



RAE. C. Stedman TITLE I SCHOOLWIDE PLAN

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

2026-2027

Updated June ???, 2026



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Contact Information

School Information

Name of School: Stedman Elementary Name of Principal: Heather Conn

Address (Street, City, State, Zip): 303 Dolphin Street, Petersburg, AK 99833

Phone: 1-877-526-7656 Fax: 1-877-526-7656 Email: hconn@pcsd.us

District Information

Name of District: Petersburg School District Name of Superintendent: Robyn Taylor

Address (Street, City, State, Zip): 201 Charles W. Street, Petersburg, Alaska 99833

Phone: 1-877-526-7656 ext.106 Fax: 1-877-536-7656 Email: supt@pcsd.us55

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?
50.41%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No N/A

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/25/2026	Spring 2027

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Robyn Taylor Name of Principal: Heather Conn

Signature: _____ Signature: _____

Date: 06/??/2026 Date: 06/??/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: <i>(required)</i>	<input type="checkbox"/> Heather Conn	Administration and oversight of schoolwide program
Teachers: <i>(required)</i>	<input type="checkbox"/> Kerri Curtiss <input type="checkbox"/> Mary Midkiff	Title I teacher input and MTSS/RTI planning team
Paraprofessionals: <i>(required)</i>	<input type="checkbox"/> Marketa Ith	MTSS/RTI planning team with Title I input.
Parents & Community: <i>(required)</i>	<input type="checkbox"/> Leann Johnston <input type="checkbox"/> Cassandra Grant	Parents providing input, guidance, and feedback
School Staff <i>(required)</i>	<input type="checkbox"/> Kerri Curtiss <input type="checkbox"/> Mary Midkiff	Title I reading support and input
Technical Assistance Providers: <i>(as appropriate)</i>	<input type="checkbox"/> N/A	N/A
Administrators: <i>(as appropriate)</i>	<input type="checkbox"/> Shannon Baird	Director of Finance
*Title Programs:	<input type="checkbox"/> Kerri Curtiss <input type="checkbox"/> Mary Midkiff	Title I Teacher & Coordinator of K-5 Programming
*CTE:	<input type="checkbox"/> Dave Owens	High School Vocational Education Teacher and Parent
*Head Start:	<input type="checkbox"/> Brandi Heppe	Parent, Head Start Lead Teacher, Tribal Member
Specialized Instructional Support: <i>(as appropriate)</i>	<input type="checkbox"/> Rosal Concepcion <input type="checkbox"/> Heidi Cabral <input type="checkbox"/> Seth Johnson	Special Education teachers and MTSS/RTI planning team.
Tribes & Tribal Organizations: <i>(as applicable)</i>	<input type="checkbox"/> Jeanette Ness	ICWA/638 Program Director: Johnson O'Malley Representative

Representation	Name of Team Member	Roles/Responsibilities
	<input type="checkbox"/> Carol Martinez	Petersburg Indian Association Council Member, Tribal Member
Students: <i>(if plan relates to secondary school)</i>	<input type="checkbox"/> N/A	N/A
Other: <i>(as needed)</i>	<input type="checkbox"/> N/A	N/A

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

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

Describe the process used to develop the schoolwide plan:

Stedman Elementary’s schoolwide plan was developed using the previous year’s data from AK Star, MAP Growth, and DIBELS test scores, as well as benchmark information, behavior needs, and attendance records. Monthly meetings were planned for the next school year. Our meetings have focused on establishing the plan, defining goals and conceptualizing actions and activities. We included celebrations of our progress and re-evaluated our goals. Information from the Perceptions of Stedman survey utilized to stay abreast of needs, and smaller, specific surveys and questionnaires were sent to families and staff.

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)
10/3/25	Recruitment During Scheduled Conferences Annual Meeting Agenda Email Communication Sign-in Sheet Pictures Meeting Notes	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/11/25	Veterans Day Breakfast Flyer Email #1 Pictures	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/13/25	Fall For Reading Literacy Event Flyer Email #1 Pictures Sign-In Sheets for Dinner Sign-In Sheets for Event	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
1/22/26	Stream Night Flyer Pictures Sign-In Sheets	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
2/16/26 and 2/17/26	Book Fair Migrant Gift Certificates (Elementary School Students ONLY) Purchases	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
3/1/26 - 3/31/26	Sing Lee Alley Bookstore Gift Certificate (Middle and High School Students ONLY) Purchases	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
4/16/26	Math Night Flyers Sign-in Sheets Pictures	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
6/3/26	Consolidation Vote Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
	Agenda Sign-in Vote Picture	

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.

Describe the process used to communicate with all members of the school & community who were not part of the planning team.

In April 2026, we reviewed the proposal for Schoolwide Title I service with teachers. Parents were included in the review and planning process during winter conferences and our consolidation meeting on June 2rd, 2026. Both of these opportunities were well advertised in our School App, bulletins, and social media. Invitations were extended to families to be on the planning committee, and to share ideas of how to best serve our students. Ideas that were submitted for next year: Similar literacy activities, science or math night, stream night, smoother transition planning from elementary to middle school, parent involvement in Partners in Education (P.I.E.) committee, family fun night (games and activities) bring your parent to PE day, family orientation, family/child centered events, and basic map/chart to families for reading skills.

Data collection was accomplished through use of AK Star test scores, MAP scores (Measures of Academic Progress), and DIBELS for the 2025-2026 school year. For the 2026-2027 school year data collection will be accomplished through the use of AK STAR, MAP (Measure of Academic Progress), and DIBELS.

Comprehensive Needs Assessment

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

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

There are approximately 217 students attending Stedman Elementary preschool through 5th grade. The culture of Petersburg centers around fishing with a harbor that is home port to approximately 600 commercial vessels. Petersburg has about 3,000 inhabitants. There is a strong Forest Service population and many of our families are employed by support services, including the hospital.

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.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community.

Documented meetings were held in September and December for regular education teachers, special education teachers, migrant education specialist and the ELL specialist. Cyndy Fry was contacted as the special education director and district test coordinator. Our parent liaison and migrant coordinator also sent out a google survey in the fall to gather the specific needs of students through families.

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	<p>AK Star Testing data shows that 57% of 3rd graders are below in 2025 spring scores.</p> <p>MAP data shows the 41% of our 3rd graders scored below 50% percentile in proficiency in reading in the spring of 2025.</p> <p>DIBELS data shows the 18% of our 3rd graders scored below proficient in reading in the spring of 2025.</p>
	Mathematics instruction for all students	High	<p>AK Star Testing data shows that 46% of 3rd graders are below proficient in 2025 spring scores.</p> <p>MAP data shows the 28.5% of our 3rd graders scored below 50% percentile in proficiency in math in the spring of 2025.</p>

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	Ak Star Testing data shows that 43% of our 5th graders scored below proficient in science in the spring of 2025.
	Other content area instruction for all students	Low	No specific data.
	Support for students with disabilities	High	<p>Students with disabilities proficient or above on the 2024-2025 AK Star ELA based on grade:</p> <p>3rd-5th 40% or fewer</p> <p>Students with disabilities proficient or above on the 2024-2025 AK Star Math based on grade:</p> <p>3rd -5th 40% or fewer</p> <p>In the 2024-2025 school year there were 20% or fewer of students who are enrolled at Stedman Elementary who qualify as having a disability.</p>
	Support for migrant students	High	<p>Migrant students scored proficient or above on the 2024-2025 AK Star ELA based on grade.</p> <p>3rd - 40 or fewer %, 4th - 20 or fewer %, 5th - 42.86%</p> <p>Migrant students scored proficient or above on the 2024-2025 AK Star Math based on grade.</p> <p>3rd - 60% or more %, 4th - 62.5%, 5th - 57.14%</p> <p>For the 2024-2025 school year there were students identified under migrant status who were enrolled a total of 106 district wide out of 475 or 22% of students .</p>
	Economically disadvantaged or low achieving students	High	<p>Economically Disadvantaged students scored proficient or above on the 2024-2025 AK Star ELA based on grade.</p> <p>3rd - 30%, 4th - 20 or fewer %, 5th - 38.46%</p> <p>Economically Disadvantaged students scored proficient or above on the 2023-2024 AK Star Math based on grade.</p> <p>3rd - 60%, 4th - 50%, 5th - 46.15 %</p> <p>For the 2024-2025 school year there were 33 out of 98 of 3rd-5th grade students or 34% of students who were identified as economically disadvantaged assessed in Stedman Elementary .</p>

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	For the 2024-2025 school year at Stedman Elementary, the total number of EL students taking the AK Star was 1. The student scored in the AK STAR ELA assessment as "Needs Support". The student scored in the AK STAR Math assessment as "Needs Support". Total students considered EL within Stedman Elementary was 1 for the 2024-2025 school year.
Graduation & dropout rate	Ensure students will graduate from high school	N/A	N/A
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	Our attendance rate for the 2024-2025 school year according to the Department of Education and Early Development at Stedman Elementary was at a rate of 91.3%. For ALL of K-12 our attendance rate was 92.15%.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Power School demographic reports.
Curriculum	Core curriculum aligned vertically and with state standards	High	We have completed year three of our reading curriculum implementation and will be starting year four in the fall of 2026. We have completed year one of our math curriculum implementation and will be starting year two in the fall of 2026.
Instruction	Effective instructional strategies and tiered interventions	High	We are in year three of working with Corwin Learning: Visible Learning (John Hattie) and the National Institute of Excellence Teachers (NIET) to establish effective instructional strategies for all tiers. This was a federal grant that the Alaska Council of School Administrators (ACSA) had applied for and received, but will end September 30th, 2026. We have received and implemented the Comprehensive Literacy State Development Grant (CLSD) and they will be moving the district in a similar direction in regard to NIET and Visible Learning.
Assessment	Use of formative and progress monitoring	High	Currently, we have the MAP assessment districtwide and the DIBELS State Literacy Screener for grades K-5 that we use for assessments.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	assessments to improve instruction		We will be using the curriculum assessments this upcoming school year to drive instruction.
Supportive Learning Environment	Safe, orderly learning environment	High	Review of PBIS/MTSS/ROCC/RTI process
Family Engagement	Family & community engagement	Medium	Review of Title I and Migrant events as well as reviewing the Visiting/Volunteer/Tutoring log.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Teacher Evaluation tool – Frontline “My Learning Plan”. The National Institute for Excellence Teaching (NIET) is also reviewing our performance plan for all certified staff within the Petersburg School District.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	We are in year three of working with Corwin Learning: Visible Learning (John Hattie) and the National Institute of Excellence Teachers (NIET) to establish effective instructional strategies for all tiers. This was a federal grant that the Alaska Council of School Administrators (ACSA) had applied for and received, but will end September 30th, 2026. We have received and implemented the Comprehensive Literacy State Development Grant (CLSD) and they will be moving the district in a similar direction in regard to NIET and Visible Learning.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Medium	
Leadership	Recruiting, training & retaining qualified principals	Medium	
Other:			
Other:			
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Foundational reading skills proficiency at 3 rd Grade.	DIBELS overall composite score proficiency level.	Targeted students meet DIBELS projected growth.	3 rd grade students meet projected growth in the Spring of 2027 on DIBELS measure.
Foundational reading skills proficiency at 2nd Grade.	DIBELS overall composite score proficiency level.	Targeted students meet DIBELS projected growth.	2 nd grade students meet projected growth in the Spring of 2027 on DIBELS measure.
Foundational reading skills proficiency at 1st Grade.	DIBELS overall composite score proficiency level.	Targeted students meet DIBELS projected growth.	1st grade students meet projected growth in the Spring of 2027 on DIBELS measure.
Foundational reading skills proficiency at kindergarten.	DIBELS overall composite score proficiency level.	Targeted students meet DIBELS projected growth.	Kindergarten students meet projected growth in the Spring of 2027 on DIBELS measure.

Schoolwide Plan Strategies

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

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

Continued training with the MAP tool through webinars, online training, and district trained staff.

Scheduling interventions in the school day for all tier levels into the schedule outside the academic blocks.

Increased focus for 3rd grade reading in order to improve readiness for AK STAR and ensure reading level is improving and moving towards proficiency.

Professional development for re-implementation of programs not being used, but voted on by the Petersburg School District Board.

Analyze and make a plan for improved attendance schoolwide.

Parental contact with those defined as chronic absenteeism.

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.

Describe the strategies that the school will use to provide opportunities for all children to meet the challenging State academic standards.

AK STAR, MAP, and DIBELS data reviewed to identify subgroups that are struggling.

Fall and Winter academic family events will enhance student learning, and provide enrichments as we take the opportunity to provide information to families to extend learning at home.

Fall = Literacy Educational Opportunity for Parents and Night for Families

Fall = Math/Science Night

Winter = STREAM Night

Winter = Book Fair and Book Gift Certificates (Local Bookstore)

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.

Describe how the school will strengthen the academic program, increase learning time, and provide a well-rounded education.

Family involvement enhances learning and creates a well-rounded child.

Focus on events that will provide enrichment in various areas: science, math, and reading.

Professional development for increasing students reading abilities.

Increased accessibility to reading specialists.

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

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

Stedman Elementary will identify students who are struggling academically and provide increased reading instruction in smaller intervention groups.

Utilize MAP screening tool to target areas of weakness for at-risk students.

Use curricula that are scientifically proven to improve reading and math, such as: UFLI, SPIRE, SRA Math, and Cloud 9 math.

Professional development for increasing students reading and math instruction.

Annual Evaluation & Review Process

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

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

Teachers and administrators will analyze AK STAR, MAP, and DIBELS data in order to compare student scores with their previous year's scores, and also compare grade level scores of previous year's students.

An end of the year meeting is scheduled to review and reflect on the accomplishments throughout the year and make necessary revisions to the plan.

Principal and staff will review Power School data for students who have had chronic absences.

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.

Describe how the school will measure & report student process on the State's annual assessments & other indicators of student achievement.

Students will be measured both on a comparison of their previous score and against nationwide scores.

Subgroups can be isolated on AK STAR and MAP tests, and comparison made. Results are made public and sent out to all parents via email yearly.

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.

Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards.

AK STAR, MAP, and DIBELS scores will be compared with previous years, and we hope to see an increase in scores overall, as well as significant growth for at-risk students.

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.

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.

After the fall, winter, and spring testing, we will meet as a staff and review scores. Teachers will evaluate the extent of interventions and evaluate strategies. Adjustments will be planned for the next year.

By reviewing data from Power School, we will evaluate whether the strategies have improved attendance.

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)
<input type="checkbox"/>		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	\$50,126.12	Title I, Part C: Education of Migratory Children**
<input checked="" type="checkbox"/>	\$36,506.00	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input checked="" type="checkbox"/>	\$14,501.00	Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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

Commented [1]: @business@pcsd.us

We will need new numbers placed here once we have state allocations.
Assigned to business@pcsd.us_

Commented [2R1]: I already updated these

Commented [3R1]: I will just need the Title I C actual number for FY27 before moving forward with submitting this. That was what my statement meant. Does this make sense? The other two numbers are FY 27 numbers correct?

Commented [4R1]: I edited(suggested edit) this amount to an estimated \$50,126.12 for FY27, which you accepted on the 14th. What we list here is the portion of the Migrant Grant that is used school wide. That is a moving target as well do budget revisions and what not.

I don't think we'll be able to even have first draft of FY27 ESEA budget until late May. Are you wanting to wait until then, so can you submit this estimate considering it's a constantly moving target. Sorry if I'm missing something, I'm providing the same level of information that I did last year.

Commented [5R1]: Yes, so for that miscommunication. I do intend to wait. These documents will be uploaded into the GMS system when the time is right to submit this grant.