



LADD K- 8 SCHOOL TITLE I SCHOOLWIDE PLAN

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

2026-2027 School Year

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Contact Information

School Information

Name of School: LADD ELEMENTARY K-8

Name of Principal: Michelle Heminger

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District Information

Name of District: Fairbanks North Star Borough School District Name of Superintendent: Dr. Luke Meinert

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Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
51.83%	X Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
X Yes ☐ No	08/01/2026	[MM/DD/YYYY]

Assurance Agreement for Schoolwide Plan

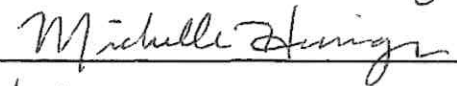
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the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

Signature: 

Date: 6-8-26

Name of Principal: Michelle Heminger

Signature: 

Date: 6/2/26

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
Principal: (required)	Michelle Heminger	Principal
Teachers: (required)	- Tylisha Hancock - Nanette McCormick	Teacher Teacher
Paraprofessionals: (required)	- Jeanette Sanchez - Rhonda Gottschalk	ML Tutor Administrative Secretary
Parents & Community: (required)	Jarrold Welsh	Parent
School Staff (required)	Jennifer Frymark	School Counselor/Parent
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)	Kendi Adams	Assistant Principal
*Title Programs:		
*CTE:		
*Head Start:		
Specialized Instructional Support: (as appropriate)	Katherine Doster	School Tutor
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.

During a staff meeting on 1/27/26 the staff identified: 1. What Ladd needs more of? 2. What is getting in the way? 3. Where do we need to focus? 4. Group decision of what to work on. These questions were also posed for the Ladd stakeholders on 1/29/26 at the PTO meeting. From both of the meetings, the identified needs were: 1. More staffing and Tier 2 interventions. 2. Lack of funds and urgency. 3. Parent training/engagement.

The Ladd Leadership Team then analyzed this data as well as the current year's iReady, mClass, and MAP data in order to internally rank priorities.

These needs were then summarized and displayed for staff and stakeholders to vote on at literacy night on 4/9/26. All stakeholders ranked the items in the following order of importance: Extracurricular activity offerings (44), Tutors or support classes (40), STEAM activities (17), Training for staff (10), Training for families (9), Peer support (7), Community Partnerships (6), and Other (4).

These rankings were then used to prioritize our needs assessment. The Title I team met on 5/19/26 in order to work on the draft.

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)
1/27/26	Staff Needs Assessment	☐ Planning Team ☒ All Staff ☐ Parents/Community
1/29/26	PTO Meeting with TSI status notification and stakeholder needs assessment	☐ Planning Team ☐ All Staff ☒ Parents/Community
4/9/26	Literacy Night and staff/stakeholder final needs assessment voting	☐ Planning Team ☒ All Staff ☒ Parents/Community
5/19/26	Title 1 Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
6/4/26	Title 1 Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
8/13/26	Staff Title 1 Update	☐ Planning Team ☒ All Staff ☐ Parents/Community
08/31/26	Leadership/ Title Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
9/2/26	PTO 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.

Staff and community stakeholders were contacted via Parentsquare in both the weekly newsletter and with reminder Parentsquare posts in advance for the 1/29/26 PTO meeting and the 4/9/26 literacy night family event. After the 1/29/26 PTO meeting, the identified needs were shared via parentsquare and for those that were unable to attend the literacy night, a google form survey was sent for families to rank the needs.

5/19/26 the Title I Team, composed of stakeholders and staff, met in order to finalize the plan. This information was then sent out via Parentsquare, put on our school website and facebook.

Comprehensive Needs Assessment

A. 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	54.55% need support as identified by AK STAR
	Mathematics instruction for all students	High	52.15% need support as identified by AK STAR
	Science instruction for all students	Low	40% need support as identified by AK STAR
	Other content area instruction for all students	Low	
	Support for students with disabilities	Low	157/447 students with an IEP=35% of population
	Support for migrant students	Low	
	Economically disadvantaged or low achieving students	High	53% population fall under free and reduced lunch
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	Increase Language development schoolwide to also benefit ML students

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
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	Med	SY 24-25 73% regular attendance
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	10/447 = 2% of population
Curriculum	Core curriculum aligned vertically and with state standards	Low	
Instruction	Effective instructional strategies and tiered interventions	High	Increased access to intensified instruction per stakeholder survey
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	
Supportive Learning Environment	Safe, orderly learning environment	High	Need additional leadership support in the form of an assistant principal
Family Engagement	Family & community engagement	High	Additional community nights/activities prioritized on stakeholder survey
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	- Additional training for staff prioritized on stakeholder survey - Training to include: instructional strategies in math and reading and language development
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	- Additional training for staff prioritized on stakeholder survey provided by the assistant principal - Additional leadership to help individual teachers
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	
Other:	Extracurricular Activities	High	Additional before/after school opportunities for students as prioritized on stakeholder survey

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Other:	STEAM Activities	Med	Additional STEAM student and family opportunities as prioritized on stakeholder survey
Other:			

B. 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
TSI Subgroup- Alaska Native/American Indian	75% or more of AK Native/American Indian students need support in ELA 75% or more of AK Native/American Indian students need support in Math	50% or less of AK Native/American Indian students will be proficient or advanced in ELA 50% or less of AK Native/American Indian students will be proficient or advanced in Math	AK STAR proficiency data
Language Arts	51st percentile achievement (median) on MAP	Increase median achievement on MAP in ELA to 53rd percentile	- MAP - AK STAR
Math	49th percentile achievement (median) on MAP	Increase median achievement on MAP in math to 51st percentile	- MAP - AK STAR

Schoolwide Plan Strategies

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

In order to address the identified needs in math, Ladd will use Title I funds to implement Spring Math as a Tier 1 (classroom) strategy and be reinforced with tutoring as a Tier 2 intervention (small group).

In order to address the identified needs in ELA, Ladd will use Title I funds to hire additional staff to reduce the size of the Walk to Read groups. Ladd will also use Title I funds in order to purchase and integrate TEL Ted for Tier 1 oral language development in (classroom) instruction and with additional tutoring in Tier 2 intervention (small group). Tier 2 Small group tutoring will also have supplemental UFLI instructional materials available for literacy support.

In order to address the identified need for TSI group Alaska Native/American Indian students, Ladd will use Title I funds to implement Tier 2 instruction in the identified areas for the targeted population.

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.

To meet the challenges of all individual students' needs, Ladd's Title I Plan incorporates additional support to benefit all students, especially those students who are behind academically or not making adequate progress in math or reading.

All students will receive additional support in Tier 1 instruction through Spring Math (targeting math fluency), and students identified as needing additional math support will be given the opportunities to have Tier 2 instruction with a tutor during the instructional day.

The Walk to Read period will be a 30-minute block to focus on individual student needs in reading. Title I funds will be utilized to allow for additional staffing to reduce the size of the intervention groups.

Ladd also acknowledges the impact of family engagement on student achievement and will therefore also utilize its Title I funds to support family engagement activities that focus on specific schoolwide goals and student 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.

Ladd will use Title I funds in order to provide additional staff (including 1-Assistant Principal and 2-Classroom Tutors) and Tier 2 instructional curriculum (UFLI, Spring Math, and TEL Ted) in order to strengthen academics in the areas of math, ELA and core language. The additional staffing allows for instructional leadership support, smaller group sizes for our Walk to Read time as well as small group pull out (Tier 2) instructional support in math and language.

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

Ladd's Title I Plan is focused on the needs of the students most at risk: by implementing a strategically planned Walk to Read Program, targeted Math interventions, and whole class, small group, and individual language interventions. Also, the Title I Plan incorporates family engagement activities that are focused on student needs and at the same time inspires family participation at a deeper level.

Annual Evaluation & Review Process

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

To evaluate whether the elements of the schoolwide plan have been implemented as planned, the Title I Walk to Read coordinator will assist the principal with developing a Walk to Read master plan. There will be quarterly data team meetings to assess student progress and adjust groupings as needed. Data team meetings will use formative assessments to place students in the correct Walk to Read intervention. The formative assessments include: mClass progress monitoring (K-2), MAP assessments (3-5), as well as classroom observations and informal assessments.

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.

The AK STAR assessment results will be announced to Ladd's staff and parent community through newsletters and the school website as they become available. The link to DEED's Annual School Report Card will be made available to staff, parents and the community through the school website and newsletters from the Principal. Individual student results will be sent to parents and results can be discussed at Parent-Teacher Conferences. The FNSBSD data dashboard includes information on assessment results for each school and the data can be disaggregated by subgroups of students.

Three times per year, the MAP assessments will be used to measure and report students' progress on reading and math for grades 3-8, and the mClass assessment will be used to report students' progress on reading in grades K-3. This information will be broken down into individual subgroups of the population of students to look for patterns and areas of improvement as well as by individual students in order to measure progress.

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.

With leadership provided by both the Principal and the Assistant Principal, Ladd will hold data meetings a minimum of three times per year in order to analyze the results of the MAP and mClass assessments. Based on the analysis of the data, areas of improvement will be identified, resources will be shifted to meet the new needs of Ladd's students, and student movement will occur with intervention groupings based on students' changing needs (if applicable).

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.

At least quarterly, the Ladd staff will evaluate the progress of students and, based on the data, students will be moved between groups to focus on individual needs. The quarterly Title I Team meetings will review the data from the universal assessments and as needed, instructional practices will be adjusted to better meet student needs. In PLCs and staff meetings, the data from Walk To Read reading groups will further the professional development discussions to identify those practices that need to be enhanced or extinguished to raise student achievement. Ladd's Title I Team will participate in the district Title I meetings to plan and strengthen our Title I plans and outreach to families.

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)
☒	\$344,000.00	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☐		Title I, Part C: Education of Migratory Children**
☐		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☐		Title IV, Part A: Student Support and Academic Enrichment Grants
☐		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☐		State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

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