



Akiuk Memorial 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: Akiuk Memorial School Name of Principal: Lorraine Hargett

Address (Street, City, State, Zip): General Delivery - 104 Village Road (Akiuk), Kasigluk, AK 99609

Phone: 907-545-9414 Fax: _____ Email: lorraine_hargett@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: 907-477-6314 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	04/01/2023

Assurance Agreement for Schoolwide Plan

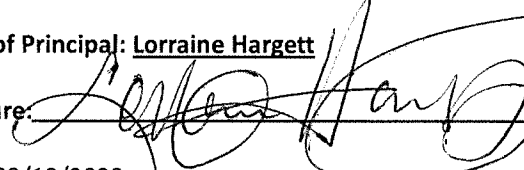
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 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: Lorraine Hargett

Signature: 

Date: [09/19/2023]

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 a 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)	Dr. <u>Lorraine Hargett (lhargett)</u>	Site Administrator
Teachers: (required)	<u>Pete Schneider</u> Wassillie Kassel Thomas Marcotte <u>Tammy Schneider</u>	Special Education Secondary Teacher Secondary Teacher Secondary Teacher
Paraprofessionals: (required)	Howard Tinker	Associate Teacher
Parents & Community: (required)	Agnes Slim Lydia Andrew	ASB Member/Parent ASB Member/Parent
School Staff (required)	Rhonda Berlin	SCA
Technical Assistance Providers: (as appropriate)	TBD	
Administrators: (as appropriate)	n/a	
*Title Programs:	Mike Gehman	
*CTE:	n/a	
Specialized Instructional Support: (as appropriate)	Henri Berlin	TA III
Tribes & Tribal Organizations: (as applicable)	Dora Wassillie	CNE-PAC Representative
Students: (if plan relates to secondary school)	TBD TBD	Student Council President Student Council VP
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.

School leadership team meetings, staff meetings and advisory school board meetings.

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)
08/27/23	Planning team meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/13/23	Planning meeting with ASB	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/28/2023	Overview and update meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/06/2023	Schoolwide plan/title 1 plan	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
11/03/2023	Prioritizing schoolwide plan	<input checked="" type="checkbox"/> Planning Team <input checked="" 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.

Initial planning should begin at the Friday Staff meeting to understand previous planning efforts of the 2023-24 administration. Staff should provide insight on how to contact parents/community members via email, School Messenger, the community radio system and Facebook. Parents and community members should be invited to a community meeting with free dinner provided and asked to provide input during that time.

Comprehensive Needs Assessment

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

Akiuk Memorial School is located in Kasigluk, Alaska. Akiuk is located along the Johnson River in the Yukon-Kuskokwim Delta of western Alaska, roughly 20 miles northwest of Bethel. Akiuk, Kasigluk has a population of roughly 300 people with 87 students grades Pre-K through 12.

- 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.

- Parents and families come for Migrant Ed family nights and the annual Title I community meeting.
- Title programs and budgets are shared through public Advisory School Board meetings.
- Parents of athletes attend the online training module facilitated by our school secretary.
- The community comes for feast days, Halloween carnival, sporting events, Prom, graduation and quarterly awards ceremonies.

Needs Improvement:

- Follow-up and continuous improvement once parents/community members have requested information or changes
- Offer incentives to entice people to attend community meetings

- Summarize the areas of 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	An overall rate of scores that are "Far Below Proficient" in all grade levels indicates a need for a stronger intervention program. As 2022-2023 MAP-Proficiency-Reading: 12%, Language:15%
	Mathematics instruction for all students	Medium	Grades 5-higher students are performing well. Attention will shift to improve the lower elementary scores.
	Science instruction for all students	Medium	Students at all levels are performing poorly in Science. The addition of an afterschool program that provides STEAM activities to support learning may increase scores overall.
	Other content area instruction for all students	Low	We utilize online options for students.

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 students with disabilities	Low	Our SPED teacher provides good support for students and families.
	Support for migrant students	Low	Our migrant staff provide excellent support for students.
	Economically disadvantaged or low achieving students	High	Students will benefit from after-school support. They are provided free breakfast, lunch, snacks, and school supplies (if necessary).
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	Continue to utilize every available means of student learning that is available to the school.
Graduation & dropout rate	Ensure students will graduate from high school	Low/Medium	Tailor programs to help students stay on track to graduate on time. This includes chronic absenteeism.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Our attendance rates are fair for most families. With the assistance of the School Community Advocate, consider employing measures like using Mentors to Promote Good Attendance, promoting an Attendance Culture When Connecting With Guardians, and managing behavior more effectively. When possible, work to address the underlying factors and then use a multi-tiered system of support for those identified students and families. The use of real-time attendance tracking by our School Community Advocate is helpful in reducing the incidences of chronic absenteeism. Classroom teachers should also be involved in the process by connecting with absent students to provide missing work support and other instructional guidance.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	The subpopulation group(s) are very small; all students receive support through the general program overall, and targeted support through after-school supports and targeted interventions.
Curriculum	Core curriculum aligned vertically and with state standards	Medium	The alignment occurs at the District level.
Instruction	Effective instructional strategies and tiered interventions	Medium	Strengthen the MTSS/RTI group to help set parameters for students not meeting expectations.
Assessment	Use of formative and progress monitoring	Medium	As we move toward MAPs assessments for Statewide requirements, provide staff with in-depth training regarding how to best utilize the system.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment	High	Structural changes, like having all staff receive targeted assistance in training in then implementing the CHAMPS program.
Family Engagement	Family & community engagement	High	The AMS families and the community support the school overall. We need a better approach to help the families who struggle.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	We will utilize grades and assessment from classroom activities.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	Teacher support and development are a priority to the site and to the District. Staff should continue to have many opportunities offered to them to develop.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	This is managed at the district level
Leadership	Recruiting, training & retaining qualified principals	Low	This is managed at the district level.
Other:			

- 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
Recovery and Acceleration of Learning	16% Proficiency Reading, 8% Language Proficiency, 6% Math Proficiency	25% Proficiency Reading, 25% Language Proficiency, 25% Math Proficiency	Maps
Support for EL students to attain proficiency in English	8% proficiency	25% Proficiency	Maps
Reading instruction for all students	36% Growth Target	50% Growth Target	Maps

Schoolwide Plan Strategies

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

School staff implements the district approved, evidence-based curricula that are aligned with Alaska Content Standards. School Community Advocate will communicate with and support families and students to decrease chronic absenteeism with the help of Indian Ed funding. Indian Ed funding will also be used to hire two certified teachers for after school tutoring throughout the year. AMS will also utilize Title I funding to provide funding for certified teachers to help with after school tutoring. School Community Advocate will collaborate with parents, students, and families in order to decrease chronic absenteeism.

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.

School staff systematically use a review process to determine if the curricula address the learning needs of all students. AMS has established an RTI/MTSS/SEL committee to discuss kids in need of additional attention and strategies to help teachers deliver needed instruction or support.

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.

School staff use evidence-based instructional practices, programs, and materials. School staff create and implement school wide operational procedures that minimize disruptions to instructional time. AMS will help teachers in the classroom to deliver instructional strategies and content. Additionally, teachers will be trained to deliver new and innovative teaching strategies and best practices in the classroom through engaging in-services and professional development time.

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

School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction, and all low-performing students receive additional support to meet their needs and reach proficiency. Additionally, AMS has created a committee of teachers, principal, and our special education teacher to discuss concerns of students who are struggling either emotionally or academically. During these meetings, information gathered and suggestions on course of action are provided to teachers as well as any additional support through either teacher aides or supplementary material.

Annual Evaluation & Review Process

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

Annually evaluating the schoolwide plan, using data from Maps and AK STAR, 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. AMS will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. Akiuk will use an action plan template, ongoing review, continuous improvement model, MDD, school goals updates, state report cards, parent teacher conferences, etc.

- 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.**

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

- 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.**

AMS staff will use an RTI committee to assess student needs and objectives. Using this approach will allow the school to determine whether all students are meeting the required academic standards and growth. This process will also help students in a particular area instead of allowing them to continue to miss vital parts of their education.

- 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.**

AMS staff will regularly review the plan to make sure that it is being followed. Staff will also plan to assess teachers each spring to determine effectiveness of the plan. Then determine what parts of the plan need to be modified, added on, or terminated in order to achieve more success with the students.

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"/>	53,488.71	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"/>	19,856.64	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"/>	978.46	Other: ESSER (1% Parent Involvement Set Aside)
<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.