



**Fred Ipalook Elementary
SAC Report
September 2026**

Principal Name: Betty J Diana
Assistant Principal(s) Kathleen Fisher
Traci Ellison

SAC Members:

Seat 1: Daniel Thomas

Seat 3: Tina Wolgemuth; V. President

Seat 5: Sara Tia'I; Secretary

Seat 7: Justine Wilhelm; President

Seat 2: Asisaun Toovak

Seat 4: Fadyen Edwardson-Harrington

Seat 6: Forrest Olemaun

Enrollment: 450

<i>Pre-K3: 39</i>	<i>Pre-K4: 40</i>	<i>1st Grade: 58</i>	<i>2nd Grade: 54</i>	<i>3rd Grade: 72</i>
<i>4th Grade: 73</i>	<i>5th Grade: 63</i>			

Attendance: 90% Goal

<i>Grade</i>	<i>Aug.</i>	<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Semester %</i>
<i>K</i>	<i>75.52%</i>					
<i>1st</i>	<i>82.34%</i>					
<i>2nd</i>	<i>79.63%</i>					
<i>3rd</i>	<i>82.02%</i>					
<i>4th</i>	<i>82.57%</i>					
<i>5th</i>	<i>82.80%</i>					

Staff:

<i>Teachers: 37</i>	<i>Substitute Full-Time:</i>
<i>Behavioral Specialist: 2</i>	<i>Substitute Part-Time: 2</i>
<i>Special Education: 3</i>	<i>M&O (Facilities/ Custodial/Kitchen) : 11 custodians/ 5 kitchen</i>
<i>Paraprofessionals: 22</i>	<i>List Current Vacancies: ECE Pre-K 3, Pre-K/Kinder ILT, Intensive Paras, Special Education Teacher</i>

3 Highlights/Grows:

- 1. We are 99% fully staffed.**
- 2. Teacher's attendance has been good for the first couple of weeks of school**
- 3. No major bumps in transitioning back into school. Student attendance has been good.**

Areas of Improvements/Growth

- 1. Strengthening and consistency of Tier 1 instruction**
- 3. Differentiation of the variety of needs we have in our classroom.**

Strategic Plan Goal & Pedagogy Implementation:Family & Community Collaboration

Goal 1: Prioritize and implement intentional and purposeful partnerships.

- Family Nights will be scheduled throughout the school year to provide opportunities for families to connect with the school community, participate in activities, and support student learning.
- IPK is also partnering with North Slope Borough Health and Human Services to provide additional resources and opportunities for families.
- Families are invited to join their children for breakfast and lunch at school and to participate in school activities.
- Parents and guardians are encouraged to become actively involved in their child's education by volunteering in classrooms, participating in field trips, and supporting school events and activities.

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

- All K–5 classes have begun MAP and mClass assessments to establish baseline data and determine each student’s current level of academic performance.
- Teachers are required to meet two to three times each week for collaborative team planning and data analysis. These meetings provide opportunities for teachers to review student progress, identify instructional needs, share strategies, and make data-informed decisions to strengthen instruction and support student achievement.

Goal 3: All students are prepared for their pathway of choice post-high school

- All 5th grade students are provided opportunities to participate in STEM programs offered through Career and Technical Education (CTE) programs. These experiences encourage students to explore science, technology, engineering, and mathematics while developing critical-thinking, problem-solving, collaboration, and hands-on skills. Through these opportunities, students are encouraged to explore their interests, discover potential career pathways, and develop skills that will prepare them for future academic and career success.

Goal 4: Graduate bilingual students

- All classrooms have begun the school year by incorporating culturally based units and learning experiences before transitioning into the core curriculum. This approach helps establish a strong cultural foundation and provides students with opportunities to connect their learning to their culture, community, and experiences.
- All K–5 students participate in Iñupiaq Language and Culture (ILT) classes to receive instruction in the Iñupiaq language. Teachers are also encouraged to incorporate Iñupiaq language into their classrooms daily through simple commands, greetings, responses, and common classroom phrases. This daily exposure helps students build familiarity with the language and reinforces the importance of preserving and using Iñupiaq language and culture throughout the school community.

Student Social & Emotional Wellbeing

Goal 5: Facilitate & maintain culturally, emotionally, & physically safe learning environments

- Fred Ipalook Elementary has two behavioral specialists on campus who provide support services to students experiencing behavioral challenges. The behavioral specialists work collaboratively with students, teachers, and families to identify behavioral needs, implement appropriate interventions, and develop strategies that promote positive behavior and student success. Their support helps create a safe, positive, and supportive learning environment for all students.

Staff Support & Professional Development

Goal 6: Build and sustain a thriving workforce aligned with the mission of this District

- Weekly professional development will be provided to instructional staff through team meetings and weekly Professional Learning Communities (PLCs). These opportunities will support continuous professional growth and strengthen instructional practices across the school.
- Teachers will use team meetings and PLCs to collaboratively review student data, discuss effective instructional strategies, monitor student progress, and support the

consistent implementation of the district-adopted curriculum. This collaborative approach will promote data-informed decision-making and ensure that instruction is aligned with student needs and district expectations.

Financial & Operational Stewardship

Goal 7: Standardize high-functioning, efficient, student-focused operations

- School procedures and systems will be clearly communicated, consistently implemented, and regularly reviewed to ensure they meet the needs of students, staff, and families.
- Operational practices will prioritize student safety, instructional time, effective communication, and the responsible use of school resources. All purchases will be carefully considered based on what is in the best interest of students. Staff will be expected to identify how each proposed purchase will directly support student learning, engagement, academic achievement, behavioral success, or overall student well-being. Resources will be allocated thoughtfully to ensure that expenditures provide meaningful benefits and contribute to improved outcomes for students.
- Staff will work collaboratively to follow established procedures, identify areas for improvement, and adjust when needed. Through consistent expectations, responsible resource management, and clearly defined processes, IPK will promote a well-organized school environment where staff can focus on teaching and students are supported in achieving academic, behavioral, and social success.

Upcoming Events:

- 9/16/26 – District Inservice
- 9/22 – 9/25 – Parent/Teacher Conference