



# Ayaprun Elitnaurvik 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: Ayaprun Elitnaurvik Name of Principal: Joshua Gill  
Address (Street, City, State, Zip): PO Box 1468 Bethel, AK 99559  
Phone: 907-543-1645 Fax: 907-543-1647 Email: joshua\_gill@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?
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

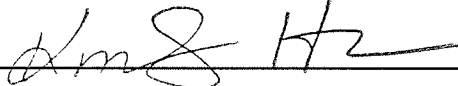
New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2011	[MM/DD/YYYY]

## 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: Kimberly Hankins

Name of Principal: Joshua Gill

Signature: 

Signature: *Joshua Gill*

Date: [MM/DD/YYYY]

Date: 05/31/2023

## 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
<b>Principal:</b> <i>(required)</i>	• Joshua Gill	Principal
<b>Teachers:</b> <i>(required)</i>	• Isabelle Dymont	Teacher
<b>Paraprofessionals:</b> <i>(required)</i>	• Anna Charlie	Secretary
<b>Parents &amp; Community:</b> <i>(required)</i>	• Melissa Gill	Parent
<b>School Staff</b> <i>(required)</i>	• Anastasia Brink	Associate Teacher
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	• Mike Gehman	
<b>Administrators:</b> <i>(as appropriate)</i>	•	
<b>*Title Programs:</b>	• Ed Pekar	
<b>*CTE:</b>	• Natalie Mikesell	
<b>*Head Start:</b>	• Ashley Crace	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	•	
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	•	
<b>Students:</b> <i>(if plan relates to secondary school)</i>	•	
<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.**

Describe the process used to develop the schoolwide plan

**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)
09/13/22/	Goals and plans for the year	XX <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/21/22	Setting up structures for success	<input type="checkbox"/> Planning Team XX <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/29/22	Implementing school plan to meet student needs	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff XX <input type="checkbox"/> Parents/Community
01/10/23	Reviewing Data and adjusting our plan	<input type="checkbox"/> Planning Team XX All Staff <input type="checkbox"/> Parents/Community
04/15/23	Reviewing progress	Planning Team xx All Staff <input type="checkbox"/> Parents/Community
05/13/23	Setting goals for next year	XX 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.**

Describe the process used to communicate with all members of the school & community who were not part of the planning team.

# Comprehensive Needs Assessment

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

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

## 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.

Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community.

## 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	1	Currently, Ayaprun Elitnaurvik has 20/99 students who are proficient or higher in their grade level. We will use our Title I fund to fund an aide to focus in this area.
	Mathematics instruction for all students	1	Currently, Ayaprun Elitnaurvik has 20/99 students who are proficient or higher in their grade level.
	Science instruction for all students	2	Science instruction is culturally relevant and standards are integrated into a cultural subsistence calendar.
	Other content area instruction for all students	1	Currently, Ayaprun Elitnaurvik has 5/182 students at a level 3 or higher on the YPT.
	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	3	Currently SIOP is used in all of our classrooms.



Type of Data Analyzed	Area of Need	Priorit y	Describe needs determined from data in each area, as applicable (do not include solutions here)
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	1	Currently we have a Chronic Absenteeism rate of 55%.
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	1	Yupik Translating will be a focus in all areas.
Instruction	Effective instructional strategies and tiered interventions	1	We will work on refining our MTSS/RTI system, with a major focus on the Yugtun Curriculum.
Assessment	Use of formative and progress monitoring assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment		
Family Engagement	Family & community engagement		
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	1	Immersion Training for our school.
Professional Development (PD) needs assessment	PD to support individual teacher skills	2	We need certified Yupik speaking Teachers
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining qualified principals	2	Qualified Yupik Speaking Principal is needed for this program

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
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
Math	20/99	Increase the number of students by 10 who are proficient.	NWEA MAPS
Reading	20/99	Increase the number of students by 10 who are proficient.	NWEA MAPS
Yupik Language Proficiency	3/168	Increase the number of students by 10 who are proficient.	YPT

## Schoolwide Plan Strategies

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

**The school will have a school-wide computation contents to help is our weakest area.**

We use MAPs to look at areas of focus in our building. We look at multiple levels of data from classroom to grade bands, and whole school. This allow us to focus on areas that need improvement and have a common understanding of where the school is.

### 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 will provide small classes and after school program. The focus will be on reading and math. We will be working on the foundational reading skill in small groups. Indiana Ed-qualified students will be a major focus. Title I funds and Indian Ed funds will be used to assist in this areas of Reading and Math.

### 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 immersion strategies as well as cultural integration to help our students improve. We will also incorporate Kagan Cooperative learning into our classrooms. This will get students using the academic vocabulary in a manner that allows them to understand it at a hirer blooms taxonomy level.

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

Small groups in classrooms with the use of Title 1 and Indian education-funded aides, afterschool programs, summer programs, and tier II interventions in the areas of reading and math to address student needs.

## Annual Evaluation & Review Process

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

We will use our YPT growth scores and our NWEA Map Growth scores to measure the effectiveness of our programs.

- 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 will send home all end of the year reports on the State Assessment as well as the family report for NWEA Maps.

- 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 break down the state test by subject area and skill. We will create goals for the school as well as individual student needs. Based on these needs we will create an action plan to meet student needs.

- 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 look at our results in several different teams. The school team will help address school deficiencies. The grade levels team will focus on classroom needs. Teachers will then focus on individual teams. School improvement teams will monitor the growth of our school, Grade level teams will focus on classroom growth, and the CSI team will monitor student individual growth.



## 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"/>		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"/>		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.

