



Hunter Elementary School TITLE I SCHOOLWIDE PLAN

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

School Year 2026-2027



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Contact Information

School Information

Name of School: Hunter Elementary Name of Principal: Jane Bedford

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District Information

Name of District: FNSBSD Name of Superintendent: Luke Meinert

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

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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 the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
68% average of Oct-Feb.	☒ Yes ☐ No	☐ Yes ☐ No

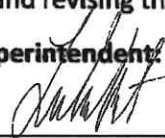
Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	August, 2026	09/2026

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: Luke Meinert

Signature: 

Date: 6-8-26

Name of Principal: Jane Bedford

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 a 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)	• Jane Bedford	Principal/plan implementation
Teachers: (required)	• Heather Keene	Classroom teacher/note taker
Paraprofessionals: (required)	• Nancy Teter	ANE tutor/input/support
Parents & Community: (required)	• Audra Hull	Parent/input
School Staff (required)	• Mark Ellingrud	Instructional Coach/input/implementation
Technical Assistance Providers: (as appropriate)	• Jenny Randall • Jen Morgan	ESEA Compliance coordinator Grant Budget Specialist
Administrators: (as appropriate)	•	
*Title Programs:	•	
*CTE:	•	
*Head Start:	•	
Specialized Instructional Support: (as appropriate)	•	
Tribes & Tribal Organizations: (as applicable)	•	
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.

Hunter Elementary Title I team, consisting of the members above, will meet annually to review statewide testing data, yearly attendance data, and yearly behavior data alongside our Title I plan. From this data review we will convene at least quarterly to review MAP, mClass, Attendance, and behavior log data as well as our Title I plan to acknowledge progress and/or adjust for areas needing improvement. The plan is available for review on our school website, hard copies are available in our school office, and language translations are available for parents upon request.

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)
02/26/26	Needs Assessment meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
03/10/26	Follow up meeting to needs assessment	☒ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
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mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ 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.

Title I planning meetings are advertised in our monthly school newsletter and through ParentSquare communication. The Principal engages parents with personal invitations to participate during Parent/Teacher conferences and at Family night events. Title I surveys are conducted twice a year as well as the Annual Title I parent meeting. Our School Compact is reviewed annually at Parent/Teacher conferences. Parents are informed of the planning process, data collection, and plan development through our newsletter, Parent Square messaging, and our website. All staff are informed and encouraged to participate in development/planning during staff meetings, Principal weekly staff email, and through the newsletter.

Comprehensive Needs Assessment

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

Hunter is a neighborhood/community school, most of our students can walk to school. We are proud of our culturally, linguistically, and socio-economically diverse student population: currently we are about 45% Alaska Native along with speakers of Spanish, Tagalog, and several newly arrived immigrant students. Hunter's attendance area draws from many nearby low income rental apartments, which tend to have higher turnover rates as well as some neighborhood single family owner-occupied homes. Hunter's attendance area also includes two local emergency shelters. Our student population has a high rate of traumatic experiences as evidenced by high ACES scores. For all the challenging demographics on the surface, Hunter has a longstanding cadre of dedicated staff who support each other, our students, and our families. Title I funding enables Hunter to have embedded instructional support (multiple tutors, a second behavior support technician, and an Instructional Coach). In collaboration with the district, Hunter provides mental health support for students with onsite clinical therapy. Our student enrollment ranges in number from 320-370 students per year, with two existing Intensive Resource programs and an intensive needs PreK program. As of May, 2026, 6% of our student population lives with Foster Care families and 6% of our students are experiencing homelessness and receive support from the district's McKinney-Vento Program.

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 through monthly meetings with the Leadership and quarterly meetings with the Title I team. Highest priority needs are based on data collection throughout the school year from mClass, MAP, and iReady. The mClass and MAP assessments provide feedback on students' proficiency levels as well as growth over time. All students participate in these assessments such that the needs of subgroups of students can be identified and addressed.

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	Reading/language arts instruction for all students	High	While we saw growth during the '25-'26 school year, this remains a high need. Students continue to be below grade level in reading/language arts based on MAP, mClass, and AK STAR data review.
	Mathematics instruction for all students	High	Students are consistently below grade level in math skills based on MAP, AK STAR, iReady diagnostic assessment, and teacher data collection.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Science instruction for all students	Low	
	Other content area instruction for all students	Low	
	Support for students with disabilities	High	Students with disabilities consistently score lower than grade level peers based on MAP, mClass, and AK Star review
	Support for migrant students	Low	
	Economically disadvantaged or low achieving students	High	Data indicates an academic skill discrepancy between economically disadvantaged students and other students based on behavior logs, attendance, MAP, mClass, AK Star, & iReady diagnostic.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	
Graduation & dropout rate	Ensure students will graduate from high school	Low	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	Regular attendance rate is currently 64% for the 2025-2026 school year, well below the District goal of 90%.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Based on SST referrals, Sped referrals, teacher data, behavioral logs, mClass, MAP, and AK Star data for these subgroups, they are in need of additional support.
Curriculum	Core curriculum aligned vertically and with state standards	Low	
Instruction	Effective instructional strategies and tiered interventions	Low	
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	
Supportive Learning Environment	Safe, orderly learning environment	Medium	Need for staff to continue building SEL skills with students based on behavior logs and SST referrals.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Family Engagement	Family & community engagement	Medium	
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	Need for continued PD on the district-adopted reading and math curriculum based on mClass, MAP, and AK Star data.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Ongoing PD for CHAMPS and Responsive classrooms based on turnover in staffing, discipline referrals and behavior logs.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	

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
Math	AK STAR, MAP, iReady diagnostic 2024-2025 AK STAR Math Needs Support = 75%	Reduce the number of students identified as Needs Support by the AK STAR assessment by 10% by the end of the school year (5/27)	AK STAR, MAP, iReady Diagnostic
Reading	AK STAR, MAP, mClass, AK Star ELA assessment 2024-2025 AK STAR ELA Needs Support = 54%	Reduce the number of students identified as Needs Support by the AK STAR ELA assessment by 10% by the end of the school year (5/27).	AK STAR, MAP, and mClass assessments
SEL	District Early Warning System May 2026; total st. enrollment = 318; no. students with EWS Designation = 294 - High Risk: 61/294 = 20% - Medium Risk: 101/294 = 34% - Low Risk: 132/294 = 45%	Reduce the number of High Risk students, identified by the early warning system by 5% by the end of the school year (5/27).	Attendance, SST referrals, District Early Warning System

Schoolwide Plan Strategies

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

Throughout the 2026-2027 school year, Hunter will focus its Title I plan on continuing staff professional development in Into Reading, Heggerty, and Secret Stories utilization, SEL, and Math CORE instruction. Hunter's Instructional Coach and the District Instructional coaches will provide additional PD at a monthly PLC. Additional staffing support will be in place to follow up the PD with comprehensive implementation efforts to include a Walk to Read program as well as continuing our Playworks implementation for playground structures and routines. Additional staffing supported by Title I include: 1-Instructional Coach, 4-full time classroom tutors, 2-part time classroom tutors, and 1-full time Student Behavior Support Technician. Professional Development will include: continuing the work of providing all instructional staff with PD in the fundamentals of the Science of Reading beginning with the importance of phonemic awareness. Hunter will integrate Heggerty Phonemic Awareness curriculum materials schoolwide. Hunter will continue the schoolwide Walk to Read model at all grade levels. To address SEL needs, Hunter will use strategies from Responsive Classroom and CHAMPS training. To meet the needs in Math instruction, Hunter will continue the work in iReady math utilizing the iReady diagnostic as an instructional guide for all students. Our school will meet with parents to share and discuss their child(ren)'s academic data multiple times throughout the year, to include home visits as necessary.

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.

All students, regardless of subgroup, will participate in a daily Walk to Read tiered intervention program. This daily period will provide targeted instruction to purposefully close reading gaps and/or accelerate reading skills. Progress Monitoring Data from the Walk to Read program will be collected monthly and reviewed by Leadership Team and at grade level PLC's to monitor implementation and effectiveness. Hunter staff acknowledge that in order to meet challenging state academic standards, students' SEL needs must be met. All Hunter staff will continue to implement common vocabulary/language for reading, math and SEL skills to ensure consistency for all students as they transition from grade level to grade level and/or transition from class to class. Hunter's 21st Century CCLC After School Program provides after school academic and enrichment programming to support the schoolwide prioritized needs.

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.

Hunter will be strengthening its academic programming by focusing on the fundamentals of the Science of Reading and use of supplemental curriculum (Heggerty phonemic awareness and Secret stories materials). Continued training in HMH, Heggerty, and secret stories and iReady Math will ensure consistency across grade levels while helping to tighten up CORE reading and math instruction delivery. The student to adult ratios is another area of focus. Hunter is strategically augmenting its instructional support staff to ensure the necessary number of well trained, skillful instructors are in place to ensure each student receives as much individualized support as possible. Quality learning time will be increased by identifying and addressing the SEL needs of Hunter's students in a shared schoolwide manner using CHAMPS and Responsive Classroom strategies. Quality learning time is further supported at Hunter through the utilization of our Block Schedule. The Block Schedule ensures uninterrupted CORE academic instruction time. Together, the combined efforts of multiple programs and support systems will help Hunter students be academically successful: Daily Walk to Read, Extended Learning program, Multi-Lingual Program, Alaska Native Education Program, Migrant Education Program, 21st Century CCLC After School Program, Special Education, Title I Instructional Coach, Title I Classroom Tutors, and two Student Support Behavior Technicians all play a significant role in our students success.

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

Hunter will use mClass, MAP, iReady Diagnostic and the school districts early warning system to identify students at risk of not meeting the challenging State academic standard. Closely monitoring student data ensures Hunter can address academic, attendance, and/or behavior issues as quickly as possible and provide interventions in order to mitigate challenges. Hunter values family engagement, and recognizes family engagement as a key to student success. Ensuring all families feel welcome and included at Hunter is a longstanding priority of the school and all staff. Along with the instructional strategies listed above, Hunter's school culture includes continuous family outreach and helpful materials and training to assist families in supporting learning at home.

Annual Evaluation & Review Process

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

Our Title I Instructional Coach takes the lead on data collection and ensuring individual teachers have support on the implementation efforts of the schoolwide plan. The Title I Leadership Team reviews data and feedback on professional development in Heggerty, CHAMPS, Secret Stories, and iReady math. Schoolwide, one PLC per month will be dedicated to reviewing the impact of effectiveness of: the Walk to Read program, CHAMPS, Responsive Classrooms, iReady Math, and Heggerty phonemic awareness instructional delivery.

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.

Hunter will measure end of year student academic achievement using AK STAR and report out the findings using DEED's in-depth school Report Card to the Public. The Report Card will be shared with staff, community, families and stakeholders in the following ways: posted on the school website; reviewed and discussed at the annual Title I Parent meeting; descriptions and links to the report card will be mentioned in at least one electronic school newsletter; and finally, the Report Card will be shared and discussed at at least one 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.

The Title I schoolwide plan and accompanying data is reviewed monthly at Leadership Team and quarterly at Title I Team planning meetings. Hunter will be using Data Boards during PLC meetings to identify students who are making adequate progress as well as those students that may need more intensive support. Student placement in Walk to Read groups will be fluid; students will move to different small groups as appropriate and supported by the data.

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.

Hunter will participate in the District's Titlewide Evaluation and Needs Assessment meeting in February of 2027. At this meeting Title I teams from each schoolwide school will be guided through a facilitated discussion of their individual school data to identify areas for adjustment during the second semester. Hunter's Title I Team will evaluate the data in terms of the number of students moving from Tier 2 or 3 into Tier 1 and will assess if the movement is sufficient to reach the goal of 10% improvement across the school. This meeting will also serve as the start of the comprehensive needs assessment process for the 2027-2028 school 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)
☒	\$654,641.60	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (Direct Basic + Direct 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.