



GLADYS JUNG ELEMENTARY SCHOOL TITLE I SCHOOLWIDE PLAN

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

2023-2024



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Contact Information

School Information

Name of School: Gladys Jung Elementary School Name of Principal: Troy Poage
Address (Street, City, State, Zip): P O Box 800, Bethel, AK 99559
Phone: 907-543-4440 Fax: 907-543-2533 Email: troy_poage@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?
76%	<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	05/23/2022

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: [MM/DD/YYYY]

Name of Principal: Troy Poage

Signature: _____

Date: 09/08/2023

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such 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)	<ul style="list-style-type: none"> Troy Poage 	Leader
Teachers: (required)	<ul style="list-style-type: none"> Ava Ernst Heather Stuart Tim Crace Sephora Lestenkoff 	Team members
Paraprofessionals: (required)	<ul style="list-style-type: none"> Darlene Mojin Samantha Bill 	Team members
Parents & Community: (required)	<ul style="list-style-type: none"> Patty Jones Mark Jones Erin Stevens 	Team members
School Staff (required)	<ul style="list-style-type: none"> Bernadette Otto Mariel Otto 	Team members
Technical Assistance Providers: (as appropriate)	<ul style="list-style-type: none"> 	
Administrators: (as appropriate)	<ul style="list-style-type: none"> Ed Pekar 	Advisor
*Title Programs:	<ul style="list-style-type: none"> 	
*CTE:	<ul style="list-style-type: none"> 	
*Head Start:	<ul style="list-style-type: none"> 	
Specialized Instructional Support: (as appropriate)	<ul style="list-style-type: none"> 	
Tribes & Tribal Organizations: (as applicable)	<ul style="list-style-type: none"> 	
Students: (if plan relates to secondary school)	<ul style="list-style-type: none"> 	
Other: (as needed)	<ul style="list-style-type: none"> 	

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

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

Information collected from Back to School Night, SA meetings, data dives, District-Level support, ASB meetings, School Improvement meetings, Parent-Teacher Conferences, Family Surveys

Commented [LS1]: Considerations: Continuous Improvement Model; District level support-SA Meetings, data dives, MDD; Site level- ASB meetings, School Improvement Meetings, Site In-services, Annual Title I Meetings, Parent Teacher Conferences, Surveys

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)		
05/3/2023	School Improvement Team Meeting	<input checked="" type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input checked="" type="checkbox"/> Parents/Community
08/2023	Parent/Community Back to school night	<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input checked="" type="checkbox"/> Parents/Community
08/2023	School Improvement Team Meeting	<input checked="" type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input checked="" type="checkbox"/> Parents/Community
mm/dd/yy	To Be Determined	<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input checked="" type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team	<input type="checkbox"/> All Staff	<input type="checkbox"/> Parents/Community

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

Newsletters, Annual Title I Meeting, Social Media, Parent Emails, Phone calls, Parent -Teacher Conferences, School Website

Commented [LS2]: Considerations: Newsletters, Surveys, Annual Title I Meeting, Plan Posted on Website, Annual Spring School Goals update, Parent Teacher Conferences, etc.

Comprehensive Needs Assessment

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

Gladys Jung is a 3rd – 6th grade school located in the city of Bethel, which is the county seat of the Bethel Census Area. Bethel is located approximately 400 miles southwest of Anchorage and is on the Kuskokwim River. Bethel has approximately 6,000 residents, of which 84% are Alaska Native, mostly Yupik. The non-native population consists of many different ethnicities.

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.

All students were measured with multiple metrics, using a variety of data sources including standardized test scores, language assessment data, diagnostic assessments, attendance data, behavioral data, and observational data to derive priorities and descriptions of need.

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	<p>Spring 2022-2023 MAPs data shows 19% of students are proficient in Reading.</p> <p>Spring 2022-2023 MAPs data shows 41% of students met growth targets in Reading.</p> <p>Spring 2022-2023 MAPs data shows 19% of students are proficient in Language Usage.</p> <p>Spring 2022-2023 MAPs data shows 38% of students met growth targets in Language Usage.</p>
	Mathematics instruction for all students	High	<p>Spring 2022-2023 MAPs data shows 14% of students are proficient in Math.</p> <p>Spring 2022-2023 MAPs data shows 48% of students met growth targets in Math.</p>
	Science instruction for all students	Low	

Commented [LS3]: Suggestion: Include the data for future review and ability to share with parents and community as part of your school improvement plan

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Other content area instruction for all students	Low	
	Support for students with disabilities	High	The number of support staff for students with disabilities is ever-changing.
	Support for migrant students	Low	District directed.
	Economically disadvantaged or low achieving students	High	88% of our students are economically disadvantaged.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	32% of our students are EL. Use of SIOP components is a strength for veteran teachers.
Graduation & dropout rate	Ensure students will graduate from high school	High	N/A
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	53% of our students are chronically absent.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med	
Curriculum	Core curriculum aligned vertically and with state standards	High	District directed.
Instruction	Effective instructional strategies and tiered interventions	High	Provide instructional tiered interventions. On-going Best Practice professional development offered by the district.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med.	Used on a teacher-by-teacher basis and by the MTSS supervisor for students in the MTSS program.
Supportive Learning Environment	Safe, orderly learning environment	High	SEL using 2 nd step, and other educational SEL programs. CHAMPS expectations in common areas and classrooms. No CHAMPS coach currently
Family Engagement	Family & community engagement	High	Staff SCCS: Family SCCS:

Commented [LS3]: Suggestion: Include the data for future review and ability to share with parents and community as part of your school improvement plan

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 curriculum, instruction & assessment	High	See SCCS Professional Learning Survey
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	See SCCS Professional Learning Survey
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Med	This is met by the District Office
Leadership	Recruiting, training & retaining qualified principals	High	District Office
Other:			
Other:			
Other:			

Commented [LS3]: Suggestion: Include the data for future review and ability to share with parents and community as part of your school improvement plan

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
Improvement in Reading	Spring 2023 Maps scores	25% of students will score proficient on MAPs Reading.	Spring 2024 MAPs scores
Improvement in Math	Spring 2023 MAPs scores	25% of students will score proficient on MAPs Math.	Spring 2024 MAPs scores
Increase Attendance	Chronic Absentee Data from Mega Data Dashboard	Decrease chronic absentee rate to 30% or lower	Spring 2024 Chronic Absentee Data from Mega Data Dashboard

Schoolwide Plan Strategies

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

Indian Ed and Title I funds will be used to reduce classroom sizes, to allow for more intense instruction. They will also fund a School Community Advocate to communicate with and support families and students in order to decrease chronic absenteeism. School efforts to award good attendance and encourage whole class attendance competitions will be developed.

Create professional development opportunities for staff in implementing effective reading strategies including movement away from round-robin reading to small group and other best practices in reading, literacy development, and vocabulary attainment strategies. In addition, an ongoing focus on student-centered methods and best practices as a delivery mechanism for instruction will continue to be at the forefront instructionally. Professional development time will be used to provide training in student engagement strategies, more hands-on learning, and the SIOP model.

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.

The district curriculum, will be used in every classroom with fidelity, has been updated every 6 years by a District team using a rigorous process of alignment with State Academic and Cultural Standards. This often results in the purchase of curriculum that better aligns with State Standards and/or the development / adaption of the current or new curriculum to align with our student's unique needs.

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 will use best practices aligned with student-centered methods, reducing teacher-directed learning to increase the degree of knowledge and time spent with students Listening / Reading / Writing / Speaking in cooperative groups, to each other. Using these methodologies increases time on task and the quality of instruction, while operating at the higher levels of Bloom's Taxonomy.

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

Students who are in jeopardy of not meeting State Standards are identified and targeted for MTSS Tier II and III interventions. These interventions are tailored to the student using a problem-solving format that allows remediation and reteaching on targeted standards. After school tutoring and summer school will be offered to student who need Tier III interventions

Commented [LS4]: MUST include descriptions of use of Indian Ed and Title I funds. Example: School Community Advocate will communicate with and support families and students in order to decrease chronic absenteeism (Indian Ed Funds)

Annual Evaluation & Review

Commented [L55]: Consideration: Use of an action plan template, ongoing review, continuous improvement model, MDD, school goals updates, state report cards, parent teacher conferences, etc.

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

School goals will be updated on a regular basis using an ongoing review process that evaluates each of the steps and objectives in the plan as we work towards full implementation.

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.

Comparisons of past and current State assessments, Spring to Spring, will be used to measure achievement and movement toward goals. This is provided via the testing vendor's reports. Relevant, non-confidential data will be reported to students, families, and community members where appropriate using the vendor format or in a format that best displays relevant data.

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.

Based upon the goals set, rubrics for measuring success in meeting standards will be constructed. These rubrics will measure proficiency and progress (as some students may not be able to attain proficiency right away). In the case of these progress measures, the rubric will be set based upon percentages from assessment to assessment and/or progress measures included in the assessment.

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.

As part of a continuous improvement model, each part of the plan will be evaluated for their effectiveness towards goal attainment. Those areas deemed less than successful will be adjusted, adapted or eliminated based upon performance data. Those deemed successful will continue their implementation and/or be looked at for enhancement.

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"/>	189,742.33	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"/>	61,205.19	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:

Commented [LS6]: Add dollar amount Fall 2023 when allocations are finalized.

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