



Ryan Middle School

TITLE I SCHOOLWIDE PLAN

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

2026-2027



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: Ryan Middle School

Name of Principal: Heather Stewart

Address (Street, City, State, Zip): 1450 Cowles St. Fairbanks, Alaska 99701

Phone: 907-452-4751

Fax: _____

Email: heather.stewart@k12northstar.org

District Information

Name of District: Fairbanks North Star Borough SD

Name of Superintendent: Luke Meinert

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

Phone: 907-452-2000

Fax: _____

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?
51%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	8/14/2026	[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

Signature: _____

Date: 6-8-26

Name of Principal: Heather Stewart

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)	Heather Stewart	Principal
Teachers: (required)	Maranda Kline Tumi Traustason Allison Curry Rachel LaSota Jed Wilde	Special Education Teacher 8th Science Teacher 6th English Teacher 6-8th Electives Teacher 7th Science Teacher
Paraprofessionals: (required)	Becky Howk PeggySue Luis	Admin Secretary Safety Assistant
Parents & Community: (required)	Terin Porter	Parent
School Staff (required)		
Technical Assistance Providers: (as appropriate)	•	
Administrators: (as appropriate)	•	
*Title Programs:	•	
*CTE:	•	
*Head Start:	•	
Specialized Instructional Support: (as appropriate)	Jeannette Fortune	Instructional Coach
Tribes & Tribal Organizations: (as applicable)	•	
Students: (if plan relates to secondary school)	Camilla Porter	8th Grade Student
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.

We utilized data from our MAP, iReady and AK STAR assessments to identify our needs for our Title 1 Needs Assessment. We also looked at what interventions we already have in place, how they are working and what adjustments we need to make for next year. With our stakeholders: staff, students and families we developed our goals and plan for the coming year.

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)
09/04/2025	Open House- Title 1 Information Mtg	☐ Planning Team ☒ All Staff ☒ Parents/Community
9/18/2025	Title-wide Fall Family Engagement Mtg.	☐ Planning Team ☐ All Staff ☒ Parents/Community
8/14/25	Leadership Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
9/9/25	Leadership Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
10/29/25	Family Night - Literacy	☐ Planning Team ☐ All Staff ☒ Parents/Community
10/6/25	Leadership Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
10/20/25	Leadership Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
11/3/25	Tech Assistance Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
2/20/26	Family Night - Fun in the Sun	☐ Planning Team ☐ All Staff ☒ Parents/Community
2/17/26	Title 1 - Principal Meeting	☐ Planning Team ☐ All Staff ☐ Parents/Community
2/26/26	Title-wide Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
3/16/26	Leadership Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
2/17/26	Tech Assistants 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.

We communicate through weekly family and staff newsletters, Parent Engagement Activities (Open House, Family Nights, Parent Teacher Conferences, Bring Your Parent to School Days and on our Website). There is a standing Title 1 section on my weekly newsletter to families and the staff are kept up to date by the leadership team and during faculty meetings and professional development days.

Comprehensive Needs Assessment

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

Ryan Middle School is a 6-8 middle school in the heart of Fairbanks. Ryan's is a diverse community; racially, 65% of students have ethnicities and races other than Caucasian and Ryan has the largest population of Alaska Native Students of all the other middle schools. Ryan staff is committed to meeting the needs of this diverse student population.

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.

Ryan staff collected and analyzed data from multiple sources for our students and identified areas of need. This information was shared as a part of our family newsletters and goals were established to address the needs of our students. Teachers regularly met during PLC to discuss the results of formative and summative assessments given to students, prepared lessons to address skill gaps and plan for enrichment activities. Teachers communicated with students and their guardians about the progress of each student. Two times per year parent teacher conferences are held to discuss student progress. Family newsletters share information on how to support students based on social, emotional and academic needs.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	MAP data shows that 35% of our students are performing below proficient.
	Mathematics instruction for all students	High	MAP data shows that roughly 51% of our students tested below proficient in math.
	Science instruction for all students	Medium	Classroom formative data: Reading difficulties among students is having a negative impact on content material acquisition. Students struggled being able to comprehend grade-level content vocabulary and read informational text.
	Other content area instruction for all students		

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Support for students with disabilities		Based on 2025 AK STAR test data, ~90% of students with disabilities are below proficient in reading and math. Students received support through the development of their IEP's and students who struggled and did not have an IEP were referred to the SST meeting and accommodation plans and/or testing were implemented.
	Support for migrant students		Based on 2025 AK STAR test data, ~80% are below proficient in reading and math.
	Economically disadvantaged or low achieving students		Based on 2025 AK STAR data, 54% are below proficient in Reading & 73% below proficient in math.
ELL Assessment (Access 2.0)	Support for EL students to attain proficiency in English		WIDA assessment results will be available in the fall for review.
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism		Make school engaging, safe, and a place students want to be by developing engaging lessons and activities Classroom incentives, Reduce unexcused tardies- party for the Advisory Class that has the least amount of Tardies
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		Ryan struggles to engage students/families that experience trauma and other destabilizing situations: • Per the Early Warning System, 65% of Ryan students are either High (126) or Medium (87) Risk • 12 experiencing homelessness • 29 currently in foster care • On a daily basis a large number of students seek counseling services from a school counselor, Social Services Manager, Prevention Intervention Specialist, administrator and/or teachers • Students often seek the nurse out for food throughout the day b/c they have limited resources at home
Curriculum	Core curriculum aligned vertically and with state standards		
Instruction	Effective instructional strategies and tiered interventions		
Assessment	Use of formative and progress monitoring assessments to improve instruction		Data-focused PLC Meetings Professional development focused on the use of data (district early out data days)
Supportive Learning Environment	Safe, orderly learning environment	Medium	• Decrease aggressive behaviors • Digital/social media etiquette and cyber safety for students • Professional Development to implement discipline philosophy and processes for Ryan MS
Family Engagement	Family & community engagement	Low	Parent Corner in Newsletter- volunteer need Lunchroom help- board game day, Concessions help for sporting events

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			Read to kids- WTR- favorite YA Novel Bulletin Boards Organize/Help with Socials Tier 1 instruction- training on the use of math manipulatives in Walk to Math Intervention and in math classes. Training on learning structures and strategies to engage students in academic discourse, teaching the use of graphic organizers in the classroom and helping teachers develop lesson plans that maximize instructional time each period.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	PD- Literacy across the content areas, - teaching vocabulary strategies in all areas Middle School Literacy Strategies PD- Math interventions and - Turn and Talk strategy across content areas - Manipulative training needed for staff teaching Social Emotional & Trauma Informed Practices
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Embedded Professional Development Non-evaluative teacher support to implement evidence-based strategies - Implementation by Instructional coach
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals		
Other:			
Other:			
Other:			

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

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Literacy- Walk to Read Foundations of Reading Literacy Strategies Across Curriculum	MAP data shows that 58% of students have met their MAP growth targets. Lexia PowerUp: 34% of students scored in the foundational level (below grade level).	Improve MAP Scores: 75% of students will meet their growth targets. Improve Lexia PowerUp scores by 5% for all students.	MAP Data 3x year LexiaPowerUp - growth reports for students.
Math- Build the Walk to Math Schedule & Program	MAP data: 60% of students have met their MAP growth targets iReady data: 50% of students are 2 or more grade levels below (Tier 3) & 22% of students are performing 1 grade level below expected (Tier 2)	Improve MAP Scores: 75% of students will meet their growth targets. Improve iReady scores: Reduce the number of students at risk by 5%. Reduce the number of students at Tier 3 by 5%.	MAP Data 3x year iReady Data 3x year
Parent Involvement	Spring 2026 Parent Climate Survey Response Rate ~ 13% of parents (53) completed the survey. Too few responses to provide valid and reliable data.	Increase Parent Climate Survey response rate to approximate the 2026 districtwide rate: 27%	Spring 2027 Parent School Climate Survey
Social Emotional Support	Discipline referrals for students related to aggressive behaviors. There were 47 discipline incidents during the first 3 quarters of 2025-2026. Which is a reduction of 9 infractions compared to last year. High percentage of students & families experiencing trauma and academic barriers. Early Warning System shows: 28% of students at High Risk (130) 18% at Medium Risk (86). Students experiencing homelessness (20). Students in Foster Care (21). Spring 2026 Student School Climate Survey : 66% report that Ryan has a <i>Respectful Climate (Category)</i> . 64% report they feel <i>Connectedness & Belonging (Category)</i> at Ryan. 69% respond favorably to the question: <i>I feel safe at school.</i>	Reduce discipline referrals for fighting, physical aggression, physical bullying, and harassment by 3% (below 45 referrals). Schoolwide PD on <i>Trauma-Informed Practices</i> . Classroom Teachers will participate in & complete a book study, a workshop with outside presenters and/or individualized professional development. Increase favorable responses on the Student Climate Survey to meet or exceed the districtwide 2026 results: 70% will report that Ryan has a <i>Respectful Climate (Category)</i> . 65% will report that at Ryan they feel <i>Connectedness & Belonging (Category)</i> . 74% will respond favorably to the question: <i>I feel safe at school.</i>	Discipline logs and student referrals Observed changes in discipline strategies and classroom engagement based on classroom step plans (classroom tracking of behavior) Spring 2027 Student School Climate Survey

Schoolwide Plan Strategies

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

Family Engagement:

October- Literacy Fair & Movie Night

February- Fun in the Sun Literacy, Math and Social Emotional

Interventions:

Walk to Read 30 min/2x week- all staff teach reading groups using research-based strategies

Foundations of Reading class to provide research-based intensive reading instruction (staffing dependent)

Math Interventions- walk to math 30min/2x week or classroom math centers based on student needs - math teachers will use research-based strategies to fill in academic gaps students have based on iReady/MAP data. Professional development for math teachers and intervention teachers on how to use manipulatives in the classroom.

Principal and assistant principals will be responsible for collecting data from iReady, MAP and Lexia to identify the needs of students and use that information to support the WTR and WTM programs. Data will be collected in the Fall, Winter and Spring for grouping and regrouping of students based on changing needs. The instructional coach will work with the administrators to identify and recognize growth. The instructional coach will work with teachers to assist teachers in sharing/explaining data to their intervention/advisory classes.

Literacy:

Principal, assistant principals and the instructional coach will facilitate teachers who will utilize MAP Data to develop Student Learning Objectives (SLO's) and track data utilizing common assessments, formative assessments and MAP data to ensure that all students are making educational progress.

"Walk to Read" program- students will be grouped by Lexile level and teachers will implement targeted instruction based on the groups Lexile level and needs.

Utilize Lexia- online program to improve vocabulary development across academic subjects

Math:

Principal, assistant principals and the instructional coach will facilitate teachers who will utilize MAP Data to develop Student Learning Objectives (SLO's) and track data utilizing common assessments, formative assessments and MAP data to ensure that all students are making educational progress.

"Walk to Math" program- students will be grouped by MAP RIT scores and teachers will implement targeted instruction based on the group's level and needs.

Principal, assistant principals will ensure solid Tier 1 instruction in math by making sure that all math teachers are using the district adopted math materials (iReady). The assistant principal will help math teachers plan and model lessons for math teachers with opportunities for math teachers to observe and debrief as a team. Develop a schedule where teachers plan together, observe each other teach and debrief after observations as a team.

LIFT Program (ATSI Designation)

Afterschool tutoring to meet the needs of the targeted population of students. Tutoring has been scheduled for 5 days a week for 1 hour a day to be supported by teachers and support staff. Recruitment facilitated by assistant principal.

Professional Development:

Instructional Coach will train teachers to complete instructional tours to support goals of classroom management (CHAMPs) student engagement. Working with the principal and assistant principal will develop a schedule and checklist for instructional tours: Set clear performance expectations.

Principal, assistant principals will provide professional development in utilizing the CHAMPs Framework to support classroom management and procedures.

Principal and assistant principals will support teachers in utilizing trauma informed practices after the whole staff is trained by - **Healing Children LLC in September 17, 2026.**

Literacy training by our Instructional Coach - modeling lessons, planning and resource development through staff meetings, professional learning communities and individual meetings/mentoring. Training on vocabulary development across the curriculum, fluency and comprehension strategies will be provided to staff.

Principal, Assistant Principal and Instructional Coach will support the Title 1 and ATSI plans in providing professional development; training staff on classroom management, utilizing math manipulatives and implementation of iReady, training in trauma informed practices and facilitating PLC goals.

Assistant Principal and Instructional Coach will work with math teachers to develop training so the math teachers can go back and facilitate the learning of walk to math teachers in the use of math games/Lessons/manipulatives during PLC/staff meetings.

Staff attending the following conferences will be expected to share information with the rest of the staff during staff meetings: (2 staff will attend virtually or in person depending on funding)

National ESEA Conference (Feb 23-25, 2027) in Louisville, KY

Social Emotional:

Required school folder for all 6th grade students (check-in and check-out every day with advisory teacher)

Principal, assistant principal and instructional coach will support teachers in planning and implementing Jump Start-onboarding incoming 6th grade students to Ryan MS. Students will come before school starts to meet staff, participate in team building activities and orient to middle school.

Principal, assistant principal will support classroom teachers and staff in implementing trauma informed practices and understanding of how trauma affects child development and learning.

The prevention intervention specialist will train students in Peer Mediation, Sources of Strength (SOS), and Teens Against Nicotine Use (TANU)

An emotional support dog will be available at least 2x a week so that students who are struggling can be with the dog to reduce stress and establish a feeling of well being.

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.

Program specific and schoolwide support staff: Ryan will have tutors who will be available to work with students in small groups to assist them with the acquisition of skills to meet standards to include an Alaska Native Education Tutor, Migrant Education Program Tutor, MultiLingual Learner Program Tutor and Reading Tutor. Special Education teachers will work with general education teachers in order to help teachers facilitate small or large group instruction to support special education students and general education students in meeting the standards.

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.

Ryan's master schedule is designed to allow teachers to have longer blocks of time to delve deeper into content and provide small group and individual tutoring during class time.

Ryan will set up a stand alone Walk to Read to provide students targeted instruction in reading comprehension. Students will be grouped by Lexile level and teachers will implement targeted instruction based on the groups Lexile level and needs.

Walk to Math to provide students with targeted instruction in math skills. Students will be grouped based on their MAP and iReady data. Teachers will utilize math manipulatives and targeted instruction to fill in student gaps.

Foundations of Reading will continue 2026-2027, as long as staffing is available.

Teachers will utilize Lexia Power Up –an online program that offers a variety of academic resources that can be adjusted for Lexile levels.

The Title I Assistant Principal and Instructional Coach will provide support to teachers for classroom management, personalized instruction, differentiation of lessons and other instructional support needs as expressed by teachers.

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

Students will be referred to the student support team (SST) to identify reasons why the student is struggling and identify specific strategies for teachers to use to address student needs. Referrals for special education testing will be made when appropriate.

Students who are struggling in school due to the impact of issues or concerns outside of school will be connected with the counselors to identify needs and obtain referrals and support to access community resources to meet those needs.

Annual Evaluation & Review Process

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

Fall, Winter, and Spring Reading Data:

MAP Assessments

LexiaPowerUp Growth Data

Fall, Winter and Spring Math Data:

MAP Assessments

iReady Diagnostics

PLC teams develop SLO's and common assessments beyond MAP to show student growth

Staff attendance at Professional Development trainings and staff meetings with PD components

Utilization of advisory lessons- Mind-Up Curriculum, Wayfinder, School Read Aloud- book & family activities

Create a Peer Mentor Team, SOS Group, and TANU group.

Documentation of student lead/voices in activities around the school and presentation at elementary schools.

Instructional Coaching logs

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.

Ryan will follow all required ESEA ways of reporting our progress on State's annual assessments through newsletters, Annual Title I Parent Meeting and posting the annual school report card on the school and district websites.

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.

Ryan will meet with the leadership team & relevant stakeholders to review data collected throughout the school year, MAP data & discipline referrals to determine the effectiveness of our plan.

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.

Ryan will use feedback from data and input from the leadership team and stakeholders to modify our plan and identify areas of improvement to plan relevant professional development for staff.

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)
☒	\$379,850.00	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.