Interior Distance Education of Alaska

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: Interior Distance Education of Alaska (IDEA) **Name of Principal:** Dean O'Dell

Address (Street, City, State, Zip)**:** 11260 Old Seward Hwy., Suite 105, Anchorage, AK 99515

Phone: 907-562-4332 **Fax:** _____ **Email:** dean.odell@ideafamilies.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: 907-656-1205 **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?
49.48%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	07/01/2026	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 23, 2026 09:31:45 AKDT)

Date: 10/23/2026

Name of Principal: Dean O'Dell

Signature: _____

Date: 10/23/2026

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)*	• Dean O'Dell, Director	Oversight and management of the IDEA program and implementation of the schoolwide plan
Teachers: *(required)*	• Melissa Fritsch, Contact Teacher	Provide insight, input, and review to support academic instruction and student growth; guide parent instructors
Paraprofessionals: *(required)*	• N/A	IDEA does not employ paraprofessionals
Parents & Community: *(required)*	• IDEA Parent Advisory Committee (PAC)	Provide family input on IDEA programming, Title I-A activities, and the School-Parent Compact
School Staff *(required)*	• Melissa Fritsch, IDEA Juneau Site Administrator	Provide site-level input on student needs and family engagement across IDEA regional sites
Technical Assistance Providers: *(as appropriate)*	• N/A	No technical assistance was provided at this time
Administrators: *(as appropriate)*	• Deb Mackie, IDEA Assistant Director (Now Melissa Fritsch)	Support planning, data review, and implementation across IDEA sites
***Title Programs**:	• Kaitlin Applegate, Federal Programs Director (previous Virva Elliott) • Myra Harris, Federal Programs Coordinator	Provide data, facilitate planning meetings, coordinate Title I-A with other federal programs, and manage compliance
***CTE:**	• N/A	IDEA does not operate a CTE program 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 provided at this time
Tribes & Tribal Organizations: *(as applicable)*	• Brooke Sanderson, Louden Tribe	Provides support to GCSD programs and serves as a liaison for the Louden Tribal Council
Students: *(if plan relates to secondary school)*	• N/A	None recruited
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.

The IDEA Schoolwide Plan was developed by the planning team listed above, led by the IDEA Director and the Federal Programs Director. Federal Programs staff compiled and disaggregated student data, including AK STAR, Alaska Science Assessment, MAP Growth, mCLASS, WIDA ACCESS, graduation and dropout data, and program participation data (Migrant, EL, Special Education, and Indian Education).

The planning team reviewed the data during spring planning meetings to identify areas of need, root causes, and priorities. Because IDEA is a statewide homeschool program, input from parents, contact teachers, and site administrators was gathered through the IDEA Parent Advisory Committee, the districtwide ESEA Stakeholder Survey, and ongoing contact teacher communication with families.

A draft plan was shared with IDEA leadership for review and comment before finalization. The plan is presented at the Annual Title I-A Meeting and is reviewed and revised annually as part of the schoolwide evaluation process.

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)
10/08/25	IDEA Administrators Meeting: present and discuss Title I-A for IDEA; collect input from IDEA site administrators	☒ Planning Team ☐ All Staff ☐ Parents/Community
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
02/05/26	Title I-A plans, activities and budget	☒ Planning Team ☐ All Staff ☐ Parents/Community
02/18/26	Title I-A Plan, budget, curriculum, staff qualifications, parent engagement, parent school compact, stakeholder input IDEA PAC input to Title I-A programming	☐ Planning Team ☐ All Staff ☒ Parents/Community
03/05/26	Title I-A plans, activities and budget	☒ Planning Team ☐ All Staff ☐ Parents/Community
03/26/26	Title I-A plans, activities and budget	☒ Planning Team ☐ All Staff ☐ Parents/Community
04/13/26	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
05/28/26	Title I-A plans, activities and budget	☒ 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.

IDEA communicates with families, staff, and community members who are not part of the planning team through channels suited to our program. We will share information through weekly newsletters with all staff and parents. Additionally, contact teachers share information about the Title I-A schoolwide program, the needs assessment, and opportunities to provide input during their regular contacts with families, and families are invited to IDEA Parent Advisory Committee meetings, which are offered at regional sites and virtually when possible.

Parents are notified of the schoolwide planning process and invited to participate through email and the districtwide ESEA Stakeholder Survey. The Schoolwide Plan, Parent and Family Engagement Policy, and School-Parent Compact will be posted on the district website and presented at the Annual Title I-A Meeting, and printed copies are provided on request. The GCSD School Board is informed of Title I-A plans for the upcoming school year.

Comprehensive Needs Assessment

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

IDEA students are enrolled in the statewide homeschool program, which presents both opportunities for individualized learning and challenges related to engagement, consistency, and access to instructional supports. IDEA serves a diverse student population across Alaska, including a significant number of: Economically disadvantaged students, English Learners, Migrant students, students in remote and rural settings, and students qualifying to special education supports.

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.

GCSD developed the IDEA Schoolwide Plan through a comprehensive and collaborative process designed to ensure alignment with student needs, federal requirements, and stakeholder input.

Planning Steps

Reviewed multiple data sources including:

- AK STAR (ELA & Math) assessment data
- Alaska Science assessment data
- Graduation and dropout data (DEED Compass)
- Program participation data (Migrant, EL, Special Education, Alaska Native/Indian Education)

Conducted internal data analysis to identify trends and gaps

Engaged district staff, teachers, and program directors/coordinators in reviewing findings

Incorporated feedback from families and stakeholders, particularly within the homeschool model

Identified root causes impacting student achievement and engagement

Key Outcomes of Planning Process

The process identified a system-wide academic need: on the Spring 2026 AK STAR, 52% of tested students scored below proficient in ELA and 64% in Math, with larger gaps for students with disabilities, Alaska Native students, migratory students, and economically disadvantaged students.

These results should be interpreted in the context of participation. Only about 13% of eligible IDEA students took the Spring 2026 AK STAR (12.8% in ELA, 13.2% in Math), so the results reflect a small portion of IDEA students and do not represent the full student population. Among students who did test, IDEA outperformed the state average in every tested subject: 48.0% proficient or advanced in ELA (state 32.9%), 35.6% in Math (state 32.2%), and 59.4% in Science (state 37.8%). Increasing assessment participation is therefore a priority, so that achievement data more accurately reflects all IDEA students and identifies every student who needs support.

However, the finding did not directly inform the development of measurable goals and aligned strategies in Sections C and D.

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	Spring 2026 AK STAR: 52.03% of tested students scored below proficient in ELA (32.45% Approaching Proficient, 19.58% Needs Support). Gaps are larger for students with disabilities (84.78% below proficient), Alaska Native students (74.51%), migratory students (69.23%), and economically disadvantaged students (58.26%).
	Mathematics instruction for all students	High	Spring 2026 AK STAR: 64.43% of tested students scored below proficient in Math (21.48% Approaching Proficient, 42.96% Needs Support), indicating widespread difficulty with grade-level math concepts, problem-solving, and application. Gaps are larger for students with disabilities (89.59% below proficient), Alaska Native students (83.34%), migratory students (77.78%), and economically disadvantaged students (72.52%).
	Science instruction for all students	Medium	Spring 2026 Alaska Science Assessment: 40.65% of tested students scored below proficient in Science (59.35% proficient or advanced), stronger than ELA and Math. Gaps remain for Alaska Native students (66.67% below proficient) and students with disabilities (50.00%). Only 8.6% of eligible students participated.
	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	High	Spring 2026 AK STAR: 84.78% of students with disabilities scored below proficient in ELA and 89.59% in Math, compared with 52.03% and 64.43% for all students.
	Support for migrant students	High	Spring 2026 AK STAR: 69.23% of migratory students scored below proficient in ELA and 77.78% in Math, compared with 52.03% and 64.43% for all students.
	Economically disadvantaged or low achieving students	High	Spring 2026 AK STAR: 58.26% of economically disadvantaged students scored below proficient in ELA and 72.52% in Math, compared with 52.03% and 64.43% for all students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	Participation rate in WIDA ACCESS has improved yet is far below the target rate of 95% set by state.
Graduation & dropout rate	Ensure students will graduate from high school	High	The 2024-2025 four-year graduation rate was 73.34% (five-year rate 79.39%), indicating that a significant portion of students are not completing high school within four years. The 2024-2025 dropout rate of 1.86%, though relatively low, aligns with patterns of low academic performance and disengagement.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			At the same time, the Alaska Performance Scholarship (APS) eligibility rate has risen steadily, from 38.8% in 2024 to 48.4% in 2025 and 54% in 2026, indicating growing postsecondary readiness among students who do complete; the need is to extend that progress to students not yet on track to graduate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	Reported attendance rate of 100% does not accurately reflect student engagement in the homeschool model. There is a need to develop a new set of engagement metrics to correctly reflect engagement in homeschool setting.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Subgroup performance varies significantly, with some populations demonstrating higher levels of academic need and engagement challenges. Data indicates inequitable outcomes across student groups, requiring focused attention.
Curriculum	Core curriculum aligned vertically and with state standards	Medium	Parent instructors select curriculum with guidance from their assigned contact teacher. Alignment with grade-level standards varies by selection, and students performing below grade level may need supplemental intervention materials.
Instruction	Effective instructional strategies and tiered interventions	High	Parent instructors are the primary providers of instruction and need strategies and support for differentiated instruction, particularly in Mathematics, to address the needs of students performing below grade level.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Low participation in state assessments and inconsistent use of screening and progress-monitoring tools limit the data available to identify students who need intervention and to monitor their progress.
Supportive Learning Environment	Safe, orderly learning environment	Low	As a homeschool program, students learn in home settings; no school-level safety concerns were identified.
Family Engagement	Family & community engagement	High	IDEA holds multiple family events each month. Because families serve as primary instructors, they need more academic-focused opportunities to learn instructional strategies in math, literacy, and science and to receive materials that support learning at home.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Contact teachers and parent instructors need professional learning in research-based Mathematics instruction strategies to support students performing 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)
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Contact teachers need ongoing training in using assessment data to recommend interventions and adjust student learning plans.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	IDEA contact teachers are certified and experienced, and turnover is low.
Leadership	Recruiting, training & retaining qualified principals	Low	All IDEA sites have a Site Administrator or Lead Teacher, most are experienced as turnover is low.
Other: Assessment Participation Rate Data	Data validity	High	Spring 2026 AK STAR participation was 12.8% in ELA and 13.2% in Math, far below the 95% state requirement. Low participation limits the reliability and completeness of achievement data and the ability to identify all students who need support.

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	64.43% of tested students below proficient in Math (Spring 2026 AK STAR)	60.43% or fewer below proficient in Math on the Spring 2027 AK STAR	Increased proficiency rates across assessments (AKSTAR, MAP, and intervention program data, as applicable to grade level)
English Language Arts	52.03% of tested students below proficient in ELA (Spring 2026 AK STAR)	49.03% or fewer below proficient in ELA on the Spring 2027 AK STAR	Increased proficiency rates across assessments (AKSTAR, MAP, mClass, and intervention program data, as applicable to grade level)
Assessment Participation	12.8% (ELA) and 13.2% (Math) of eligible IDEA students participated in AK STAR (Spring 2026)	Increase AK STAR participation to at least 25% of eligible students on the Spring 2027 assessment	AK STAR participation rates reported by DEED
Family Engagement	IDEA held multiple family events each month during 2025-2026; academic family engagement events	Host academic family engagement events focused on math, literacy, or science at each IDEA	Event agendas, sign-in sheets, and family feedback surveys

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
	focused on math, literacy, and science were not tracked separately.	regional site during 2026-2027, tracking family participation and feedback for each event	

Schoolwide Plan Strategies

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

IDEA will continue to utilize the proven strategy of monthly contacts with parent teachers to provide support and assistance and to collaboratively evaluate the effectiveness of selected instructional materials. Monthly contacts also allow for adjustments in individual student plans, such as adding an intervention support if a student is achieving below grade level in any assessment or whose parents have otherwise indicated that they are desiring ELA or Math intervention support for their student.

Contact Teachers are assigned the primary responsibility for ensuring that these contacts are made and communication is two-way in nature, with parent teachers being actively involved in the process. Communication may take place via tools such as Teams, calling, texting, or emails in addition to in-person meetings as necessary.

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.

In addition to parent teachers being guided by their assigned contact teacher in selecting curriculum materials appropriate for each student's academic and developmental goals, parents are encouraged to add one of the ELA or Math interventions (IXL Math and Reading, Lexia Core5/PowerUp, Boost Reading and Math) to provide further support for students who need additional help in ELA or Math.

Title I-A also supports academic family engagement events at IDEA regional sites focused on math, literacy, and science, where families take part in hands-on learning activities and receive take-home materials, such as activity kits, manipulatives, and books, that help them support learning at home.

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.

IDEA contracts with professional learning presenter(s) to train contact teachers, iGrad contact teachers, administrators, and parent instructors in Mathematics instruction based on YouCubed strategies. Training is delivered during professional learning and in-service time and focuses on differentiated instruction strategies and tools that support students who need additional help and accelerate learning for high-achieving students. YouCubed strategies are research-based approaches designed to increase student engagement, persistence, and a positive mindset toward learning mathematics.

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 AK STAR, MAP Growth, mCLASS, and other screener results, as well as contact teacher review of work samples. Contact teachers work with parents to add targeted intervention programs (IXL, Lexia PowerUp, Boost) to the student's Individualized Learning Plan, monitor progress during

monthly contacts, and adjust supports as needed. English Learners, migratory children, and students with disabilities also receive coordinated support through Title III, Title I-C, and special education services.

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 evaluate implementation of the Schoolwide Plan by monitoring the extent to which planned activities, strategies, and supports are executed according to the established timeline. Administrators, teachers, and leadership teams will review evidence of implementation throughout the year, including individual student learning plans, professional development records, meeting agendas, student support documentation, and program participation data. The school will compare actual implementation to the actions outlined in the Schoolwide Plan to determine the level of fidelity. Findings will be reviewed quarterly and used to identify strengths, address implementation gaps, and make necessary adjustments to ensure the Schoolwide Program is fully implemented and supports improved student outcomes.

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 at the end of each school year (or the beginning of the next when test results are provided) using state-required assessments and multiple indicators of student achievement. Student performance data will be reviewed to determine the effectiveness of the Schoolwide Program and to identify areas for continuous improvement.

The school will analyze results from the annual state assessments in English Language Arts, mathematics, and science (as applicable), as well as other academic indicators such as benchmark assessments, district assessments, grades, attendance rates, graduation rates (if applicable), progress-monitoring data, and participation in advanced coursework and intervention programs.

The school leadership team, teachers, and district staff will compare current-year results with previous years' data and established performance goals to determine student growth and achievement trends. The analysis will identify strengths, achievement gaps, and areas requiring additional support.

Results will be reported through: school & district report cards, annual Title I meetings, parent & family communications, school board reports, data team & staff meetings.

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 review multiple sources of data, including state assessment results, district and local assessments, progress-monitoring data, attendance, graduation rates (as applicable), and other indicators of student success. Achievement data will be analyzed for all students and disaggregated by federally required subgroups, including economically disadvantaged students, students with disabilities, English learners, and racial and ethnic groups.

Particular attention will be given to students who entered the school year below grade-level expectations or who have historically demonstrated lower levels of achievement. The school will examine whether these students made adequate growth toward proficiency, reduced achievement gaps, and benefited from the interventions and supports identified in the Schoolwide Plan.

D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

The school will use the evaluation findings to update the Comprehensive Needs Assessment and make revisions to the Schoolwide Plan to ensure that programs and services remain aligned with student needs and school improvement priorities. Revised goals and strategies will be designed to strengthen academic achievement, increase student growth, and improve outcomes for all students, particularly those who are struggling to meet the State's academic standards.

The updated Schoolwide Plan will serve as a living document that guides continuous improvement throughout the school year. Progress toward revised goals will be monitored regularly through data reviews, leadership team meetings, and stakeholder input to ensure that the school remains focused on improving student achievement and providing equitable opportunities for all learners.

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)
☒	19,046.58	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☐		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.

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

Final Audit Report 2026-10-23

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