



Chefornak Schools

TITLE I SCHOOLWIDE PLAN

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

SY2022-2023



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Contact Information

School Information

Name of School: Chefornak Name of Principal: Jackie Ashmore

Address (Street, City, State, Zip): PO Box 50, Chefornak Schools

Phone: 907 867-2096 Fax: _____ Email: Jackie_Ashmore@lksd.org

District Information

Name of District: Lower Kuskokwim School District Name of Superintendent: Kimberly Hankins

Address (Street, City, State, Zip): 1004 Ron Edwards Way

Phone: 907-543-4821 Fax: _____ Email: Kimberly.Hankins@lksd.org

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	X <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
X <input type="checkbox"/> Yes <input type="checkbox"/> No	08/10/2022	[MM/DD/YYYY]

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: _____

Name of Principal: Jackie Ashmore

Signature: _____

Signature: Jackie Ashmore

Date: [MM/DD/YYYY]

Date: 9/30/2022

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: (required)	● Jackie Ashmore	Site Administrator
Teachers: (required)	● Jessica Lewis-Nicori, Timothy Kinegak, Renz Rendal	Teachers
Paraprofessionals: (required)	● Robert Panruk	Teacher Aide III
Parents & Community: (required)	● Sam Lewis, Kimberly Agnus	Parent, Community
School Staff (required)	● Cecilia Kinegak	School Community Advocate
Technical Assistance Providers: (as appropriate)	●	
Administrators: (as appropriate)	●	
*Title Programs:	●	
*CTE:	●	
*Head Start:	●	
Specialized Instructional Support: (as appropriate)	●	
Tribes & Tribal Organizations: (as applicable)	●	
Students: (if plan relates to secondary school)	● Brayden Abraham	Student
Other: (as needed)	●	

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

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

Our schoolwide plan is developed with a collaborative team approach with members from School Improvement Working Group, high school students, our Advisory School Board, and community leaders. Our School Improvement Working Group meets monthly to analyze our student data and recommend resources and solutions to support our schoolwide goals. We use attendance reports and MAP reports to establish our school-wide goals. We will also share information during our Title 1 Parent meetings and parent teacher conferences. We have planned in services throughout the year to build the teacher capabilities and provide strategies to support reading and math culture.

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)
8/9/2022	Setting Norms and goals	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
8/19/2022	Shamans Working Group – Data Dive	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
8/19/2022	PFE Engagement, Student Goals, Title 1 Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
8/19/2022	Parent Meeting: Curriculum, MAP Scores, Success	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
		<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

C. 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.

We invited the community members to attend the schoolwide planning and be a part of the process. This invitation was extended to the newsletter, VHF radio, and Facebook page. If a parent is unable to attend the meeting, we sent home information about the process and requested feedback/input.

Comprehensive Needs Assessment

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

Chefornak is a village of about 500 people in coastal Alaska. The students are all native Alaskans and all below the poverty level. Families rely on subsistence fishing and hunting. The enrollment for Chefornak Schools hovered around 140 students in SY 2021-2022.

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.

Surveys and newsletters to the community were used to get feedback/input from the community. Our students were neither homeless and placed in foster care. We focus on all students at our school with after school tutoring, bilingual education in K-6 grades, and SPED services for K-12 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 and other district assessment data	Reading/language arts instruction for all students	High	Thirty-eight percent of our students reached their Reading Growth rate in Reading (MAPS).
	Mathematics instruction for all students	High	There was no data for Mathematics for SY 21-22 (MAPS).
	Science instruction for all students	Middle	Over 50% of our students struggle with reading different science concepts.
	Other content area instruction for all students	Low	Our K-6 grade students receive instructions in the Yup'ik language.
	Support for students with disabilities	Low	Our SPED teacher works with students to meet the goals on the IEPs.
	Support for migrant students	Low	We do not have any migrant students.
	Economically disadvantaged or low achieving students	High	A 100% of our students fall into this category. We work to provide instructions that are cultural relevant to support students understanding.

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	High	All students are EL students.
Graduation & dropout rate	Ensure students will graduate from high school	High	The senior advisor, site administrator, and counselor work throughout the year to ensure students are on track to graduate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Our K-8 students have attendance rate of 94%. Where as our 9-12 th students have an attendance rate of 89%. Our School Community Advocate and Advisory School Board contact those students who are absent daily. We have 38% chronic absenteeism.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	We do not have any students in this category.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Although our curriculum is aligned with Alaska standards, our students struggle with the reading.
Instruction	Effective instructional strategies and tiered interventions	Med	We have 10 certified teachers, four associate teachers, and two aides for intervention along with 4 intensive needs aide to support SPED students. Our student/teacher ratio is 12:1 elementary and 10:1 in middle/high school.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	We administer MAPs tests, WIDA, YPT, AK Star, and AK Science tests. Tests are given routinely.
Supportive Learning Environment	Safe, orderly learning environment	Low	Our students enjoy the school environment. They play sports and attend after school tutoring.
Family Engagement	Family & community engagement	High	Throughout the year with off and on distance learning our family engagement was low. However, during culture week and high school graduation more parents and community members attended the school, especially since COVID restrictions were lifted.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	We have PD throughout the year at the school and district levels. We will work on instructional rounds and engaging instructional activities, especially in middle and high school classes.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	We have five new teachers this year. Therefore, we felt it necessary to have an ongoing mentoring program for those teachers.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	We are fully staffed this year with five new teachers.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Leadership	Recruiting, training & retaining qualified principals	Low	This is the second year for the site administrative in Alaska with 10 years of administration experience.
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
Attendance	33% chronic absenteeism	16%	MAPS Chronic Absenteeism Report
Academic	38% Reading Growth Rate	41%	MAPS Reading Growth Rate Report

Schoolwide Plan Strategies

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

Students K-6 have the support of a structured MTSS that target phonics and reading comprehension during the school day. Our after-school tutoring support targets reading skills for struggling students.

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.

Direct instructions, small groups, and after school support is used to provide opportunities to students to meet the state academic standards. At the start of the year, students take a reading preassessment that will be given after each quarter. Student progress is monitored and discussed weekly with the teacher and student along with monthly progress to parents.

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.

The school uses a master schedule with time indicated for each content area and intervention. The teachers along with teacher aides work with students to build proficiency in reading using the SIOP model for lesson plans. Teachers work in PLCs to figure out how to help students who are still struggling. The school uses open gym as an incentive for students to try to do their best.

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

Each teacher set reading goals with their students. These goals are monitored by students, teachers, administrator, and parents. Throughout the year, students' efforts are noted and celebrated.

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 improvement working group discusses the progress of the schoolwide plan during monthly meetings. Student progress will be charted on the schoolwide growth chart (data wall).

- 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 teachers and the teacher aides use the student data to measure student progress and keep the parents informed. The overall student progress will be reported to the community during annual community meetings.

- 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.**

We will evaluate the overall schoolwide plan with the MAP Reading growth scores. We will determine how we can change the plan for the students' future success.

- 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.**

We will adjust based on the reading growth rate on MAP test. If a student does not meet his/her targeted goal, a deeper look at what area the student needs more intensive help will be determined and additional support will be implemented.

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"/>	\$58,865.00	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		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"/>	\$35,345.29	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 checked="" type="checkbox"/>	\$46,995.06	Other: Title I-A Tier II Interventionist
<input type="checkbox"/>	\$1,539.51	Other: Title I-A Parent and Family Engagement Set aside
<input type="checkbox"/>	\$23,857.00	Other: School Improvement CSI/TSI Grant
<input type="checkbox"/>		Other:

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