SALCHA ELEMENTARY SCHOOL

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: Salcha Elementary School **Name of Principal:** Nick Hoy

Address (Street, City, State, Zip): 8530 Richardson Hwy. Salcha, AK 99714

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District Information

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

Address (Street, City, State, Zip): 520 5th Avenue Fairbanks, AK 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?
46%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	07/01/2025	5/7/2026

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Dr. Luke Meinert

Signature: _____

Date: 6-8-26

Name of Principal: Nick Hoy

Signature: Nick Hoy

Date: 5/7/2026

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)*	• Nick Hoy	Head-Teacher:2nd/3rd-Grade-Teacher
Teachers: *(required)*	• Kevin Salus	4th/5th Grade Teacher
Paraprofessionals: *(required)*	• Mindy Marple	Administrative Secretary
Parents & Community: *(required)*	• Britany Garrison	Parent
School Staff *(required)*	• Nick Hoy, Mindy Marple, Kevin Salus, Beverly O'Donnell, John Sanders	Vertical PLC members - Certified and classified instructional school staff.
Technical Assistance Providers: *(as appropriate)*	•	
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.

Salcha uses an integrated approach to our plan development, weaving our review of data, utilization of our previous plans and strategies, and observed trends into our weekly vertical PLC meetings, daily collegial and parent conversation, social media, and parent and family contact (email, phone calls, face to face, Student support team meetings) to develop our schoolwide plan.

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)
9/24/2026	Vertical PLC/Data Team Meeting Reading intervention needs - schoolwide	x Planning Team x All Staff ☐ Parents/Community
12/8/26	Schoolwide Vertical PLC/Data Team Meeting K-3/Needs Assessment for next year	x Planning Team x All Staff ☐ Parents/Community
4/22/27	Schoolwide Vertical PLC/Data Team Meeting 4-5/Needs Assessment for next year	x Planning Team x All Staff ☐ Parents/Community
4/28/2027	SPTG "PTA" meeting discussing school wide support for next year	x Planning Team ☐ All Staff x Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
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.

We communicate with school and community members about our Title I status, what it means, how it's achieved, the benefits, and how it is utilized for our children with the weekly school wide newsletter, the Open House Family Engagement event, Family Engagement Nights, and other opportunities throughout the school year. We also engage families through Title I parent meetings, interactive Title I newsletters, parent/teacher conferences, social media, conversation via phone/email/face to face, and 'commercial breaks' during school holiday programs, awards, and end of year activities.

Comprehensive Needs Assessment

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

Staff, parents and community come together because we care for our children, our complex northern community and our beautiful state, Alaska. We grow together because we have a vision of childhood. While literacy and achievement consume every professional conversation, we never forget that childhood should be rich with music, art and the wildness found in nature. Our children have many needs. As a high poverty K-5 school forty miles from Fairbanks, our students lack access to opportunities and infrastructure other children in our district have readily available. Our parents work hard and often cannot afford to get our children the internet connectivity or transportation to the wide range of enriching activities available in Fairbanks. As a staff and community, we resolve to bring those experiences to them to the best of our abilities. Salcha Elementary School serves as the only community location with reliable internet and cell phone service.

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.

Salcha uses an integrated approach to its Title I Plan development including the Needs Assessment. The process of reviewing both formative and summative assessment data throughout the life cycle of the plan allows us to look for trends to discuss during our weekly vertical PLC meetings. As a result of reviewing the data, adjustments are made accordingly.

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	Med	Continued focus on ELA based on lower reading scores among Lower Socio-Economic, SpEd, Transient, and students with academic gaps. Focus areas: phonics and spelling for intermediate grades, conventions in writing, early literacy skills.
	Mathematics instruction for all students	Med.	Continued focus on core math based on low test scores and individual student academic gaps. Focus on basic facts, critical thinking, vocabulary, showing thinking, and end of year skills (geometry, statistics, measurement) where test scores are lower. Need for skilled personnel to provide intervention work and access to instructional materials.
	Science instruction for all students	Low	Continued instructional coaching/peer mentoring in order to sustain high quality, project based science instruction with focus on interpreting data and graphs.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Other content area instruction for all students	Low	Handwriting: Legibility, as determined by observation, is severely lacking due to missed opportunities for practice during the pandemic.
	Support for students with disabilities	Med.	SEL, ELA, Math, organization and study skills.
	Support for migrant students	Low	
	Economically disadvantaged or low achieving students	High	Lower scores as a sub group. Access to skilled instructional staff for core instruction, interventions and resources.
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	Med.	Align family perspectives with school attendance data and the impact of absences.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Transient students enrolling below grade level and/or students enrolled for an insufficient duration to close achievement gaps. SEL intensive support.
Curriculum	Core curriculum aligned vertically and with state standards	High	High teacher turnover rate and difficulty in hiring staff requires constant professional development and review of the essential learnings and best practices in instruction of the curriculum. Students challenged by Math content language; barrier to successful math achievement.
Instruction	Effective instructional strategies and tiered interventions	High	Reliable, consistent, skilled staff including teaching assistants, tutors, and classroom teachers to effectively deliver instruction, support SEL and have adequate access to the technology.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med.	Training and consistent implementation of formative and progress monitoring assessments: Training to effectively administer and interpret Benchmark Assessment System 3x/year; a non computer tested data point for reading.
Supportive Learning Environment	Safe, orderly learning environment	Med.	Kindergarten students need to have learned skills to be safe so that they are ready to learn without disrupting/hurting themselves/others. SEL areas of growth mindset, grit, perseverance, curiosity, and intrinsic motivation.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			Skilled, consistent and reliable staff to support and instruct students.
Family Engagement	Family & community engagement	Med.	Appropriate, natural and logical consequences to address student behaviors per discipline referrals and behavior logs. Support for parents to address SEL and behaviors of children in school and at home
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med.	Continued rigorous and targeted professional development in core subjects and classroom management.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med.	Data interpretation and analysis skills of students' academic and social/emotional growth for new to profession teachers.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	Support schoolwide behavior, serve as instructional coach. Leadership needs at a small school differ from larger learning environments; a building administrator needs district levels of support to include appropriate staffing to provide quality teaching and learning.

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
Reading & Language Arts	Spring 2026 iReady data: • 43% students (K-5) scored at or above grade level	By May 2027, 48% of students (K-5) will score at or above grade level on iReady, HMH Into Reading, Haggerty, AK-STAR, mCLASS.	• iReady • mCLASS • MAP • AK-STAR

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
	• 53% scored below grade level.	PD for all instructional staff on curriculum, instruction & assessments	
Math Intermediate Grades (3-5)	Spring 2026 iReady data: • 52% students (K-5) scored at or above grade level	By May 2027, 58% of 3rd-5th grade students will meet iReady ATG targets.	• iReady • MAP • AK-STAR
Attendance; reduction of chronic absenteeism	Attendance rates decrease as the year progresses. Inverse relationship between student engagement and absences.	Maintain a 95% attendance rate each month Implement SEL practices and PBIS. Engage students through remote means when they aren't present for in-person learning.	Attendance data Counselor Logs Behavior Logs Parent Contacts Remote Learning outcomes such as assignment completion

Schoolwide Plan Strategies

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

Salcha will provide targeted professional development to instructional staff in the areas identified ELA, Math, SEL and Handwriting in order to provide rigorous core instruction in ELA and Math. Formative and summative assessment data will be reviewed regularly in order to identify students in need of intensive intervention for Math, Reading, Handwriting/Writing and/or SEL. Evidence-based, and strategically implemented interventions in the areas of reading, math, and SEL will be provided by skilled instructors. Focus will also be placed in supporting parents with the skills they need to support their student academically and social/emotionally through practices such as Parenting Partners. Remote learning opportunities will be enhanced to maintain student engagement when in-person attendance is disrupted.

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.

Ensuring all students have access to skilled instruction is the first and foremost goal for Salcha's Title I Plan. All instructional staff will be participating in professional development in the selected evidenced-based intervention programs so that students receive rigorous, consistent interventions with frequent monitoring and adjustments. Salcha will assess students in multiple ways to provide correct placements. Title I funded support staff are critical to the success of Salcha's core and intervention programs. Salcha will also use its longstanding place-based project-based approach to engage all students and tap into their preferred learning styles. New students will be welcomed and provided with the support they need to begin making immediate progress from wherever they are starting-whether at grade level or as is often the case, below-grade level.

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.

Salcha will sustain and maintain throughout all grade levels its place-based, project-based and active (brain-based) approach to learning. The staff will build upon the effective teaching practices and rigorous intervention delivery methods learned in 2025-2026 with continued professional development in 2026-2027 for all instructional staff. Salcha will target instruction schoolwide in areas such as writing and handwriting. Salcha leadership will advocate for improved access (including internet connectivity) and training (especially for multigrade classrooms) of district adopted programs.

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

Salcha will use multiple data points including formative assessments to gather the necessary information to determine skill needs, correct intervention placement if warranted, and necessary time allocations. Evidence-based resources that align with the students' learning style will be utilized. Instructional staff will be intentionally and professionally trained for delivering interventions. Dynamic partnerships with parents and families will be strengthened through outreach and activity opportunities focused on students' academic and SEL needs. Attendance will be closely monitored and enhanced through remote learning opportunities with strong accountability measures. Remote learning will be utilized to mitigate the negative impact absences have on student achievement.

Annual Evaluation & Review Process

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

Salcha classroom teachers will meet together weekly as a vertical PLC with classified instructional staff invited to attend to discuss student achievement data and observed trends in student learning. These meetings will also be an opportunity for the school staff to identify and address professional learning needs as suggested by the data. In addition to the vertical PLC meetings, the Title I team will meet regularly at the school level and districtwide meetings to review plan implementation and consider necessary program adjustments.

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.**

Salcha will measure and report student progress on the State's annual assessments using DEED's School Report Card to the Public. The information will be shared with staff, community, and stakeholders via the school's website, the annual Title I parent meeting, the school newsletter, social media, at staff meetings and PLCs.

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.**

Salcha will utilize HMH Into Reading, mCLASS, MAP, and iReady diagnostic scores to place students into intervention or enrichment groups at minimum 3x per year during data team meetings. Students will be progress monitored regularly and placements will be changed as appropriate. The vertical PLC meetings will provide dedicated time and focus to review data and student progress; students in need of additional and/or intensive support will be identified and program adjustments made accordingly. Ultimately, Salcha will be able to use the spring 2026 results of AK STAR along with individual student progress/growth achievement to evaluate the overall effectiveness of the plan. Although all students may not be at grade level at the end of the year, particular focus will be on those students' success at meeting growth targets, if not grade level targets.

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.**

Salcha will evaluate its student data in data team meetings after each assessment period (fall, winter, spring) with the mid-year (winter) assessment used as the latest data points to determine the effectiveness of the Reading and Math program. The mid-year team meeting will determine the need for adjustments in the current year's plan as well as serve as the basis for the needs assessment for next year's plan and budget priorities.

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)
☒	**$53,081.60**	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.