

# GALENA INTERIOR LEARNING ACADEMY TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended

2017-18



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## Contact Information

School Information		
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## Schoolwide Enactment Information

Schoolwide Plan Information		
New Plan (Y or N)	Initial Effective Date	Revision Date
N	11/1/09	05/16/17

## Assurance Agreement for Schoolwide Plan

The school serves a student population in which at least 40% of the students are from low-income families, or 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. 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 and 34 CFR §299.19. 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.

Chris Reitan

*Printed Name of Superintendent*

*Signature of Superintendent*

*Date*

John Riddle

*Printed Name of Principal*

*Signature of Principal*

*Date*

## 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 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.
- A Tier I or Tier II school that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG intervention models.

### 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. (ESEA section 1114(a)(2)(A)(i)).
- **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)).

### 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 consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). 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 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); 34 C.F.R. § 200.26(c)).

# Plan Development

## Statutory Requirements

- *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. [1114(b)(2)]*
- *The plan shall 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. [1114(b)(4)]*
- *Each school must meet the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]*

## School Descriptions

- 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.)

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• <i>John Riddle</i></li> </ul>	<i>Oversight and management of academic</i>
<b>Teachers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Josh Kaufield</li> <li>•</li> </ul>	Represent the instructional staff
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• N/A, No paraprofessionals on staff at GILA</li> <li>•</li> </ul>	
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• <i>Galena Interior Learning Academy Parent Advisory Committee</i></li> </ul>  2016-17 PAC.xlsx	<i>Work cooperatively with the Galena Interior Learning Academy Principal and make recommendations for the betterment of the school community</i>
<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Richard Ramage</li> <li>•</li> </ul>	Represent the school to dorm needs
<b>Technical Assistance Providers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Steve Erickson</li> </ul>	
<b>Administrators:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li>• Ben Blasco</li> <li>• GILA Assistant Principal</li> </ul>	Represent the school to dorm connection/needs
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>• Jason Kopp,</li> </ul>	Federal Programs Director, schedule & facilitate meeting, manage all compliance
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>• Josh Kaufield</li> </ul>	Represent the CTE staff
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	
<b>Specialized Instructional Support:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<i>(as appropriate)</i>	•	
<b>Tribes &amp; Tribal Organizations:</b> <i>(if feasible)</i>	• Suzie Sam	Louden/Tribe Administrator
<b>Students:</b> <i>(if plan relates to secondary school)</i>	•	Represent the GILA student body
<b>Other:</b> <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.

The process used to develop this school wide Title I Part A plan started nine years ago when we were reviewing data and the number of students who benefitted from Title 1. The Title 1 economic requirements hindered our ability to focus on and provide intensive instruction in language arts and math to those students that are Below Proficient or Far Below Proficient on the SBAs. As the process moved forward discussions with the Galena Interior Learning Academy and Sidney C. Huntington School Parent Advisory Committees occurred. Both Parent Advisory Committees were involved so students could expand their educational opportunities with a highly qualified teacher.

Current:

During the EED Monitoring of the GCSO Title Programs, it was brought to our attention that we needed to update our school wide plan. The Federal Programs Director put together a draft of a new schoolwide plan utilizing data which has been shared with the school Wide Planning team members over the course of the school year. Some of these data sources are:

- Local assessments such as Achieve 3000, STAR Math, and parallel assessments
- Student, parent, staff needs assessment surveys
- Data from current Consolidated Grants programs

The draft of the plan was shared with individual Schoolwide Planning team members on 5/9/2017. Planning team members were asked to review the draft and compare with the data from local assessments, surveys and data gathered from Consolidated Grant programs. Because the Schoolwide Planning team members are scattered all over the state they were asked to provide input via email prior to the May 23rd meeting (2017).

The Schoolwide Planning team members met on May 16, 2017, reviewed the updated Schoolwide Plan that was adjusted based on individual team member suggestions, and adopted the plan in its current state.

Future revisions will be established during the April GILA PAC meeting.

### 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 columns that apply)		
		Planning Team	All Staff	Parents/Community
10/14/16	Educating members about Title I-A,C, title II-A, Homeless, Migrant, (recruiting parent involvement)	x	x	x
1/19/2017	Data review: local assessments, student surveys Analyze Consolidated programs data: after school programs	x	x	x

5/16/17	reviewed the updated Schoolwide Plan that was adjusted based on individual team member suggestions, and adopted the plan in its current state	X		

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.

Members of the school and community were invited to the Annual Title 1 Parent Meeting. People could attend in person, through conference call and/ or Webinar. The Schoolwide planning process was described and the community was invited to take part.

The meetings were advertised in all public buildings in Galena as well as a public announcement were emailed to all stakeholders.

Furthermore, the process of the planning team was shared with the Galena City School District board of trustees at their regular monthly school board meetings.

## Comprehensive Needs Assessment

### Statutory Requirements

- *An eligible school operating a schoolwide program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging Sate academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]*

### School Descriptions

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

GILA, a statewide boarding school for students that are seeking yet another choice, is Alaska’s longest operating residential secondary vocational school. It is an accredited school for 9-12 and post secondary adult vocational programs.

GILA offers students from all over the state the opportunity to gain industry standard vocational certification in aviation, automotive technology, cosmetology and culinary arts programs while achieving the academic skills necessary to meet

the entry-level academic requirements of colleges and universities. Vocational and technical teachers are hired from industry for upper level career pathways, validating its program as meeting the standards required by industry.

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

Currently, 232 students are attending GILA from 72 Alaskan communities with over 90% of the student population being Alaska Native.

**B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.**

The comprehensive needs assessment included the following two steps:

First, the district is using Achieve 3000 data to evaluate all student regarding literacy and College and Career readiness. Data was collected from August- through April. Lexile performance showed significant growth throughout the school year in all grade levels, the data showed that all grade levels the actual growth was more than twice the expected growth. Regarding College and Career readiness, data shows that roughly 14% of students who were “Far Below” readiness in August had moved to “Approaches” or “Meets” readiness. Those students who tested as “Exceeds” readiness had more than doubled from 5% to 11% of student by April.

Secondly, multiple surveys were sent out to all stakeholders in our district. Some of the surveys were specific and were only provided to parents and community members of ELL and migrant students. Other surveys were much more broad in their scope and were provided to all stakeholders. These surveys were distributed in multiple ways: email, mail, google docs, Survey monkey and text. Most stakeholders agreed that the district is offering a quality education to the students. Survey scale scores were positive (a value of 2.5 or greater indicates agreement) for questions about the school environment, professional development for teachers, individualized learning opportunities and students’ preparation for school or work after high school. Overall, survey respondents felt that the GCSD provides a positive environment for students. In particular, more than 80% of respondents agreed or strongly agreed that “Students are excited about learning” and “School is a positive experience for GCSD students.”

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

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment	Reading/language arts instruction for all students	High	Students who are enrolling at GILA for the first time tend to below grade level in reading, writing, and math skills and behind the state averages in reading, writing, and math.

and other district assessment data	Mathematics instruction for all students		
	Science instruction for all students		
	Other content area instruction for all students		
	Support for students with disabilities		
	Support for migrant students		
	Economically disadvantaged or low achieving students		
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	medium	It has been determined that roughly 40% of the GILA population is an EL student or was an EL student within the past 2 years. Instructional strategies for teachers to effectively instruct EL students need to be addressed
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance Rate	Ensure that students attend school		
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards		
Instruction	Effective instructional strategies and tiered interventions		
Assessment	Use of formative and progress monitoring assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment		
Family Engagement	Family & community engagement	High	Increase student/parent telephone communication opportunities. Increase parent/teacher communication

			telephone opportunities. Increase quality and amount of information on the Galena Interior Learning Academy website
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	low	Update and refinement of a focused social studies curriculum aligned with national and state standards as well as national and state system assessments
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Ongoing support and coaching from curriculum experts with classroom based formative assessments aligned to state and national standards (parallel assessments); ongoing support and coaching from curriculum experts ensuring all instructional strategies are aligned to classroom based formative assessments, ongoing support and coaching with literacy development across the curriculum to ensure all student are growing in their literacy within each content area and grade level.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals		
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
Language arts specifically reading and writing	Achieve 3000 Lexile Level Set in August  PEAKS scores 2016-17	Help our students increase their annually reading performance 3% annually	2017-18 & 2018-2019 The data for this objective will include two sets of data sources: Achieve 3000 Lexile Level Set in August

			<p>compared to April Lexile level Set</p> <p>2017-18 compare Language arts PEAKS scores 2016-17 with PEAKS 2017-18</p>
Math	PEAKS scores 2016-17	Help our students increase their annually math performance 4%	2017-18 compare Math PEAKS scores 2016-17 with PEAKS 2017-18
EL Instructional Strategies	2017 Access For ELLs 2.0	10% of all GCSD EL students will move up one level in their English Language proficiency composite score: (example: level 3 composite score in 2017 to level 4 composite score in 2018)	<p>2017-18 compare Access for ELLs 2.0 scores 2016-17 with Access for ELLs 2.0 scores 2017-18</p> <p>Must use Score Lookup Calculator at <a href="http://www.wida.us/proficiency">www.wida.us/proficiency</a></p>
Family & community engagement	2017 Parent-Guardian Survey results	Increase # of GILA survey respondents to 50%	Compare 2017 Parent-Guardian Survey results with 2018 Parent-Guardian Survey results.

## Schoolwide Plan Strategies

### Statutory Requirements

*The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –*

- *provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;*
- *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; and*
- *address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include –*
  - *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 [1114(b)(7)(A)(i-iii)]*

### School Descriptions

- A. Describe the strategies that the school will use to upgrade the entire educational program in order to improve the achievement of the lowest-achieving students. Include a description of how and when the strategies will be implemented. Be sure these strategies are linked to the areas identified in the comprehensive needs assessment.

First, a schoolwide program would allow students of the lowest-achievement on their PEAKS to access additional intense instruction in reading, writing and math in addition to their regular classes.

Second, this would allow those students who come to GILA with below grade level scores and limited credits the opportunity to earn two English or Math credits in one year. One credit would be the same course work as their peers and the other credit would be intense instruction in their areas of weakness.

Third, a daily after school program (Monday-Thursday) with four certified teachers offering extra academic support and tutorial services in their highly qualified areas for all high school students would be made available. The after school program would be a proactive opportunity to help all students when they begin experiencing difficulties, rather than letting them fail.

Fourth, During in-services and principal classroom observations, principals will work with instructional staff to address EL needs within the course work. Suitable Accommodations and instructional practices will be adopted and addressed during the teacher evaluation process.

Fifth, family & community engagement will be managed through Powerschool queries looking at parent/guardian log entries. Administration will emphasize the importance of parent/guardian communication by tracking the number and type of log entries on a monthly basis looking at each student. The number of log entries, type of log entry, which staff member made the log entry, classroom grade, etc will all be reviewed.

**B. Complete the following table to describe the activities used to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

<b>Schoolwide Plan Strategies, as appropriate</b>		
<b>Activities</b>	<b>Used (Y or N)</b>	<b>Provide Description of How Activities Used Address Student Needs</b>
counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.	Y	Voluntary After School tutoring. Multiple content instructors are hired to work after school to provide additional academic support with homework and assessment preparation. Additionally, most high school students are enrolled in one Academic Support class during the school day in order to complete assignments, receive additional content support or work on credit recovery.
preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to coursework to earn post-secondary 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 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	Y	GCSD has invested heavily in providing all teachers and administrators consistent, targeted professional development in the areas of research supported instruction, assessment, curriculum development, and leadership with PEAK Learning Systems founded by Spence Rogers. Spence Rogers is recognized as an international expert in the areas of instruction, assessment, curriculum development, and leadership. Professional development opportunities with leading experts in instruction assessment, curriculum development, and leadership include summer training and three-week long in-service opportunities during the

		<p>school year that includes small collaborative teams and one-to-one classroom based coaching.</p> <p>GCSB provides regularly scheduled small group collaborative meetings with teachers in similar content areas or grade levels discussing and sharing classroom based formative assessments, instructional strategies aligned with classroom based formative assessments, and instructional techniques for effective questioning strategies and effective directions.</p>
<p>assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>		

# Annual Evaluation & Review Process

## Statutory Requirements

- *The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]*

## School Descriptions

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

The Schoolwide planning team will review the data sources during their planning meeting to evaluate the implementation of the plan. It is the Federal Programs Directors duty to provide suitable data for the team to evaluate.

### B. Describe how the school will measure and report student process 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 Federal Programs Director will:

- Report State assessment achievement on the report card to the public and post the report card on the district website.
- accumulate and disseminate Local assessment data to principals, superintendent, Parent Advisory Committees, tribal leadership, etc... thorough email, audioconference and webinars

### 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.

Classroom based formative parallel assessments are developed by classroom teachers with the support of leading experts in curriculum development (PEAK Learning Systems). Classroom based formative assessments are designed with specific separate objectives. Classroom instruction and specific student interventions are aligned with each specific objective. If students do not master an objective each student is required to go through a two-part corrective process that includes more instruction and more practice prior to reassessing. Typically there are three "formal" formative assessments that provide students and opportunity to master specific objectives within a unit.

Furthermore, essential curriculum objectives are incrementally developed throughout the school year and students are provided multiple reengagements with curriculum items to increase their knowledge and skills with curriculum objectives. Classroom based and after school coaching is targeted to specific curriculum objectives

With that said, 2017 PEAKS results will be compared with 2018 PEAKS results to determine if current essential curriculum objectives need to be adjusted. Principals and instructional staff will address these adjustments in their small group work sessions within the subject groups.

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.

Principals will provide reports from their content specific small groups work sessions to the School board and the Schoolwide Planning Committee. The Schoolwide Planning Committee will review these reports in conjunction with the data and surveys to determine the next steps of the revision process

# Financial Requirements

## Statutory Requirements

- A district may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. [Section 1114(a)(1)]
- Schoolwide plan, If appropriate and applicable, is 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 school implementing comprehensive and improvement activities or targeted support and improvement activities under 1111(d). [Section 11149b)(5)]

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)
x	\$80,000	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
		Title I, Part C: Education of Migrant Children**
X	\$60,000	Title II, Part A: Teacher and Principal Training and Recruiting Fund
		Title II, Part D: Enhancing Education Through Technology
		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
		Title IV, Part A: Safe & Drug-Free Schools and Communities
X	\$200,000	Title VII, Part A: Indian Education**
		IDEA Part B**
		Carl Perkins
		State Funds
		Local Funds
		Other:

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