Sidney C. Huntington Elementary School

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: Sidney C. Huntington Elementary School **Name of Principal:** Lisa Shelby

Address (Street, City, State, Zip)**:** P.O. Box 299, Galena, AK 99741

Phone: 907-656-1883 **Fax:** **Email:** lisa.shelby@gcsdk12.org

District Information

Name of District: Galena City School District **Name of Superintendent:** Dr. Jason Johnson

Address (Street, City, State, Zip)**:** P.O. Box 299, Galena, AK 99741

Phone: 907-656-1883 **Fax:** **Email:** Jason.johnson@gcsdk12.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?
52.86%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

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

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. Jason Johnson

Signature: Jason Johnson (Oct 29, 2026 08:26:58 AKDT)

Date: 10/28/26

Name of Principal: Lisa Shelby

Signature: lisa Shelby (Oct 29, 2026 07:43:33 AKDT)

Date: 10/28/26

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)*	• Lisa Shelby, Principal (grades PK-8)	Oversee academics and implementation of the schoolwide plan at SHS; lead data review and approve the plan
Teachers: *(required)*	• Ryann Schedele	Provide input on student needs, instruction, and interventions; carry out schoolwide strategies in the classroom
Paraprofessionals: *(required)*	• Mike Honrade	Provide input on student support needs and small-group and intervention supports
Parents & Community: *(required)*	• SHS Parent Advisory Committee	Provide family input on Title I-A programming, the Parent and Family Engagement Policy, and the School-Parent Compact
School Staff *(required)*	• Ashley Murray	Provide input on students' academic, social-emotional, and postsecondary needs; coordinate student support services
Technical Assistance Providers: *(as appropriate)*	• N/A	No technical assistance provider was involved at this time
Administrators: *(as appropriate)*	• Jesse McCloud, Asst. Principal	Support data review, MTSS, and implementation of the schoolwide plan
***Title Programs**:	• Kaitlin Applegate, Federal Programs Director • Myra Harris, Federal Programs Coordinator	Provide data, facilitate planning meetings, coordinate Title I-A with other federal programs, and manage compliance
***CTE:**	• N/A	No CTE program is consolidated in the schoolwide plan
***Head Start:**	• N/A	No Head Start program is consolidated in the schoolwide plan
Specialized Instructional Support: *(as appropriate)*	• N/A	No specialized instructional support personnel participated at this time
Tribes & Tribal Organizations: *(as applicable)*	• Brooke Sanderson, Louden Tribal Admin	Serves as liaison for the Louden Tribe; provides input on cultural, language, and community supports for Alaska Native students
Students: *(if plan relates to secondary school)*	• N/A	Not applicable; plan does not relate to a secondary school

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

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

The schoolwide plan was developed through a collaborative and comprehensive process ensuring meaningful consultation with stakeholders who are responsible for implementing and supporting the plan. The planning process included participation from school leadership, teachers, program staff (Title I, Title III, Migrant Education, and Special Education), and family representatives.

The initial data analysis was conducted by Federal Programs staff, utilizing multiple data sources to provide the school team with an overview of current achievement levels across demographic groups to assist the school team in their planning process.

SHS parents were invited to both school and districtwide stakeholder meetings where Title I-A information is presented and discussed, giving parents an opportunity to provide input. Additionally, parents are invited to give input through ESEA stakeholder survey.

The plan was reviewed by school leadership prior to finalization to ensure alignment with identified needs and compliance with Title I requirements. The school will continue to engage stakeholders in the ongoing review and revision of the plan as part of the annual evaluation process, ensuring that the plan remains responsive to student needs and supports continuous improvement.

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)
10/22/25	Title I-A Stakeholder Meeting (IDEA, Sidney C. Huntington Schools, GILA): Title I-A requirements, School-Parent Compacts, Parent and Family Engagement Policies, school allocations and budget	☒ Planning Team ☒ All Staff ☒ Parents/Community
4/13/26	Districtwide ESEA Stakeholder Meeting: collaboration between programs; Title I-A, I-C, II-A, and IV-A funds and plans for the coming year	☒ Planning Team ☒ All Staff ☒ Parents/Community
5/19/26	Federal Programs Team Meeting: end-of-year review of Title I-A implementation and student data; coordination of Title I-A, I-C, II-A, III-A, IV-A, and VI programs; Migrant recruitment and identification; student supports and services for EL, Migrant, homeless, and Alaska Native students; planning for the coming school year	☒ Planning Team ☐ All Staff ☐ Parents/Community
08/18/26	Title I-A Planning Team Meeting: review of data, begin comprehensive needs assessment and identify root causes; review prior-year goals and plan implementation; discuss student recruitment, supports, and services for at-risk students and special populations	☒ Planning Team ☐ All Staff ☐ Parents/Community
08/26/26	Title I-A Technical Assistance Meeting: schoolwide program requirements, allowable uses of funds, and supplement-not-supplant; coordination with Title I-C, III-A, VI, and special education services; MTSS and intervention supports; family engagement	☒ Planning Team ☒ All Staff ☐ Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
	requirements and School-Parent Compact; plan timeline and staff roles	
09/15/26	Title I-A Planning Team Meeting: finalize needs assessment priorities; draft measurable goals, strategies, and evaluation measures; align Title I-A budget and coordinated federal, state, and local resources to identified needs; review student supports, services, and recruitment; plan family and community input on the draft plan	☒ Planning Team ☐ All Staff ☐ Parents/Community
November 2026 (planned)	Annual Title I-A Meeting: present Schoolwide Plan, Parent and Family Engagement Policy, and School-Parent Compact	☒ 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.

SHS uses multiple methods to communicate effectively. Parents of SHS students and members of the community are invited to attend all SHS PAC meetings. School's Title I-A plan is continuously discussed throughout the school year as new information is collected regarding student progress, academic needs, school supports, etc.

Meetings for SHS parents and community members are advertised through personal invitations to individuals, KIYU Wireless announcements, parent emails through automated systems, word-of-mouth, staff meeting and email notifications, social media posts and letter mailouts.

Comprehensive Needs Assessment

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

Sidney Huntington Elementary School is located in and serves the rural Alaska town of Galena as the only elementary school in the area. Galena does not have roads leading to other communities, access is only by air or by river. While the majority of the students at Sidney Huntington Elementary School are of Athabascan or other Alaska Native heritage, the school increasingly serves students whose families originate outside Alaska, adding to the rich cultural mosaic of the school and the community of Galena. Students are connected with the local culture through the provision of Denaakk'e language instruction and immersion in the Koyukon Athabascan ways of knowing.

Approximately 58% of the students attending Sidney Huntington Elementary School are eligible for Indian Education Program services. 34% of the students are eligible for Title I-C supports, with the majority of the families engaging in traditional subsistence activities, both fishing and berry picking, which often take the families outside the community for extended periods of time. Furthermore, approximately 22% of the students receive additional supports through student support services. The vast majority of the more than 53% of the students considered economically disadvantaged qualify due to their status as Migrant eligible. This speaks to the unwavering commitment of the Galena community to traditional Athabascan values and customs, respecting and living from the land. Sidney Huntington School also serves preschool age children in their three and four year old program. The preschool program constitutes approximately 16% of the student body at Sidney Huntington Elementary.

Louden Tribe works in close partnership with the school district and the local schools in Galena. The Tribe works with the school to teach the younger generation the old ways of living with the help from elders in the community, including a growing focus on language revitalization efforts of Denaakk'e. One of the most significant collaborations between the Louden Tribe and the school district is the Enaa Neenyo Early Childhood Development Program for children ages 1 through 5.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The process began with the collection and analysis of multiple sources of data, including Spring 2026 AK STAR results in English Language Arts and Mathematics, Alaska Science Assessment data, ACCESS for ELLs, attendance data, and local assessment information. The planning team reviewed and analyzed these data to identify trends, gaps in student achievement, and areas of need, with a particular focus on students who are failing or at risk of failing to meet State academic standards.

Following the data review, the planning team engaged in structured discussions to identify root causes contributing to low student performance. Based on the identified needs, the team collaboratively developed schoolwide goals focused on improving student achievement in Mathematics and English Language Arts, as well as increasing English language proficiency.

Stakeholder input was incorporated throughout the process. Families were given opportunities to provide input through communication channels such as meetings, surveys, and direct outreach. The survey questions were formulated to address the needs of specific student populations, including English learners, Migrant students, McKinney-Vento students, and Alaska Native/American Indian students. This ensured that the plan reflects the needs and perspectives of the broader school community.

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	**AK STAR English Language Arts (ELA) Spring 2026 (grades 3-6, 100% participation):** • 24.0% of students are at/above grade level • **76.0% are below grade level** • Largest group: Approaching Proficient (64.0%) **MAP Reading Spring 2026**: • 34% of students are above 60th percentile (at grade level) • **56% of students are at or below 60th percentile (support needed)** • Grades 2, 3, 4, and 5 performed below 60th percentile **MAP Language Use Spring 2026**: • 26% of students are above 60th percentile (at grade level) • **74% of students are at or below 60th percentile (needing support)** • Grades 5 and 6 performed significantly better than lower grade levels **mClass End of Year Spring 2026:** • 81% of students performed at or above grade level • **19% of students performed below or well below grade level**
	Mathematics instruction for all students		**AK STAR Mathematics Spring 2026:** • 40.0% of students are at/above grade level (up from 18.5% in Spring 2025) • **60.0% are below grade level** • Largest group: Needs Support (32.0%) **Mathematics MAP Spring 2026:** • **45% of students are at or below 60th percentile (support needed**) • 55% of students are above 60th percentile (at grade level) • Across grade levels, grades 3, 4, and 5 performed at or below 60th percentile **mClass Math End of Year Spring 2026:** • 87% of students are at or above grade level • **13% of students are below or well below grade level**

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Science instruction for all students	Medium	Spring 2026 Alaska Science Assessment (grade 5): 40.0% of students scored proficient or advanced; 60.0% scored Far Below Proficient. Only five students tested, so subgroup results are suppressed.
	Other content area instruction for all students	Low	No additional content area needs were identified beyond ELA, Mathematics, and Science.
	Support for students with disabilities	Medium	Spring 2026 AK STAR: 83.33% of students with disabilities scored below proficient in ELA and 66.67% in Math, compared with 76.00% and 60.00% for all students.
	Support for migrant students	High	Migratory students are the lowest-performing subgroup: 90.00% scored below proficient in both ELA and Math on the Spring 2026 AK STAR, compared with 76.00% and 60.00% for all students.
	Economically disadvantaged or low achieving students	High	Spring 2026 AK STAR: 80.00% of economically disadvantaged students scored below proficient in ELA and 86.67% in Math, compared with 76.00% and 60.00% for all students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	School did not have EL students school year 2024-2025, no ACCESS data available. There were five (5) new students needing English Language Development support. There are currently no support systems for ELD, this is high need area for improvement.
Graduation & dropout rate	Ensure students will graduate from high school	N/A	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	2025-2026 average daily attendance for grades K-6 was 88.72%. Attendance was lowest in kindergarten (84.99%) and grade 2 (83.82%), compared with 89.39% to 92.83% in grades 1 and 3-6. Lower attendance in the early grades reduces instructional time during the years when foundational reading and math skills are built.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Female students are achieving significantly lower than male students (Spring 2026 AK STAR): • ELA at/above: 12.5% (female) vs 44.4% (male) • Math at/above: 18.8% (female) vs 77.8% (male) Alaska Native/American Indian students: 20.0% at/above grade level in ELA and 35.0% in Math.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Curriculum	Core curriculum aligned vertically and with state standards	High	Data indicate inconsistencies in curriculum alignment and implementation across grade levels, impacting student access to grade-level standards
Instruction	Effective instructional strategies and tiered interventions	Low	District implemented interventions during school year 2025-2026, which has led to more consistent use of evidence-based strategies and tiered supports to meet student needs. Continued use of the intervention strategies will ensure increased student achievement.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	Staff utilizes formative assessment and progress monitoring to guide instruction and intervention.
Supportive Learning Environment	Safe, orderly learning environment	Low	Civil rights data collection indicates that SHS offers a safe and orderly learning environment for its students. There are no in-school suspensions reported and only three instances of out-of-school suspension or expulsion with educational services.
Family Engagement	Family & community engagement	Medium	Family engagement data indicate a need for increased communication and support to help families understand academic expectations.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Staff require ongoing professional development to strengthen curriculum implementation, instructional strategies, and use of assessment data.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Teachers require continued support in differentiation and intervention strategies to meet diverse student needs.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Current staffing meets requirements; continued efforts are needed to recruit and retain qualified educators in a remote, fly-in community.
Leadership	Recruiting, training & retaining qualified principals	High	School has had Assistant Superintendent as Acting Principal during school year 2025-2026 (since October 2025); recruiting, training, and retaining Principals is a need.

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
Mathematics Achievement	60.0% of students were below grade level in Spring 2026 AK STAR Math (40.0% at/above)	By spring 2027, increase the percentage of students at/above grade level in Math from 40.0% to at least 50%.	AK STAR Mathematics, MAP Growth
Reading/Language Arts Achievement	76.0% of students were below grade level in Spring 2026 AK STAR ELA (24.0% at/above)	By spring 2027, increase the percentage of students at/above grade level in ELA from 24.0% to at least 34%.	AK STAR ELA (grades 3-6), MAP Growth (grades K-6), mCLASS (grades K-3)
English language proficiency	Individually by student: determined by DEED for each student by calculating	By spring 2027 increase student proficiency in English : students at lower proficiency levels (1.0-2.0) show at least 0.7 Overall Proficiency Level growth in WIDA ACCESS, students at higher proficiency levels show at least 0.4 Overall Proficiency Level growth in WIDA ACCESS.	All students meet their individual growth target in WIDA ACCESS annually.
Curriculum Alignment		By spring 2027, complete vertical alignment of core ELA and Mathematics curriculum to Alaska standards across grades PK-6, with implementation documented in classroom walkthroughs.	Curriculum maps, walkthrough/observation data, data team minutes

Schoolwide Plan Strategies

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

SHS will continue to strengthen Core instruction to increase achievement in Mathematics and English Language Arts by continued implementation of evidence-based Tier I instructional practices aligned with state standards, using consistent research-based curriculum across grade levels, providing structured literacy instruction blocks, integrating math problem-solving and conceptual understanding strategies, and utilizing differentiated instruction to meet diverse learning needs.

Data teams will meet regularly to analyze formative and summative assessments and instructional staff will utilize universal screening/benchmark tools to identify at-risk students, adjusting instruction based on real-time student performance. Teachers and instructional leaders will continue to utilize the Multi-Tiered Systems of Supports (MTSS) to close achievement gaps by implementing Tier II and Tier III interventions to provide small-group and individualized instruction based on student needs utilizing evidence-based intervention programs for math and literacy. Student progress is monitored frequently and interventions are adjusted accordingly.

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.

Special population needs are addressed to close achievement gaps among subgroups by providing language development support for English learners, ensuring accommodations and modifications are implemented consistently in collaboration with special education and intervention staff. Additionally, inclusive practices are used within general education settings, ensuring that special populations are able to access Tier I instruction

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.

SHS will continue the implementation of protected instructional blocks in Mathematics and Literacy while reducing non-instructional interruptions during core learning time. Strategies such as gradual release of responsibility will be utilized as well as extended learning time for all students in need during after school programming.

SHS will use evidence-based instructional practices aligned to state standards, ensuring that clear learning objectives and success criteria are presented for every unit and lesson. Teachers will incorporate rigorous, grade-level content while providing students with appropriate scaffolds and checking frequently for understanding and providing immediate feedback.

Enrichment programs are used to provide extended learning opportunities for all students, while ensuring student access to subjects beyond Mathematics and English Language Arts: Science/STEM, Social Studies/Civics, Music/Art, P.E., and Technology/Digital Literacy. School has a special focus on providing cultural enrichment through Denaakk'e cultural and language instruction.

SHS supports young children's transition into kindergarten through its three- and four-year-old preschool program and its partnership with the Louden Tribe's Enaa Neenyo Early Childhood Development Program, coordinating on kindergarten readiness, family transition activities, and sharing of early learning information with families.

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

SHS will ensure early identification of at-risk students by the use of screening assessments (benchmark, diagnostic, and formative data) and monitoring overall academic performance across subgroups to identify any achievement gaps. The MTSS system will ensure high-quality core instruction at Tier I for all students, targeted small-group interventions at Tier II, and intensive individualized instruction at Tier III.

Classroom teachers will ensure differentiated instruction is utilized in every classroom: providing appropriate scaffolds and supports (e.g. graphic organizers, modeling, guided practice), adjusting content, process and products to meet diverse learning needs, and incorporating multiple modalities such as visual, auditory, and hands-on in their instruction.

Students will be engaged in the process by helping students track their own progress and providing frequent specific feedback and celebrating growth. For example, English Learner students will review their most recent WIDA assessment scores with their teacher or counselor and set their individual can-do goals for each domain: Listening, Reading, Speaking, and Writing.

Annual Evaluation & Review Process

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

The school will monitor implementation of the Schoolwide Plan throughout the year to ensure that planned strategies, activities, and supports are carried out as outlined and within established timelines. School administrators, teachers, and leadership teams will regularly review evidence of implementation, including lesson plans, intervention schedules, professional development documentation, meeting minutes, classroom observation data, student support records, and participation reports.

Implementation evidence will be compared to the goals, activities, and action steps in the Schoolwide Plan to assess fidelity. The school will conduct quarterly reviews to identify successful practices, address areas where implementation is incomplete or inconsistent, and adjust as needed.

B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

The school will measure student progress annually using AK STAR, the Alaska Science Assessment, MAP Growth, mCLASS, progress-monitoring data, grades, attendance, and other indicators of academic success. Data will be reviewed for all students and disaggregated by federally required subgroups, including economically disadvantaged students, students with disabilities, English learners, migratory students, and Alaska Native/American Indian students.

School and district staff will compare results to previous years and established goals to identify trends, strengths, achievement gaps, and areas requiring additional support. Results will be shared through school and district report cards, Title I meetings, family communications, and school board reports.

C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

The school will annually evaluate the effectiveness of the Schoolwide Plan by analyzing whether implemented strategies, programs, and activities helped students meet State academic standards, using state and local assessment results (AK STAR, Alaska Science, MAP Growth, mCLASS), progress-monitoring data, attendance, and classroom performance.

Particular attention will be given to students performing below grade-level expectations and those furthest from proficiency, including migratory, Alaska Native, and English learner students. The school will assess progress toward measurable goals, student growth, reduction of achievement gaps, and the effectiveness of interventions and support services.

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.

The school leadership and Title I-A planning team will conduct an annual comprehensive review of the Schoolwide Plan. This review will include an analysis of all academic, attendance, and engagement data as well as input from staff, families,

and community stakeholders. As a result of this analysis, the Schoolwide Plan will be revised to address areas of limited progress and any newly identified needs.

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)
☒	7,058.49	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☒	Varies	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.

SHES Title I-A Schoolwide Plan 2026-2027 - Final

Final Audit Report 2026-10-29

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