE utilizes four half-time Instructional Tutors, allowing for reduced student-to-teacher ratios and targeted skill development. Simultaneously, the school remains committed to strengthening Tier 1 core instruction, providing professional development to ensure that all River Otters receive initial content exposure through evidence-based best practices, thereby reducing the need for later intervention. As a staff, we will provide more learning activities using Extended learning kits and science-based activities to help support learning in the areas of reading and math. Our goal is to engage the enthusiasm for learning through science, hands-on, and place-based learning.

Professional Development and Tier 1 Instruction: Anne Wien (AWE) prioritizes high-quality Tier 1 instruction through a continuous, embedded professional development model led by a Title I-supported site-based Instructional Coach. Utilizing the district's Framework for Coaching, this model supports schoolwide MTSS implementation, data analysis, and the identification of growth areas. For the 2026-2027 school year, staff capacity will be further expanded through attendance at the Alaska RTI/MTSS Effective Instruction Conference (January 2027), the National ESEA Conference (February 2027), and the Alaska Science of Reading Symposium (May 2027). Attendees will assume leadership roles upon their return, sharing evidence-based strategies to refine our school improvement process. Additionally, all teachers new to AWE will receive specialized onboarding prior to the start of the year to ensure fidelity in our CHAMPS behavior supports, Personalized Learning initiatives, and the specific structures of our Title I Plan.

Math and Reading Support: Recognizing the intersection of literacy and numeracy, AWE staff work closely with the Instructional Coach to weave literacy-reinforcing strategies into math and other content areas. This cross-curricular focus is maintained through dedicated Professional Learning Communities; staff will commit one PLC per month specifically to analyzing student data, adjusting "River Otters Read" intervention groups, and reflecting on the efficacy of both literacy and math instruction. We remain committed to investigating and adopting evidence-based instructional strategies for math to ensure our educators have the tools necessary to mirror the growth seen in our reading programs. As a school, we also want to continue using Spring Math to build the foundation skills and support the district's math curricula. In addition, we will provide more learning activities using Extended Learning kits and science-based activities to help support learning in the areas of reading and math. Our goals are to engage the enthusiasm for learning through science, hands-on, and place-based learning. These goals will require staffing to support learning activities.

Family Engagement: AWE views family engagement as a cornerstone of student success. In September 2026, staff will attend the Titlewide Family Engagement Planning Meeting to structure our outreach for the 2026-2027 school year. Our activities will be intentionally designed to support literacy and math development for families, providing them with concrete, actionable strategies to support foundational skill-building at home. By bridging the gap between classroom instruction and home support, we create a unified front for student achievement.

Extended Learning Opportunities: To provide our youngest learners with a strong start, Anne Wien will continue its highly successful Kindergarten Jumpstart, Ready Raven, in the summer of 2027. This intensive pre-kindergarten initiative

provides highly structured instruction. Based on a multi-year body of evidence, incoming kindergarteners who participate in this program consistently demonstrate accelerated reading skills over the long term, serving as a critical preventative measure in our comprehensive literacy plan. In addition to Kindergarten Jumpstart, Anne Wien Elementary will offer opportunities for students to interact and learn more before school through literacy, math, science clubs, and other hands-on learning opportunities, connecting their learning and active engagement.

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.

Anne Wien Elementary employs a multi-tiered strategy to ensure all students, particularly those in high-need subgroups, receive targeted academic and social-emotional support. Central to this approach is the use of district-approved screening assessments to identify specific student needs and align them with appropriate interventions. AWE distinguishes itself through a robust network of wrap-around services, maintaining strong collaborations with the 21st Century After School Program, English Learner Program, Alaska Native Education, and the Migrant Education Program. Our partnership with the Fairbanks Native Association further enhances these supports by providing dedicated staff through the Johnson O'Malley Program.

To remain at the forefront of equitable instruction, the Principal and staff members will attend the National ESEA Conference in February 2027, focusing on strategies to increase opportunities and access for students living in poverty. Recognizing that student achievement is inextricably linked to family involvement, AWE prioritizes two-way communication and collaboration, ensuring all families feel welcomed and empowered. As we transition into the 2026-2027 school year, we are committed to actively integrating and building upon the community partnerships formerly associated with closing schools, ensuring a seamless continuation of support for our expanding student body and staff.

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.

Anne Wien Elementary strengthens its academic program by prioritizing high-yield instructional strategies and maximizing time on task through a multifaceted approach. At the center of this effort is a non-evaluative Instructional Coach—a master teacher who provides daily, embedded professional development to ensure staff are equipped to make "every minute count." To increase the quality and quantity of learning, AWE protects instructional time through a schoolwide Walk to Read program and a structured Multi-Tiered System of Supports, ensuring that interventions are targeted and supplemental rather than a replacement for core instruction.

Consistency across all classrooms is maintained through schoolwide adherence to PBIS/CHAMPS behavior supports, creating a predictable environment that minimizes instructional disruptions. For the 2026-2027 school year, new teachers will participate in foundational training to align with our shared vision of high academic achievement. Furthermore, AWE provides an enriched and accelerated curriculum by extending the learning calendar for our youngest students; the Ready Raven summer program offers incoming kindergarteners a critical head start that maintains long-term academic momentum. Finally, we are fostering internal expertise by empowering grade-level partners to collaborate on math instructional plans, ensuring that best practices in numeracy are scaled across the building to provide a well-rounded and rigorous educational experience for every River Otter.

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

Anne Wien Elementary operates on the principle that rigorous, equitable core instruction is the most effective tool for supporting at-risk students. To ensure that external factors do not impede academic progress, the school utilizes a comprehensive wrap-around model. For students facing food insecurity, AWE maintains Leslie's Kids, an on-site food pantry program that ensures hunger is not a barrier to learning, whether students are at school or at home. This immediate support for basic needs is bolstered by our seamless collaboration with supplemental programs, allowing the school to quickly mobilize resources for developing learners.

Academically, the Instructional Coach serves as the lead data strategist, working alongside teachers in Professional Learning Communities to identify students at risk. This collaborative process goes beyond simple identification; it specifies the exact academic skills that are the highest priority for each student's growth. Once these gaps are pinpointed, students receive targeted, evidence-based interventions from either their classroom teacher or a skilled instructional tutor. By combining high-dosage academic support with compassionate social services, AWE ensures that every student—regardless of their circumstances—has a clear pathway to success for the 2026-2027 school year.

Annual Evaluation & Review Process

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

To ensure the fidelity and impact of the Title I Plan, Anne Wien Elementary (AWE) maintains a rigorous, ongoing evaluation process led by a dedicated Title I Leadership Team. This team meets regularly to analyze a comprehensive data suite, including Instructional Coach logs, progress monitoring reports, and Tier movement data. The Instructional Coach's logs are reviewed to identify emerging instructional trends and refine professional development targets, while progress monitoring data allows the team to determine the efficacy of specific interventions. A primary indicator of success is students moving fluidly between Tiers, with the expectation that the Walk to Read program will drive measurable upward movement.

Evaluation extends into the classroom level through Professional Learning Communities (PLCs). PLC agendas serve as formal documentation of our schoolwide focus on priority needs, including the integration of new math instructional strategies. To facilitate deeper analysis, AWE has incorporated dedicated "Data Days" into the 2026-2027 academic calendar, supplemented by monthly data reviews within PLCs to allow for rapid instructional adjustments. Finally, the effectiveness of our communication and outreach efforts is gauged through family feedback, participation rates, and formal input, ensuring that our engagement strategies truly meet the needs of our diverse community.

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.

To ensure transparency and compliance with federal reporting standards, Anne Wien Elementary measures year-end academic achievement via the AK STAR annual assessment, with a specific focus on disaggregating data to track the progress of all student subgroups. These results are communicated to the public through the Alaska DEED School Report Card, which is shared broadly to ensure all stakeholders are informed of the school's performance. The report is made accessible via the school website and highlighted in our electronic newsletters; furthermore, the findings are formally reviewed and discussed during the Annual Title I Parent Meeting and a dedicated staff meeting. By utilizing these diverse platforms, Anne Wien ensures that families, staff, and community members have the necessary data to participate in our ongoing school improvement efforts and celebrate the growth of our students.

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.

To ensure the schoolwide plan effectively closes achievement gaps and meets state academic standards, Anne Wien Elementary employs a multi-layered evaluation process centered on AK STAR, mClass, and MAP data. Academic growth is analyzed across multiple leadership contexts, including the Title I Leadership Team, the School Leadership Team, and Professional Learning Communities, to determine if instructional strategies are reaching students furthest from meeting

proficiency goals. Specifically, longitudinal data for incoming kindergarteners will be assessed to measure the long-term impact of the Summer 2026 Kindergarten Jumpstart program. Beyond academic metrics, the school evaluates the effectiveness of its community initiatives through parent/family surveys, participation rates, and direct feedback collected via exit tickets at events and during the Annual Title I Meeting. By triangulating student achievement data with qualitative stakeholder input and participation trends, Anne Wien ensures a continuous improvement cycle that remains responsive to the needs of its diverse student body and their families.

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.

To ensure a cycle of continuous improvement, Anne Wien's Title I Team will participate in the district-facilitated Titlewide Evaluation and Needs Assessment meeting in February 2027. During this session, the team will engage in guided, data-driven discussions to evaluate school-wide progress and identify necessary mid-year adjustments for the second semester. A primary metric for success will be the rate of student transition from Tier 2 or 3 interventions into Tier 1 core instruction, with the specific goal of ensuring that 85% of students are making expected progress within the Tier 1 framework. The insights gained from this evaluation will serve a dual purpose: they will allow for immediate refinements to current instructional practices and act as the formal launch for the 2027-2028 Comprehensive Needs Assessment process, ensuring that the school's strategic plan remains responsive to student data year over year.

Financial Requirements

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

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
☒	$398,811.20	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (Basic + Parent Engagement)
☐		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.