

## Elementary Report

Tuesday, March 17th

1. Shout Outs!
2. What has happened?
  - a. School Improvement Meeting
  - b. CKLA Amplify Professional Development
  - c. Job Postings: Elementary Teaching
    - i. So far, 1 applicant for Gen. Ed (2nd/3rd Grade)
    - ii. So far, 1 applicant for SPED
    - iii. Mrs. Lenhard was an Internal Transfer to Library
    - iv. Mrs. Midkiff was an Internal Transfer to Rdg. Interventionist
  - d. Conference Attendance:
    - i. PreK=100%,K=100%, 1=100%, 2=93% (-1), 3=93%(-3), 4=83%(-5), and 5=90%(-4)
    - ii. Total 200 out of 213 = 94%
3. 25-26 Enrollment
  - a. PreK = 8, K = 29, 1 = 21, 2 = 44, 3 = 41, 4 = 30, 5 = 41
  - b. Total = 214
4. 26-27 Projected PreK-5 Enrollment
  - a. Projected PreK = 15
  - b. Projected Kinders = 29
  - c. Projected PreK-5 Enrollment = 207
5. Important Information to Know
  - a. Hiring Season is upon us!
6. Focus
  - a. ADM for Preschool
  - b. Preschool Program Implementation
    - i. Thank you for offering Feedback, Comments, and Concerns to our EEP  
Funding Goal: Screening and Assessment
  - c. Legislators Conversations (State and National)
    - i. Advocated and Told Personal Stories for:
      1. H1B Visa's
      2. Medicaid
      3. Nutrition
      4. Title Funds
      5. Mental Health
      6. Nursing
  - d. School Improvement Data Collection
  - e. Balancing Budget
  - f. Migrant Events
  - g. PLC's (Planning and Facilitating)
7. What is to come?
  - a. Wrapping up FY26 Budget

- b. Interviews for 2nd/3rd Grade Teachers
- c. Alaska Legislative Fly-in
- d. CLSD Grant Wrap-up

Our elementary schedule operates within a fixed number of daily minutes that are fully allocated to required instructional blocks, intervention services, student support routines, and operational procedures. Core literacy and math instruction occupy a significant portion of each day, alongside mandated intervention time, transitions, lunch/recess, and specials. There is virtually no unassigned instructional time remaining.

Under Alaska law, grades K–3 must meet annual and daily instructional hour requirements, while also carrying the most intensive foundational literacy and early intervention mandates. Although K–3 has the lowest annual hour requirement, these grades face the highest academic and documentation demands. Currently, elementary students attend the same daily hours as secondary students, despite differing structural requirements.

As a result, there is no dedicated time available within the existing schedule for targeted science or social studies instruction without reducing other required components of the day. This is not a matter of prioritization, but a structural time-capacity limitation within state requirements and existing mandates.

Proposed legislation, such as House Bill 237, would further reduce scheduling flexibility by increasing required math structures and intervention obligations, adding additional pressure to an already fully allocated schedule.

The elementary master schedule is operating at full capacity. Any addition of instructional mandates would require the removal or reduction of existing required components.