

CHEVAK SCHOOL

TITLE I SCHOOLWIDE PLAN

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

2023-2024



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Contact Information

School Information

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District Information

Name of District: Kashunamuit School District Name of Superintendent: Jeanne Campbell
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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?
100 percent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

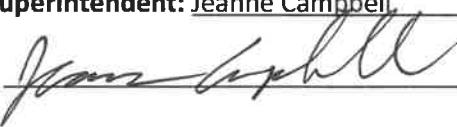
Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	08/24/2018	10/25/2023

Assurance Agreement for Schoolwide Plan

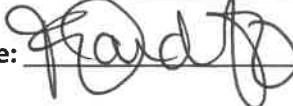
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 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: Jeanne Campbell

Signature: 

Date: 11/1/2023

Name of Principal: Falon Tardiff

Signature: 

Date: 11/1/2023

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 a 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>	• Falon Tardiff	Principal/Administrate the school
Teachers: <i>(required)</i>	• Bethany Ulroan	Teacher/Teaches Kindergarten
Paraprofessionals: <i>(required)</i>	• Monica Friday	AIDE/Assist the teacher with instruction and behavior.
Parents & Community: <i>(required)</i>	• Anthony Umugaq	Elder/Helps as Parent Advisory Committee member.
School Staff <i>(required)</i>	• Michelle Night	Executive Secretary/HR/Administrates Human Resources department.
Technical Assistance Providers: <i>(as appropriate)</i>	• Sam Ulroan	Technical Director/Supervises technology at Chevak School.
Administrators: <i>(as appropriate)</i>	• Lillian Olson	Elementary Principal Intern
*Title Programs:	• Dr. Beau Abernathy	Federal Grants/Curriculum Director/Administrate Federal Grants/Curriculum.
*CTE:	• Tom Simpkins	CTE/Leads the Perkins Grant at Chevak School.
*Head Start:	•	
Specialized Instructional Support: <i>(as appropriate)</i>	• Allan Antiniero	K-5 Reading Specialist
Tribes & Tribal Organizations: <i>(as applicable)</i>	•	
Students: <i>(if plan relates to secondary school)</i>	• Keanu Tangiegak	Student/Member of the Parent Advisory Committee.
Other: <i>(as needed)</i>	•	

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

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

During the 2022-2023 school year, the development of the schoolwide plan was a collaborative and inclusive process, involving key stakeholders from various segments of the school community. We began by conducting a comprehensive needs assessment, gathering input from teachers, administrators, parents, students, and community members to identify the specific challenges and priorities of the school. This data informed the formulation of clear goals and objectives, aligning with the State's academic standards and the unique needs of our student population. Regular meetings, workshops, and brainstorming sessions were held to foster open communication and ensure that diverse perspectives were considered in the planning process. The plan was continually revised and refined based on feedback and input from all stakeholders. Transparent communication and active engagement were prioritized to build consensus and ensure a shared commitment to the goals outlined in the schoolwide plan. We discussed the plan with our current stakeholders and plan to broadcast the Schoolwide Plan to the entire community.

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)
mm/dd/yy	08/20/2022 School Improvement Plan	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
mm/dd/yy	09/27/2022 Alaska Reads Act, School Improvement	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
mm/dd/yy	10/26/2023 School and Family Involvement	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
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mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> 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.

The school ensures effective communication with all members of the school and wider community who are not directly involved in the planning team by implementing a transparent and inclusive communication strategy. This involves regular updates through various communication channels, such as newsletters, school website announcements, and social media platforms, to keep stakeholders informed about the planning process for the school year, data collection, and plan development. Specifically, parents are notified of the schoolwide plans through direct communication channels, including emails, letters sent home with students, and information sessions held during parent-teacher conferences. Furthermore, the Parent Advisory Committee plays a vital role in engaging parents in the plan development by facilitating regular meetings, soliciting feedback through surveys and focus groups, and ensuring that parent voices are heard and integrated into the decision-making process. We meet monthly for this purpose. The school prioritizes creating a collaborative and transparent environment, encouraging active participation and input from all community members to ensure that the schoolwide plan reflects the needs and aspirations of the entire school community. The Federal Grants Director recently visited the Tribal Office and City Mayor and Administrator to discuss how we can maximize our mutual impact on students and the community.

Comprehensive Needs Assessment

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

Chevak is an Alaska Native community located in Western Alaska. One of its ancestral historical regions in Nunaput is named “Land of the People,” so called as an outcome of a treaty that no boundaries will be drawn across these lands for purposes of subsistence for Chevak, Hooper Bay, Scammon Bay, and Paimute. Said land encompass:

- The Ningliqvak River along which the Village of Chevak is located.
- The Qissunaq River and the Kiuqlivik River join where Old Chevak is located.
 - This site also gives meaning to Chevak, which means “a short cut made by man.” The Cup’ik people cut a canal 1060 feet long connecting the two rivers.
- The Aprun River where some Chevak residents continue to make spring camp.

The Village of Chevak is located 20 air miles from the Bering Sea and 130 air miles west of Bethel with access to several rivers that host several species of salmon each summer.

English and Cup’ik are the primary languages spoken in this community of roughly 1100 people. Many of the locals subsistence hunt, fish and gather throughout the year to provide for their families. One of only two Cup’ik communities in Alaska, the residents of Chevak are passionate about their language, traditions, and heritage.

Chevak is a very progressive community with several grocery stores, a new health clinic, and in the summer of 2017 road improvements were made supported by AVCP and the Chevak Corporation.

Travel to Chevak is by air. Flights route from Anchorage to Bethel (the hub) and then to Chevak. Generally flight length from Bethel is 50 minutes.

The Kashunamut School District serves all of the Chevak students. In this PK- 12 school there are 320 students. A staff of approximately 84 school employees meets the needs of all students. Everyday students are served breakfast and lunch.

Chevak’s reputation is extremely positive in Western Alaska. The people are welcoming and friendly. They welcome the opportunity to share their culture and enjoy talking about their history and values with visitors. A group of dancers in Chevak share their dances throughout the year and is one of the best native dance groups in Alaska.

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 was conducted inclusively, ensuring the involvement of all segments of the school community, including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, and low-achieving students, with special attention given to the needs of educationally disadvantaged children. The process involved gathering input from a diverse range of stakeholders through the active engagement of the broad Parent Advisory Committee, which comprises representatives from various community sectors, including students. Monthly meetings are held, providing a platform for discussing a wide spectrum of school-related topics. To encourage community participation, the school posts meeting agendas at local gathering spots such as stores, the post office, and around the school premises. Throughout the assessment, the focus remained steadfast on enhancing student achievement for every individual within the school community.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	The Alaska Reads Act, mClass, DRA, MAPS Scores showed a high need for students to improve. The data showed that we need Tier II and Tier III interventions (97% are in Tier III intervention).
	Mathematics instruction for all students	High	Current math curriculum is not aligned with State Standards. Student MAP Scores show that there is a 95% need for Tier III Intervention.
	Science instruction for all students	Medium	We have a good science instructor currently and other areas in our school are in greater need at this time.
	Other content area instruction for all students	Low	The data from our MAPS Scores shows an increase in scores from last fall to this fall (generally speaking).
	Support for students with disabilities	High	Targeting toward improvement in SPED. We have a high population of SPED students.
	Support for migrant students	Low	Students are scoring higher on State Tests than the regular population.
	Economically disadvantaged or low achieving students	High	All of the economically disadvantaged or low achieving students are a part of the other populations in high priority categories.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	All we are currently offering is the LEAD Assessment. They are being serviced in the MTSS Tiers.
Graduation & dropout rate	Ensure students will graduate from high school	High	We have a 95% graduation rate (for the past five-year cohort). We are targeting a higher graduation rate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Data from the Report Card to the Public and Power School reveals that this is an urgent need.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	We currently do not have any homeless students.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Curriculum	Core curriculum aligned vertically and with state standards	High	Currently we have a new ELA Curriculum and we are adopting a new math curriculum to align with State Standards.
Instruction	Effective instructional strategies and tiered interventions	High	Over 95% of students qualify for interventions.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Due to where the students are currently, we are making this a top priority.
Supportive Learning Environment	Safe, orderly learning environment	High	The Social-Emotional Learning of the students is a top priority.
Family Engagement	Family & community engagement	High	Garnering more support and opportunities.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	Teachers receive Professional Development training on a multitude of items.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	Teachers have access to PD on their own.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	We have not accessed the PD curriculum yet.
Leadership	Recruiting, training & retaining qualified principals	Medium	We are striving to fulfill our stated goal to "...encourage classified staff to become certified teachers and strive to recruit local Chevak residents to become certified teachers and administrators."
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
Reading/language arts instruction for all students	97% of students are below grade level.	Increase schoolwide scores by at least 30%.	MAPS and AK Star tests.
Mathematics instruction for all students	95% of students are below grade level.	Increase schoolwide scores by at least 30%.	MAPS and AK Star tests.
Attendance & Chronic absenteeism rates	24.1% of students are absent daily.	Increase attendance to an average of 90%.	Daily, regular attendance data from PowerSchool. Begin incentives.
Adopt a new math curriculum.	Current math curriculum does not align to state standards.	Adopt a new curriculum by March, 2024, with a Curriculum Team/Parents.	Ordering the new curriculum by March, 2024.

Schoolwide Plan Strategies

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

We are currently adopting various strategies to address the identified school needs effectively. We actively utilize data points throughout the year to provide students and teachers with a clear understanding of each student's progress. We have hired an Instructional Coach/Consultant to assist with data interpretation. Our strategies are based on the data, providing every teacher with a Data Binder for their students and conducting regular data meetings. Our teachers are currently working with students to create Individualized Learning Plans tailored to their specific needs. Additionally, we integrate CKLA Formative assessments, offer Summer School and Summer Camp programs, and conduct instructional walk-throughs. These ongoing efforts underscore our commitment to enhancing student achievement by utilizing a comprehensive range of targeted interventions and resources.

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.

We currently implement various inclusive strategies to provide opportunities for all **students**, including each subgroup of students, to meet challenging State academic standards. Our approach includes differentiated instruction tailored to diverse learning styles, as well as the development of individualized education plans (IEPs) for students needing additional support. We run a multi-tiered system of support intervention (MTSS) program, offering interventions at different levels of intensity. Furthermore, we provide enrichment programs for advanced students and **English Language and Cup'ik Immersion for the younger grades**. Our special education services ensure that students with disabilities have the necessary resources to meet academic standards. We actively involve parents in the education process and promote culturally responsive teaching practices. Additionally, we offer extended learning opportunities through after-school programs, tutoring, and summer school sessions to reinforce understanding and support academic achievement.

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.

We currently utilize various methods and instructional strategies to bolster the academic program in our school, aiming to increase the quantity and quality of learning time. This includes offering an enriched and accelerated curriculum with essential programs, activities, and courses that contribute to a comprehensive education. During our in-services, we model engaging lessons for our teachers and provide opportunities for lesson plan evaluations. Additionally, our principal, principal intern, and Instructional Coach/Consultant conduct walk-throughs and evaluations of classroom instruction. To provide additional support, we have allocated funding for four teachers to offer tutoring for students, with extended hours available on Saturdays. Furthermore, a Math Curriculum Team has been appointed to adopt a new math curriculum for the upcoming 2024-2025 school year. Our **superintendent**, principal, teachers, and Reading Specialists are undergoing training for the Alaska Reads Act. We are diligently preparing our teachers for effective instruction through Professional Development, ensuring readiness for enhanced instruction in every grade for each student.

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

To address the needs of students at risk of not meeting challenging State academic standards, Chevak School has taken a proactive and comprehensive approach. We have initiated Individualized Learning Plans, outlining specific learning goals and tailored instructional strategies based on the unique needs of each student. Robust Response to Intervention (RTI) Programs are in place, supplemented by specialized instruction and related services through our Special Education Services. Additionally, our Extended Learning Opportunities, including after-school programs, tutoring, and summer school sessions, provide additional academic support for students. Our commitment to staff development is evident through our Professional Development programs, which equip teachers with the necessary tools and strategies for

effective instruction and support for at-risk students. We value parental involvement, demonstrated through our active Parent Advisory Committee, fostering collaborative efforts between the school and families. Our comprehensive counseling services, along with classroom instruction on "The 7 Mindsets," prioritize the social and emotional well-being of our students. Leveraging data analysis, we track student progress and use assessment data to inform our instructional decisions and interventions. Collaborations with community resources further enrich the support available to at-risk students. Additionally, our focus on cultural integration is demonstrated by the assignment of each teacher to a Cup'ik Mentor, fostering a deep understanding of the local culture and values. These efforts collectively enable differentiated instruction, accommodating diverse learning styles and abilities, ultimately leading to a more inclusive and supportive learning environment for all students.

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 assess the implementation of the schoolwide plan through regular progress monitoring, data analysis, and feedback surveys from teachers, students, and parents. Classroom observations and the review of student work will help determine if instructional strategies are effectively addressing academic needs. Collaborative team meetings will facilitate discussions on the plan's progress, while comparative analysis of current and past data will gauge the plan's impact over time. Additionally, stakeholder interviews and potential external evaluations will provide valuable perspectives on the plan's effectiveness, allowing the school to make informed adjustments for continuous improvement.

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 and report student progress on the State's annual assessments and other indicators of student achievement **throughout** the school year through a comprehensive evaluation process. This process will involve analyzing the performance of all students and various subgroups, such as students with disabilities, English language learners, and economically disadvantaged students. The school will utilize the State's standardized assessments to gauge overall academic proficiency, while also considering additional indicators of student achievement, including attendance rates, graduation rates, and other relevant metrics. Data from these assessments and indicators will be meticulously collected, analyzed, and compared to previous years' data to track progress over time. The school will then prepare detailed reports that provide a comprehensive overview of student performance, highlighting areas of strength and areas needing improvement for both the entire student body and specific subgroups. These reports will be shared with teachers, administrators, parents, and relevant stakeholders, fostering transparent communication and collaboration to facilitate targeted interventions and support for students who may require additional assistance in meeting academic standards.

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 conduct a thorough evaluation of the results of the schoolwide plan in enhancing student achievement and progress towards meeting the State's academic standards, with a specific focus on students who have historically faced challenges in meeting these standards. This evaluation process will involve the careful analysis of student performance data, including results from standardized assessments, classwork, and other relevant metrics. The school will compare current data with baseline measurements to assess the effectiveness of the implemented strategies in addressing the needs of students who were initially further from achieving the academic standards. Additionally, the school will closely examine the extent to which the goals and objectives outlined in the schoolwide plan have been met and whether any adjustments or modifications to the plan **are** necessary to support the targeted student population. Through this evaluation, the school aims to identify successful interventions and best practices that have contributed to improved student outcomes, as well as areas that require further attention and improvement.

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 is dedicated to a systematic process for using the results of the annual evaluation of the schoolwide plan to drive continuous improvement in the students' educational experience. Following the evaluation, data is meticulously analyzed to identify areas of success and those in need of improvement. The findings are shared with the school leadership

team, teachers, and other stakeholders to foster a collaborative understanding of the plan's effectiveness. Based on the insights gained, the plan is revised as needed to address any shortcomings and capitalize on successful strategies. This revision process is informed by data-driven decision-making, which helps us refine and tailor the plan to better support the academic success of our students. The cycle of evaluation, revision, and implementation ensures a dynamic and responsive approach to continuous improvement in the schoolwide program, ultimately benefiting all students.

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 checked="" type="checkbox"/>	\$827,484.02	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	\$680,143.83	Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		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 type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input checked="" type="checkbox"/>	\$134,770.00	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input checked="" type="checkbox"/>	\$28,525.00	Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:

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