

# Mikelnguut Elitnauviat TITLE I SCHOOLWIDE PLAN

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

2023-2024



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## Contact Information

### School Information

Name of School: Mikelnguut Elitnaurviat Name of Principal: Kellie Ketchum-Umphrey  
Address (Street, City, State, Zip): 1005 Raven Way, Bethel Alaska, 99559  
Phone: 907-543-2845 Fax: 907-543-2429 Email: kellie\_umphrey@lksd.org

### District Information

Name of District: Lower Kuskokwim School District Name of Superintendent: Kimberly Hankins  
Address (Street, City, State, Zip): PO Box 305 Bethel AK, 99559  
Phone: 907-543-4800 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%	<input checked="" 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
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2011	09/30/23

## 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: Kimberly Hankins

Signature: 

Date: 09/30/2023

Name of Principal: Kellie K. Umphrey

Signature: 

Date: 09/30/23

## 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
<b>Principal:</b> (required)	• Peter Hawkins	Member, Team Facilitator
<b>Teachers:</b> (required)	• Katrina Gutknecht, Devin Thurston, Eliza Wesley, Grace Sammon, Peggy Williams,	Members
<b>Paraprofessionals:</b> (required)	• Patricia Williams, Alyssa Williams, Richard Gutknecht	Members
<b>Parents &amp; Community:</b> (required)	• Hazel Peterson, Amanda Shavings, Shara Davis, Melanie Shavings	Members
<b>School Staff</b> (required)	• Marianne Williams, Carol Peterson, Edward Shavings, Emory David	Members
<b>Technical Assistance Providers:</b> (as appropriate)	•	
<b>Administrators:</b> (as appropriate)	• Peter Hawkins	Site Administrator
<b>*Title Programs:</b>	•	
<b>*CTE:</b>	•	
<b>*Head Start:</b>	•	
<b>Specialized Instructional Support:</b> (as appropriate)	•	
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	• Hazel Peterson, Edward Kiokun	Member – CNE-PAC Representative Member – Tribal Council President
<b>Students:</b> (if plan relates to secondary school)	• Rosa David	Member
<b>Other:</b> (as needed)		

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

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

Nuniarmiut School adheres to a continuous improvement model which follows both a yearly cycle of review and a three-year cycle of goal setting and revision. The district provides support and training for Site Administrators relative to school improvement and priority setting. The Advisory School Board, the staff as a whole and student focus groups all contribute to the development of our school's shared values, vision statements, mission statement and school improvement goals. To communicate our progress toward and revisions of goals we meet once each fall with the community as a whole and send out an update letter each spring.

**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)
09/10/21	Staff Meeting/Student Data Review	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/22/21	Community Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/07/21	ASB Meeting/Instructional Program Improvements update	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
11/16/21	ASB Meeting/Review of School Improvement Plan	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
01/28/22	Staff Meeting/Student Growth Review	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
03/08/22	ASB Meeting/Revisit and Revise School Improvement Goals	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
04/16/22	ASB Meeting/Review progress toward School Improvement Goals	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
08/30/22	Staff Meeting/ Student Data Review	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/09/22	Staff Meeting/Review of School Improvement Plan	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/13/22	ASB Meeting/ Review of School Improvement Plan	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/20/22	Community Information Meeting/ Describing the School Improvement Plan and gathering community input.	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/18/23	ASB Meeting/ Review of School Improvement Plan Priorities	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
9/25/23	Community Information Meeting/ Describing the School Improvement Plan and gathering community input.	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" 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 communicates via the ASB meetings which are all public and broadcast via Zoom to the community. We also hold an annual Community Information Meeting where we specifically communicate about our school improvement goals and our progress toward them. We also communicate via our annual Spring Goals Update letter sent home. We take every opportunity when meeting with parents and the community to share our progress.

## Comprehensive Needs Assessment

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

Nuniwarmiut is the PreK-12 school in Mekoryuk Alaska, the only village on Nunivak Island about 30 miles west of the Yukon-Kuskokwim Delta in the Bering Sea. There are approximately 200 inhabitants in the village and the school serves under 50 students. The community lives mostly from subsistence. The Native Village of Mekoryuk also owns a reindeer herd.

### 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 is a continuously revised document based on input from the community as a whole; from the parents of our students, from the students and the staff as a whole. The student growth data is reviewed 3 times each year and our school improvement goals are selected by our Advisory School Board with input from all of these stakeholders.

### 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	Literacy: Spring 2023: MAP Reading 23% above the 40th percentile. MAP Language 23% above the 40th percentile. MAP Reading 29% meeting growth target. MAP Language 36% meeting growth target.
	Mathematics instruction for all students	high	MAP 15% above the 40th percentile. MAP 37% meeting growth target. Teachers are in year 4 of implementing the new math curriculum.
	Science instruction for all students	med	Our students all participate in the district provided science curriculum K-12.
	Other content area instruction for all students	high	Cup'ig Language Proficiency as determined by the Cup'ig Language Proficiency Test for FY23 is at 0% for the elementary. 53% scored a 2. One student scored a 3. (3 is considered proficient).
	Support for students with disabilities	med	We have a low number of students with disabilities and they are all on IEPs which are followed and updated regularly.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Support for migrant students	low	Our migrant students enjoy the benefits of Migrant Ed tutoring and family nights, as well as provision for physical needs such as winter clothing.
	Economically disadvantaged or low achieving students	low	We are part of a district-wide Title I program.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	low	Our students are supported as English Learners.
Graduation & dropout rate	Ensure students will graduate from high school	low	We have a 0% dropout rate and 88% graduation rate over the past 4 years.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	med	Our attendance rate over the past 4 years averaged 96%  Our Chronic Absenteeism has averaged 12.75% over the same 4 year period
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	low	Our community is atypically stable for the Yukon-Kuskokwim Delta.
Curriculum	Core curriculum aligned vertically and with state standards	low	Our curriculum is provided by the district.
Instruction	Effective instructional strategies and tiered interventions	med	Our professional development is targeting specific effective instructional strategies based specifically on SIOP and MTSS.
Assessment	Use of formative and progress monitoring assessments to improve instruction	med	We follow the district regimen of MAP testing 2 times per year and have begun the use of the mClass literacy screener and progress monitoring program for our elementary students. Each teacher uses course specific initial, formative and summative assessments.
Supportive Learning Environment	Safe, orderly learning environment	med	Our students are well-behaved and we do not face the same behavioral challenges as other schools on the Delta. Our suspension rate has remained below 2% for the previous 4 years with no instances the past two years.
Family Engagement	Family & community engagement	low	Our families put a high priority on our children being in school and learning. They are very engaged and visit the school often.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	low	Both the district and the local administration provides targeted and well-planned professional development for the staff.



Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD to support individual teacher skills	med	Our teaching staff is relatively new and as a result the professional development and coaching specifically targets teaching skills and strategies which have the most positive impact on student learning.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	low	The district hires our teachers.
Leadership	Recruiting, training & retaining qualified principals	low	The district hires and places our 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
Reading	Winter 2023: MAP Reading 23% above the 40th percentile. MAP Language 23% above the 40th percentile. MAP Reading 29% meeting growth target. MAP Language 36% meeting growth target.	50% of our 3 <sup>rd</sup> grade students will score at or above the 40 <sup>th</sup> percentile on the MAP Reading Test.	MAP Reading
Math	MAP 15% above the 40th percentile. MAP 37% meeting growth target.	70% of our 9 <sup>th</sup> grade students will successfully take Algebra I.	Successful course completion
Cup'ig Language Arts	Cup'ig Language Proficiency as determined by the Cup'ig Language Proficiency Test for FY22 is at 0% for 6th graders. 51% scored a 2. 1 student scored a 3. (3 is considered proficient).	50% of our 8 <sup>th</sup> grade students will score a 3 on the Cup'ig Proficiency Test.	Cup'ig Proficiency Test



Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure

## Schoolwide Plan Strategies

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

We are using Indian Ed and Title I funds to provide a Reading Interventionist and for a Math Tutor to work alongside the Math teacher. We also provide after-school tutoring in both Math and Language Arts. We are also translating curriculum into Cugtun to provide materials for the students to learn to read and write in Cugtun.

### 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 are focusing on learning strategies that have the most positive impact on our students' learning. We use the SIOP model for instructional planning and implementation. We are developing a Dual Language Enrichment model which provides a vocabulary rich environment for our students PreK-12.

### 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.

Our school is using the SIOP model of instructional preparation and implementation. Our instructional staff actively seeks strategies that will most positively impact our students' learning. We have implemented a 3-year rotation of courses for grades 6-8 and a 4-year rotation of courses for grades 9-12 to provide the full curriculum for all students with live teachers here in Mekoryuk. Our students regularly earn 32 credits toward their high school diploma, 10 credits above the minimum requirement.

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

We are providing regular intensive reading interventions for our students who are struggling with reading as manifested by their MAP reading scores. We have begun to implement the mClass Literacy Screener and Progress Monitoring program with our K-3 students. We plan to implement the same for our 4-6 in the near future. We are providing a math tutor during math classes and after-school tutoring 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.**

We regularly review our school improvement goals and evaluate our progress based on student growth data, both in their courses and in MAP Growth Test scores. This is a continuous improvement process.

- 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.**

We measure our students' progress, focusing both on growth and achievement, using MAP Growth Test scores as well as scores from the state assessment. These are reported to the community in a general way, what we would consider green data, at the Annual Community Information Meeting each fall. We also communicate individual student progress, what we would consider red data, to parents at parent-teacher conferences three times per year.

- 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.**

Again, we regularly evaluate our students' progress, taking into consideration who has benefited and who has not benefited from our instruction with an eye for improving our instruction to help those who struggle, to achieve the success criteria for each curricular area. We use MAP Growth Test data as well as formative data from each classroom.

- 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 regularly review our school needs assessment, our school improvement goals and our student data and make revisions to positively impact our students' learning. We have made adjustments in planning, scheduling, staffing and professional development based on what we see in our data. Again, this is a continuous improvement process.



## 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"/>	\$ 39,998.70	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"/>	\$ 10,745.95	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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