



Ticasuk Brown Elementary TITLE I SCHOOLWIDE PLAN

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

2026-2027



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Contact Information

School Information

Name of School: Ticasuk Brown Elementary School Name of Principal: Catherine Pusch

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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?
40.7%	☒ Yes ☐ No	☐ Yes ☐ No

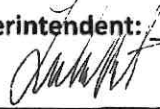
Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes ☒ No	[08/15/2026]	[05/27/2027]

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: 10-8-26

Name of Principal: Catherine Pusch

Signature: 

Date: 10-3-26

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)	Catherine Pusch	Principal
Teachers: (required)	Brandi Beaudreau Abigail Devine Suzanne Gates	Teachers
Paraprofessionals: (required)	Candace ~~Corkine~~ Kokine	Student Behavioral Support Technician
Parents & Community: (required)	Jessica Violet	Parent
School Staff (required)	Julie Naylor-	Counselor
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)	Christopher Nelson	Assistant Principal
*Title Programs:	Nicole Krenzke	Instructional Coach
*CTE:	N/A	
*Head Start:	N/A	
Specialized Instructional Support: (as appropriate)	N/A	
Tribes & Tribal Organizations: (as applicable)	N/A	
Students: (if plan relates to secondary school)	N/A	
Other: (as needed)	N/A	

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

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

Our leadership team met and looked at data and then we met as a staff, reviewed our data in our data room. We have participated in the District Title 1 planning meetings and have held a night that looked specifically at the data from our low socioeconomic status students.

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)
09/18/25	District Wide Planning meeting	x Planning Team ☐ All Staff ☐ Parents/Community
05/2/25	District Wide Planning meeting	x Planning Team ☐ All Staff ☐ Parents/Community
1/28/26	Family Night/ Title Meeting	☐ Planning Team x All Staff X Parents/Community
9/17/25	Leadership/ Title Team	x Planning Team ☐ All Staff ☐ Parents/Community
11/12/25	Leadership/ Title Team	x Planning Team ☐ All Staff ☐ Parents/Community
1/14/26	Leadership/ Title Team	x Planning Team ☐ All Staff ☐ Parents/Community
3/11/26	Leadership/ Title Team	x Planning Team ☐ All Staff ☐ Parents/Community
03/03/26	District Wide Winter Planning meeting	X Planning Team ☐ All Staff ☐ Parents/Community
12/10/25	Staff Meeting/ Family Night Planning	☐ Planning Team x All Staff ☐ Parents/Community
4/29/26	Staff Meeting/ Family Night Planning	☐ Planning Team x 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 held several meetings with parents which were announced through newsletters and electronic messages. Follow up newsletters and video newsletters were sent after the meeting. Separate meetings were held with staff.

Comprehensive Needs Assessment

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

Ticasuk Brown Elementary is proudly named in honor of the outstanding Alaska Native educator, Emily "Ticasuk" Ivanoff Brown. Emily Ticasuk, born in 1904 and raised in Shaktoolik, Alaska was a dedicated teacher for over 30 years. She did much to preserve traditional Alaska Native languages and culture in our state. Emily's Alaska Native name, Ticasuk, means: "Where the four winds gather their treasures from all parts of the world . . . the greatest of which is knowledge." Over the past 35 years, students at Ticasuk Brown Elementary have been inspired by her accomplishments.

The school itself is in the Interior of Alaska near the town of North Pole, just outside the boundaries of Ft. Wainwright Army Base and is part of the Fairbanks North Star Borough School District. It was built in 1987 and has a current enrollment of about 400 preschool through fifth grade students. Ticasuk Brown draws its students from a wide expanse of low-density housing neighborhoods. Although some students live within the walk zone, most students ride a bus to and from school every day. Due to its proximity to Ft. Wainwright, approximately 25% of the students have one or more parent/guardian who are military connected and therefore contribute to a higher than average transiency rate. There are approximately 75 full-time and part-time staff members.

Two significant circumstances set Ticasuk Brown slightly apart from the other schoolwide Title I Schools. Whereas the other schoolwide programs have been established for many years, this school year, 2026-2027 will be the fourth year for Ticasuk Brown to be eligible as a Title I schoolwide program. There is strong enthusiasm in the school community to incorporate the support and resources that Title I will be providing as their students and families present with many of the academic and other needs associated with high poverty. The other circumstance that sets this school apart is that it is being impacted significantly by boundary changes and/or grade span changes due to the Closure of Midnight Sun Elementary. Ticasuk gained over 120 students last year and our rate of students experiencing poverty increased. Ticasuk was recognised as a Distinguished Title I school in 2024-2025 and has quickly become well established as a Title I school. We expect that Title I programs will help as we transition to a much larger school with the same or higher level of need.

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.

Ticasuk Brown's Title I team participated in the annual Titlewide Evaluation and Needs Assessment meeting on March 3, 2026. Multiple sources of school level data were presented and analyzed at this meeting including: Demographics, Achievement data from 2025-2026 school report card, school climate surveys, DESSA, along with the current year's iReady, mClass, and MAP data. The principal then led the effort to establish a designated data room at Ticasuk where students' movement between tiers are readily visible. As the leadership team and staff incorporate the data room with regular tier reviews (at minimum, quarterly) additional benefits of the highly visible tiers become apparent. The investment of time and resources to maintain the visible tiers for each student at Ticasuk Brown is proving to be more than worthwhile, it is essential for ensuring each student is moving forward with and accelerating their individual reading skills.

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	Students consistently below grade level in reading/language arts based on MAP, AIMSweb Plus, AK STAR, and AR data review.
	Mathematics instruction for all students	High	Students consistently below grade level in math skills based on MAP, AK STAR, iReady diagnostic assessment, and teacher data collection.
	Science instruction for all students	Low	
	Other content area instruction for all students	Low	
	Support for students with disabilities	Low	
	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, AIMSweb Plus, AK STAR, DESSA, & 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	High	Regular Attendance for the district is defined as 90% or better. Regular Attendance rate for the district 66%. For Ticasuk the regular attendance rate is 63% for 2025-2026 school year. This is a 3% increase from 60% for the 2024-2025 school year. While we met our goal of a 2% increase, attendance continues to be an area of concern
Demographic data	Support for other populations such as subgroups, homeless, foster care, 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)
	neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	Low	
Instruction	Effective instructional strategies and tiered interventions	High	Changes in curriculum and philosophy of teaching reading will require support and training in new strategies and interventions particularly in Math.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	
Supportive Learning Environment	Safe, orderly learning environment	Low	
Family Engagement	Family & community engagement	Medium	Family engagement is improving particularly for parent nights. Our family nights were very well attended. All three events had well over 200 people in attendance.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	Need for continued PD in UFLI for new staff, Math PD for All Staff and a review/refresher of CHAMPS for all staff based on AK STAR, MAP, mClass.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Several new-to -profession teachers will be joining our team this year.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	
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
Reading Language Arts	-69% of Students scored at or above the 41st percentile on Spring 2026 MAP -66% of K-3 Students scored at or above benchmark on the Spring mClass Assessments 24% of students scored proficient or above on the 2024 AK Star.	-71% of Students will score at the 41st percentile or better on Spring 2027 MAP - 68% or more of K-3 grade students will score at benchmark or above on Spring mClass assessments -26% of students will score proficient or above on the 2026 AK Star.	mClass MAP AK Star
Math	-58% of students scored at or above benchmark on the Spring 2026 Map Assessments -45% of students scored on grade level or above on the Spring 2026 iReady Assessments -26% of students scored proficient or above on the 2025 AK Star.	-60% of students will score at or above benchmark on the Spring 2027 Map Assessments -47% of students will score on grade level or above on the Spring 2027 iReady Assessments -28% of students will score proficient or above on the 2026 AK Star.	Map, iReady, AK STAR
Social Emotional	210 -"reset recesses" were assigned in the 2025-2026 school year. 65 suspension days were issued in 2025-26 school year	Reduce the number of reset recess by 2% during the 2026-2027 school year Reduce the suspension level incidents by 2% during the 2026-2027 school year.	Behavior Tracker Suspension Report
Targeted Support & Improvement (TSI) Alaska Native/American Indian Students	63% of Alaska Native/Am Indian scored at or above the 41st percentile on Spring 2026 MAP in LA	65% of Alaska Native/Am Indian scored at or above the 41st percentile on Spring 2026 MAP in LA	

Schoolwide Plan Strategies

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

Ticasuk Brown will use Title I Resources to implement a Walk to Read Program (K-5). Spring Math will be piloted school wide in 2026-2027.

The instructional capabilities of the staff will be enhanced through the support of a Title I Instructional Coach. The Instructional Coach will provide non-evaluative observations, feedback and support to teachers along with being on the Title I Team to assist with identifying specific deficits along with possible solutions.

The Title I support staff Tutors will allow teachers more opportunities to focus on struggling students and will decrease the student/instructor ratios during the Walk to Read period.

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.

Ticasuk Brown prides itself on meeting individual student needs. The Title I Plan incorporates additional support to benefit all students, especially those students who are behind academically or not making adequate progress. The Walk to Read period will be a 30- minute block to focus on individual student needs in reading. Students identified as needing additional math support will be given additional opportunities to focus on Math during the instructional day.

Ticasuk Brown 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.

Ticasuk Brown will continue to use our building tutors and Title I Teaching Coach to enhance the instructional capabilities of the teaching staff and provide enrichment as additional, daily learning support for our students.

The Assistant Principal enforces consistent, predictable school-wide discipline routines, reducing classroom referrals to save valuable instructional minutes from being lost to behavioral distractions.

The Instructional Coach will provide non-evaluative observations, feedback and support to teachers thereby improving the quality and quantity of instructional time on task.

Family engagement and consistent input into the Title I Plan will provide opportunities to build stronger relationships with families and better meet their immediate needs for improving academic outcomes of their students.

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

Ticasuk Brown's Title I Plan is focused on the needs of the students most at risk: by implementing a strategically planned Walk to Read Program and targeted Math interventions. Additionally, teachers will have much needed instructional support with the availability of a skilled Instructional Coach. 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.

The Assistant Principal orchestrates the logistical framework of MTSS/RTI, ensuring that tier-based interventions are intensive, high-quality, and structurally supported. He also regularly reviews intervention logs to ensure teachers administer and document progress-monitoring assessments with consistency.

Annual Evaluation & Review Process

A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned. Title I Instructional Coach 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 using the dedicated data room 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), Into Reading HMH unit exams, as well as classroom observations and informal assessments.

B. The schedules of the Title I tutors will be incorporated into the Master Plan to ensure students are receiving as much small group intervention attention as possible. Family Engagement will be monitored and assessed through survey responses, engagement on the website, facebook page, newsletter responses and family night attendance rates. Attendance will be closely monitored for improvement; targeted messages and documented support will be provided to families with irregular attendance patterns.

C. 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 Ticasuk Brown's staff and parent community through newsletters and the school website. 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.

D. 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.

Ticasuk Brown will hold Data Teams Meetings at minimum every quarter after mClass and MAPS assessment results are available. Data teams will consist of certified staff, classified staff and when appropriate additional SEL staff such as counselor, nurse and social services manager. Title I Tutor schedules will be evaluated regularly to ensure the walk to read schedule and math intervention schedule are optimizing student achievement. Since attendance is a high priority, attendance records will be reviewed regularly. Families in need of additional support for attendance will be referred to appropriate staff such as Social Services Manager or others. The annual mid-year titlewide evaluation and needs assessment meeting will allow the Title I team to review progress up to that point and make adjustments as indicated in the data for the second semester.

E. 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.

Ticasuk Brown will evaluate its student data mid-year 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 determine the

needs assessment for next year's plan and budget priorities. Ticasuk Brown follows a continuous improvement cycle: data is reviewed, needs are identified, plans are developed and implemented and then data is reviewed again. The data determines the extent to which Ticausk Brown continues with the same plan or whether to make adjustments to support the academic progress of more students.

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)
☒	460,630.40	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.