Galena Interior Learning Academy

TITLE I SCHOOLWIDE PLAN

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

2026-2027

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Contact Information

School Information

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District Information

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

Address (Street, City, State, Zip)**:** 299 Antoski, Galena, AK 99741

Phone: 907-656-1883 **Fax:** 907-656-1368 **Email:** jason.johnson@galenanet.com

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?
78.08%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes ☒ No	11/01/2009	05/22/26

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
Jason Johnson (Oct 23, 2026 09:16:33 AKDT)

Date: Oct 23, 2026

Name of Principal: Peter Burnside

Signature: Peter Burnside
Peter Burnside (Oct 23, 2026 09:01:04 AKDT)

Date: Oct 23, 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)*	• Peter Burnside	Oversight and management of academics at GILA
Teachers: *(required)*	• Suzie Parcon-Bonifacio	Provide insight, input and review to support the academic instruction and growth of students
Paraprofessionals: *(required)*	• Nargelyn Bimbo	Special Education Support
Parents & Community: *(required)*	• Galena Interior Learning Academy Parent Advisory Committee (GILA PAC)	Work cooperatively with GILA Principal to make recommendations for the betterment of the school community
School Staff *(required)*	• Ashley Murray	School Staff provides direct and indirect support services to students, families and school personnel to promote and support students academic and social needs.
Technical Assistance Providers: *(as appropriate)*	• N/A	No technical assistance was provided at this time
Administrators: *(as appropriate)*	• Lisa Shelby	Provide district-level oversight and support for the effective implementation of the district strategic plan and supporting students' academic success.
***Title Programs**:	• Kaitlin Applegate, Federal Programs Director • Myra Harris, Federal Programs Coordinator	Provide support, schedules, facilitate meeting requirements and manage compliance.
***CTE:**	• Jack Green	Provides career and technical supports to students to promote skills and knowledge related to specific vocational fields.
***Head Start:**	• N/A	Galena does not currently have a headstart.
Specialized Instructional Support: *(as appropriate)*	• Nargelyn Bimbo	Provides specialized instructional support for students with disabilities
Tribes & Tribal Organizations: *(as applicable)*	• Brooke Sanderson	Provides support to GCSD programs and is a liaison for the Louden Council
Students: *(if plan relates to secondary school)*	• N/A	GILA attempted to recruit a student representative but did not receive student interest.

Representation	Name of Team Member	Roles/Responsibilities
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.

Prior to the Annual Title I-A Meeting the Director of Federal Programs works with the Federal Program staff and GILA Principal to disseminate the current Title I-A Schoolwide Plan, GILA Parent and Family Engagement Policy, and the School Parent Compact. This provides all Title I-A parents the opportunity to review the current documents and provide feedback during the Annual Title I-A Meeting. Distribution of the documents will be through electronic communication with a link to the district website where the documents are located. Also, parents will be informed that the school will mail the documents to their mailing address if the parents send a written request.

During the first quarter of the school year, the GILA Principal presents the current school year Title I-A Schoolwide Plan, the District Parent and Family Engagement Policy, and the School Parent Compact at the Annual Title I-A Meeting. The Annual Title 1-A Meeting is scheduled in conjunction with a regularly scheduled Parent Advisory Committee meeting so that the parents do not need to find additional time for an alternative meeting.

During the Fiscal Year Planning Meeting, held in the preceding spring of each fiscal year, the GILA Principal works with the Director of Federal Programs to update current years documents including updating individuals, responsibilities, dates and utilizing data shared throughout the year to the Schoolwide Program Planning Team listed above.

Multiple data sources are pulled from to gain a comprehensive picture:

- MAP Growth Goals
- AK STAR Data
- Student, Parent, Staff Strategic Planning Meetings
- ESEA and Migrant Needs Assessment Surveys
- Data collected from other Planning Committees such as Title I-C, Title VI-A, Perkins, etc.

Due to the nature of GILA being a statewide program, input is solicited through in-person and electronic input. The draft of the plan is shared with the GILA PAC members to review and compare with the data from local assessments, surveys and data gathered from other grant programs.

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)
9/26/2025	Title I-A Parent Meeting, Fall Technical Assistance Meeting	☒ Planning Team ☐ All Staff ☒ Parents/Community
10/22/2025	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
11/03/2025	Title I-A Technical Assistance	☒ Planning Team ☐ All Staff ☐ Parents/Community GILA Principal and Federal Programs Director
04/08/2026	GILA Title I Meeting and Parent Advisory Committee: Title I-A requirements; input on the School-Parent Compact, Parent and Family Engagement Policy, Schoolwide Plan, and Title I-A budget	☒ Planning Team ☐ All Staff ☒ Parents/Community no quorum

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
04/13/2026	Districtwide ESEA Stakeholder Meeting: collaboration between programs; Title I-A, I-C, II-A, and IV-A funds and plans for the coming year; Indian Education and Impact Aid	☒ Planning Team ☐ All Staff ☒ Parents/Community staff and parents participated through survey only
04/16/2026	Indian Parent Committee Meeting: district assessment data	☐ Planning Team ☐ All Staff ☒ Parents/Community
04/30/2026	Federal Programs Team Meeting	☒ Planning Team ☐ All Staff ☐ Parents/Community
05/22/2026	GILA Planning Team Meeting • Spring 2026 MAP assessment data • Social Emotional needs • Adjustments in strategies for 2026-2027 • 2026-2027 Title I-A Budget	☒ Planning Team ☐ All Staff ☐
August 2026	School Staff Meeting: GILA Title I-A Plan	☒ Planning Team ☒ All Staff ☐ Parents/Community
November 2026 (planned)	Title I-A Annual Meeting • Title I-A Schoolwide Plan & Budget • Parent School Student Compact • Family Engagement Plan	☒ 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.

GILA utilizes multiple methods to effectively communicate. Parents of GILA students and members of the community are invited to attend all GILA PAC meeting in-person or virtually. The Schoolwide Plan is continuously discussed throughout the school year as new information is collected regarding student progress, academic needs, school supports, etc.

Meetings for the GILA PAC are advertised through personal invitations to individuals, KIYU Wireless Announcements, Parent e-mails 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.

GILA, a statewide boarding school, is Alaska's longest operating residential secondary vocational school. It is an accredited school for 9-12 and post-secondary adult vocational programs.

GILA offers students from all over the state the opportunity to gain industry standard vocational certification in aviation, automotive technology, construction trades, cosmetology, culinary arts, and other career pathways while achieving the academic skills necessary to meet the entry-level academic requirements of colleges and universities. Vocational and technical teachers are hired from industry for upper-level career pathways, validating its program as meeting the standards required by industry.

GILA is located in Galena, a rural setting appealing to the lifestyle of the rural students, also allowing those from more urban communities to pursue a more focused emphasis on the individual student. The GILA campus is located on a previous U.S. Air Force base and offers modern residential and educational facilities. It enjoys strong partnerships with the U.S. Air Force, the City of Galena, Louden Tribal Council, University of Alaska Fairbanks and various organizations and businesses enabling it to provide first class education to its students.

GILA students represent communities across Alaska, especially the more rural villages, with over 95% of the student population being Alaska Native.

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 comprehensive needs assessment included the following two steps:

The Title I-A planning committee was comprised of a cross-section of stakeholders to represent GILA. They were charged with reviewing the data from the perspective of their specific constituents.

Data was collected from August through May. The district is using MAP Growth data (disaggregated) to evaluate all student regarding literacy and College and Career readiness. The prior year AKSTAR Assessment Results were evaluated (https://education.alaska.gov/assessments) and viewed as disaggregated (Math/ELA - Galena Interior Learning Academy (GILA) Single Page Results (alaska.gov).

The comprehensive needs from our district and school were collected through other strategic plan and grant committees shared with the Title I-A Planning Committee. These committees included committees such as Title I-C and CTE Carl Perkins.

Stakeholder surveys were sent out to all stakeholders in our district. Some of the surveys were specific and were only provided to parents and community members of ELL and migrant students. Other surveys were broader in scope and were provided to all stakeholders. These surveys were distributed in multiple ways: email, mail, and text.

Summarized areas of needed improvement were provided in the comprehensive needs assessment. Priorities were identified for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

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	Reading/language arts instruction for all students	High	According to the Spring 2026 AK STAR assessment, 88.89% of all GILA students need supports to reach proficiency in the Alaska ELA standards (11.11% proficient). In Spring 2026 MAP Language Use assessment, 86% of students were below 60th percentile. Growth and achievement overall was at the average level, with 56% of the students demonstrating growth under 60th percentile.

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			Spring 2026 MAP Reading assessment indicated approximately 73% of student falling under 60th percentile. Growth and achievement fell into higher growth and average achievement section of the quadrants.
	Mathematics instruction for all students	High	According to the Spring 2026 AK STAR assessment, 97.22% of all GILA students need supports to reach proficiency in the Alaska Math standards (2.78% proficient). In Spring 2026 MAP Mathematics assessment, 85% of students performed below 60th percentile. All grade levels fall into lower growth and lower achievement quadrant.
	Science instruction for all students	Medium	According to the Spring 2026 Alaska Science Assessment, 86.36% of GILA students need additional support to reach proficiency in Science (13.64% proficient).
	Other content area instruction for all students	Medium	Local student need assessment indicated that students requested access to college-level, dual credit courses for content not provided on the limited master schedule.
	Support for students with disabilities	Low	Local classroom assessment data indicates that students are proficient. Spring 2026 AK STAR results for students with disabilities were suppressed due to small group size (6 students tested).
	Support for migrant students	High	According to the Spring 2026 AK STAR assessment, 100% of migrant GILA students tested (8 students) need to become more proficient in the Alaska ELA standards, and 75% or more need to become more proficient in the Alaska Math standards.
	Economically disadvantaged or low achieving students	High	According to the Spring 2026 AK STAR assessment, 90.32% of Economically Disadvantaged GILA students need to become more proficient in the Alaska ELA standards and 96.77% in the Alaska Math standards.
ELP Assessment (WIDA ACCESS)	Support for EL students to attain proficiency in English	High	While participation rate in WIDA ACCESS remains high, percentage of students meeting exit criteria and demonstrating proficiency in English in WIDA ACCESS criteria from EL services remains very low.
Graduation & dropout rate	Ensure students will graduate from high school	Low	According to DEED, GILA has a high graduation rate and a low dropout rate. Four Year Graduation Rate (84.21%, 2024-2025) Five Year Graduation Rate (87.88%, 2024-2025) Dropout Rate, Grades 7-12 (0.00%, 2024-2025)

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	According to DEED, GILA's 2024-2025 attendance rate was 96.33%, and 6.14% of students were chronically absent.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Local demographic data showed minimal homelessness (less than 5%)
Curriculum	Core curriculum aligned vertically and with state standards	Low	GCSD has a curriculum committee that meets annually and core curriculum is on a 4-year review cycle.
Instruction	Effective instructional strategies and tiered interventions	High	Students frequently enter GILA below grade level in math and reading. Teachers identified a need for consistent Tier 2 and Tier 3 intervention through the MTSS process, targeted math intervention, and training in foundational reading (phonics) instruction.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	GILA adopted MAP Growth Formative assessments as the local assessment tool. Starting school year 2025-2026, all grade levels participate in the benchmark assessments.
Supportive Learning Environment	Safe, orderly learning environment	High	From Hanover Survey 2025-2026 86% of students agree they feel safe at school 54% agree the school is free from violence or theft 73% of students say they feel welcome; 50% say they belong, 40% say they like school 82% of students agree that school and adults care about them 86% of students say teachers provide extra help when they need it Counseling referral data from the 2025-2026 school year shows a high level of social-emotional and behavioral need: 156 new referrals to counseling (111 in fall, 45 in spring) and 1,869 individual counseling sessions (826 in fall, 1,043 in spring) for a student population of 152-177 students.
Family Engagement	Family & community engagement	High	During the 2023-2024 GILA PAC meetings, a very common theme was for communication between the school (school and dormitory) with the parents was lacking. Many meetings during

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			2024-2025 were left unattended, parents/guardians often did not engage with the school. The trend continued in 2025-2026 with no parent participation in meetings.

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
Greater communication is needed between the parents and the school (School and dormitory)	During the 2021-2022 school year, communication between the school (School and dormitory) and parents was addressed at all monthly GILA PAC meetings. During the 2024-2025 and 2025-2026 school years, there was no quorum in GILA parent meetings.	During the 2026-2027 Quarterly GILA PAC meetings: Parents are represented at each of the PAC meetings by at least one GILA parent at each meeting, and 100% of the parent/guardians attending the PAC meeting will state that they have received a meaningful two-way communication form at least one of the school staff during the preceding month which provided attendance, academic, and behavioral information.	1) GILA PAC meeting minutes, at least one GILA parent attending each PAC meeting. 2) Collaborative communication log sheet for staff to help each other call parent/guardians
88.89% of all GILA students need to become more proficient in the Alaska ELA standards	Spring 2026 AK STAR assessment: 11.11% of GILA students were proficient in the Alaska ELA standards.	Spring 2027 AK STAR assessment: at least 14.11% of GILA students are proficient in the Alaska ELA standards (a 3-percentage-point increase), and 90% of students demonstrate growth.	Spring 2027 AK STAR ELA assessment; MAP Growth Reading and Language Usage
97.22% of all GILA students need to become more proficient in the Alaska Math standards	Spring 2026 AK STAR assessment: 2.78% of GILA students were proficient in the Alaska Math standards.	Spring 2027 AK STAR assessment: at least 6.78% of GILA students are proficient in the Alaska Math standards (a 4-percentage-point increase), and 90% of students demonstrate growth.	Spring 2027 AK STAR Mathematics assessment; MAP Growth Mathematics

Schoolwide Plan Strategies

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

Our schoolwide program will allow students of the lowest-achievement on their AK STAR and/or MAP assessments to access additional intense instruction in reading, writing and math in addition to their regular classes. These student's will have a priority for placement within the planned 2026-2027 after school academic support program.

Title I-A funds support the following schoolwide strategies:

Math Intervention: A Math Interventionist, shared across the Galena sites, provides targeted math intervention for students not meeting state standards. Students are identified using MAP Growth, AK STAR, and course performance data.

MTSS and Data Analysis: The Math Specialist and Reading/Writing Specialist lead the MTSS working group and its data analysis. Math and ELA teachers participate in MTSS workshops outside of the regular school day to align interventions with student needs.

Positive Behavior Intervention: One teacher supports positive behavior intervention after the regular school day, and teachers complete Turning Down The Heat training from Life Space Crisis Intervention to build skills for managing classroom conflict.

Professional Development: Teachers complete phonics instruction training to strengthen foundational reading instruction.

Academic support will allow students who come to GILA with below proficient scores and/or lacking credits the opportunity to earn two English or Math credits in one year. One credit will come from a scheduled Math or ELA class and the other credit could be taken through an online course monitored during the Academic Support class.

An after school program with certified teachers offering extra academic support and tutorial services in their highly qualified areas for all high school students is available for students. The after school program will be a proactive opportunity to help all students when they begin experiencing difficulties, rather than letting them fail.

Family & community engagement will be managed through PowerSchool queries looking at parent/guardian log entries. Administration will emphasis the importance of parent/guardian communication by tracking the number and type of log entries on a monthly basis looking at each student. The number of log entries, type of log entry, which staff member made the log entry, classroom grade, etc. will all be reviewed. Priority of monitoring will be the students who have attendance issues, a grade of 69% or less in a course and/or students who have below/far below proficiency scores on the AK STAR and/or MAP Growth assessments. The GILA Principal and Director of Residential Life will arrange to hire additional support staff to a classified position/s or as an extra duty stipend position/s. These staff may work with English Learners, help new students adjust, and assist students with planning for post-graduation. The main goal of a home-school liaison is to make sure the student succeeds. Responsibilities include communicating important information to students, parents, and school staff, setting up communications with home, school meetings with parents, checking in with teachers on student performance, organizing community events that benefit families, referring students and families to special services, and managing programs such as After School, Community Literacy Engagement Nights, Intervention Team (I Team) meeting, etc.

To reduce absences, the school administration will implement a rewards and acknowledgement system to encourage attendance. Parents and guardians will be notified by the office when their student has missed five class periods of school.

A conference/phone call with the student, parents, counselor, and principal will be scheduled when the student misses seven class periods of school.

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.

All GILA students, including economically disadvantaged students, Alaska Native students, English Learners, students with disabilities, migratory children, and students experiencing homelessness, are screened with MAP Growth each fall, winter, and spring and are served through the MTSS process described above. Subgroup data is reviewed after each MAP Growth administration so that students in any subgroup who are below grade level receive targeted math and literacy intervention, academic support, and monitoring. Title I-A services are coordinated with Title I-C, Title III, Title VI, and special education so students receive schoolwide supports in addition to program-specific services.

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.

In support of enrichment programming a new schoolwide schedule will allow GILA students to enroll in dual credit courses. Providing dual credit opportunities will ensure GILA offers well-rounded educational opportunities to all students at various academic proficiencies. This may also include summer hands-on learning opportunities for student enrichment and accelerated learning.

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

Students at risk of not meeting the standards are identified through MAP Growth and AK STAR results, course grades of 69% or less, and attendance data. These students receive targeted math intervention from the Math Interventionist, academic support, priority placement in the after school academic support program, and Intervention Team (I-Team) review that results in an Individual Learning Plan shared with guardians, teachers, counselors, administrators, and dormitory staff. Guardians of these students are prioritized for monthly contact.

Annual Evaluation & Review Process

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

The GILA PAC will review the Schoolwide plan at the beginning of the school year (first quarter) along with the Engagement Policies and Compact. The Schoolwide Plan, Engagement Policies and Compact will be reviewed again in January and the implementation of the elements will be updated. The Schoolwide planning team will review the data sources during their planning meeting (March/April) to evaluate the implementation of the plan.

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.

GILA will measure and report student progress on the State's annual assessments and the Local MAP Growth Assessment by utilizing the most current GCSD Strategic plan standard. GILA students will increase proficiency in the Alaska ELA standards by at least 3% Annually on the AK STAR and MAP Growth assessments. GILA students will increase proficiency in the Alaska Mathematics standards by at least 4% Annually on the AK STAR and MAP Growth assessments

These growth standards will be represented in all demographics.

Reporting of state and local assessments will take place at the next regularly scheduled School Board & GILA PAC meeting immediately after the results from the assessment are available. The GILA Principal (or their designee) will make the presentation during the meeting.

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.

Instructional Staff, including administrators, will evaluate the student MAP Growth data within two weeks of the closing of each administration (Fall, Winter and Spring) during a regularly scheduled content specific teacher collaboration meeting. During the collaboration, Administrators will present school level Map Growth data from the most recent Assessment. Performance trends at all major demographic points will be reviewed (Example: gender, ethnicity, grade level, low econ, etc.) During the first and third quarters of school, staff will analyze the individual student MAP Growth results for Math and ELA and develop a list of students to monitor for academic success and priority of service. For all students on the list to monitor, the principal will request an intervention team (I Team) meeting to determine the best support for the student/Individual Learning Plan and distribute the plans to the student's guardians, teachers, counselors, administrators and dorm staff. The plans can include academic as well as social-emotional learning components.

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 Title I-A Committee will review the data during the annual evaluation and establish new Baseline associated with the area of needs that are identified. It will be the customary practice of the committee to attempt to address a goal for at least two years to make sure that the goal has been addressed and procedures are in place to continue improvement.

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)
☒	$21,882.30	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☒	Based on Need	Title I, Part C: Education of Migratory Children**
☒	REAPED	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☒	REAPED	Title IV, Part A: Student Support and Academic Enrichment Grants
☒	Based on Need	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☒	$22,000	Carl Perkins
☐		State Funds
☐		Local Funds
☒	Varies	21st Century Community Learning Centers (after school)

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

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

Final Audit Report 2026-10-23

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