



# William Miller 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: William Miller Memorial School Name of Principal: Nicholas Mills  
Address (Street, City, State, Zip): 23 Kusko Road  
Phone: 907-589-2420 Fax: \_\_\_\_\_ Email: nicholas\_mills@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	03/15/2023

## 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

Name of Principal: Nicholas Mills

Signature: 

Signature: Nicholas Mills

Date: [MM/DD/YYYY]

Date: [12/11/2023]

## 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> (required)	<ul style="list-style-type: none"> <li>Nicholas Mills</li> </ul>	Site Administrator
<b>Teachers:</b> (required)	<ul style="list-style-type: none"> <li>Shayla Wilson</li> <li>Evan McGuckin</li> <li>Bethany Ochs</li> <li>Open</li> <li>Alyssa Mills</li> <li>Jessica Gray</li> </ul>	2 - 3 grade Teacher 4 - 5 grade Teacher K-1 Teacher 6-12 Math and Science Teacher 6-12 ELA and Social Studies Teacher Lead Preschool Teacher The teachers plan to implement and revise ideas to improve goals set for WMMS
<b>Paraprofessionals:</b> (required)	<ul style="list-style-type: none"> <li>Glenn Charlie</li> <li>Susan Charlie</li> <li>Peter Nelson</li> </ul>	Teacher Aide II and RTI/MTSS support. The responsibilities are to assist with the implementation and revise ideas to improve goals set for WMMS
<b>Parents &amp; Community:</b> (required)	<ul style="list-style-type: none"> <li>Richard Curtis Jung</li> <li>Catherine Xavier</li> </ul>	ASB member to attend monthly meetings to implement and revise ideas to improve goals set for WMMS CNE-PAC Representative- Help with migrant education and also an ASB board member
<b>School Staff</b> (required)	<ul style="list-style-type: none"> <li>Valentino Jimmy</li> <li>Ralph Jimmie</li> <li><u>Jessica Ayagalia</u></li> </ul>	Maintenance man Custodian/assistant maintenance man Custodian Responsibilities include by not limited to keeping the school running with heat, water, and general operation upkeep.
<b>Technical Assistance Providers:</b> (as appropriate)	<ul style="list-style-type: none"> <li>Mike Gehman</li> <li>Evan McGuckin</li> </ul>	District office helper Teacher who helps out with electronics
<b>Administrators:</b> (as appropriate)	<ul style="list-style-type: none"> <li></li> </ul>	
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>Ed Pekar</li> </ul>	Assists with the running and implementing and revising the ideas to improve learning



Representation	Name of Team Member	Roles/Responsibilities
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>Natalie Mikesell</li> </ul>	Checks to see if students has the credits needed to graduate
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>Ashley Crace</li> </ul>	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Kenneth Gaylord</li> <li><u>Tavie Delgado</u></li> </ul>	Special Education Itinerant helps the special education teacher with her duties when needed. Special Education teachers help general education understand the needs of our special education students and work with students who have IEP's.
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>Napakiak Tribe</li> </ul>	Community partnership helps with communication with the tribe and the school
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li></li> </ul>	Student council president
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li></li> </ul>	

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

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

The school will hold monthly Advisory School Board meetings to help with our school improvement. Also, the school will hold monthly parent meetings to gain input on key school improvement topics.

**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)
08/16/23	ASB Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
08/18/23	Open House	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/20/23	ASB Meeting/Title One Meeting/Sports meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/04/23	ASB Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/27/23	Community Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" 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

**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 process used to communicate with all school and community members who were not part of the planning team is through the newsletter, posts on Facebook, and home visits.



## Comprehensive Needs Assessment

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

William Miller Memorial School is facing challenges because of the river bank erosion close to the school. Four classrooms were removed in the fall of 2022. This has displaced the middle school and high school students. William Miller Memorial School has the children of Napakiak attending. The community is majority Central Yupik Alaskan Native. Napakiak is downriver from Bethel on the Kuskokwim river in southwest Alaska.

### 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	High	Testing scores in NWEA indicate substantial deficiencies in reading and language proficiency and comprehension. Most students are grade levels below expected reading levels.
	Mathematics instruction for all students	High	Testing scores in MAPS indicate substantial deficiencies in reading and language proficiency and comprehension. Most students are two to three grade levels below expected Math levels.
	Science instruction for all students	High	Classroom testing show that our students are below in science
	Other content area instruction for all students	Medium	Classroom data shows that most of our students are below in Social Studies.
	Support for students with disabilities	High	For the school year 2021-2022, we did not have a Special Education teacher. Our current teacher is doing a lot of makeup work
	Support for migrant students	Low	Two students receive migrant ed support and our current community advocate takes care of getting supplies.
	Economically disadvantaged or low achieving students	High	Title 1 school, lack of parent support are key areas of concern.

**Commented [1]:** Suggestion: Include data in the description of the needs for future review and for accessibility when sharing the plan with the community (this will also be helpful for CSI/TSI Empowerment Plans if your site is designated).

Only need to identify needs for High and Medium prioritized items.

Type of Data Analyzed	Area of Need	Priorit y	Describe needs determined from data in each area, as applicable (do not include solutions here)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	Student population is nearly 100% ELL; however, the students are not proficient in their first or second language. School is currently single-language English instruction. WIDA tests are given until students test out; however, scores are extremely low.
Graduation & dropout rate	Ensure students will graduate from high school	High	Students are stuck in particular grades and age out. Inconsistent attendance leads to struggles academically.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	May of 2022, 56% Chronic absent students this school year. Students travel for medical, vacation, or just sleep in and play outside
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Transitory students are a significant percentage of our students. Students can be raised in different households. OCS has a high involvement in our village. Students stay at other people's houses when their home life is bad. WMMS works closely with Social Workers within our school district to meet the needs of students in challenging situations.
Curriculum	Core curriculum aligned vertically and with state standards	Low	Student deficiencies in reading and math limit access to the curriculum even though the curriculum is aligned with the state standards
Instruction	Effective instructional strategies and tiered interventions	Medium	The teaching staff is working well with the added area of support for MTSS. Turnover is a factor
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	General classroom teachers feel pressured to teach on grade level according to the district and state standards. Data from MAPS are used to guide instruction
Supportive Learning Environment	Safe, orderly learning environment	Medium	Inconsistency in past learning environments has affected the current middle and high school students, yet we are improving
Family Engagement	Family & community engagement	High	Due to COVID the school has been closed to In person engagement. Parents are worried about feeling welcome and the erosion of the river so close to the school.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Teacher and staff need to understand how to provide the curriculum and instruction to students who are not engaged in school and who are 2 to 3 years behind grade level.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Teacher need training on how to pace themselves in delivering all the content areas as well as all the standards. With the turnover of staff the data supports the need for more PD
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	LKSD does our hiring of staff, yet we need people who can teach in person and in a remote location. We are in need of a 7-12 grade Math and Science teacher.
Leadership	Recruiting, training & retaining qualified principals	High	LKSD provides Leadership with two three-day training and two-day training throughout the school year. New Principal Coaching

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			Institute during the school year as well. The principal has a mentor/director who can help with questions.
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 Math Language Arts	13% Proficiency 4% Proficiency 10% Proficiency	Reading 20 % Math 20% Language 20%	NWEA testing Spring 2024
K-8 Attendance 9-12 Attendance	85% 78%	Increase by 2% Increase by 2%	Powerschool
Chronic absenteeism	69%	Decrease by 10%	Mega Data Dash Board



## Schoolwide Plan Strategies

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

To address the need for Reading, Math, and Language the school will use the district curriculum to meet the grade level standard for each level. In addition to this, we have 3 Teacher Aides to help with a pull-out RTI/MTSS program. We are doing weekly assessments in Math, Reading, and Site words. The school also uses Teacher Aides to push into the classroom to assist with small group instruction. To help with the attendance and chronic absenteeism we have a community advocate that makes phone calls to try and get students to come to school. Our school secretary makes morning phone calls to any household that has absent students to find out why they are not in school. Indian Ed, and Title I funds help pay for our Teacher Aides and Community Advocate people, as well as pay for incentives for students and families. Saturday School has been set up to allow students to come to school for 2.5 hours. Saturday school is an option for students to make up work, work on projects, or learn about topics not covered in school.

### 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 strategy the school uses to meet the needs of all subgroups is our strong RTI/MTSS program. As well as our Saturday school. The funding from Title One and Indian Ed helps employees run these programs. An after-school program Monday – Thursday for one hour will allow students to do the missing work.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The school will use Accelerated Reader, Accelerated Math, and Star Reading and Math to assist with the district core instruction programs. The after-school and Saturday school will help provide enrichment as well as support to our instructional programs.

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

Students will have one on one time with Teacher Aides and teachers to help out with their learning.

**Commented [2]:** A requirement for this section is to connect your plan to your funding.

Within these four prompts you must identify how your Title I-A and Indian Ed allocations support the execution of the plan.

Example: School Community Advocate will communicate with families and students in order to decrease chronic absenteeism (Indian Ed funds).

## Annual Evaluation &

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

The school will evaluate if the plan is working by checking for completed assignments, weekly testing, and MAPS scores.

B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

The school will measure & report student process on the State's annual assessments & other indicators of student achievement by review the data on MAPS Fall and winter test.

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.

The school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards by reviewing data weekly from Classroom teachers, test, and our RTI/MTSS programs

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.

The school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan. This will be done at PLC and at the RTI conference, ASTE conference as well as the schools site in-services.

Commented [3]: Ideas for Consideration:

Use of an action plan template, ongoing review (monthly/quarterly), continuous improvement model (Empowerment plan if applicable), MDD (to monitor impacts), school goals updates, state report cards, parent teacher conferences, etc.



## 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"/>	20,090.25	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 [4]: Add actual dollar amounts when FY24 allocations are finalized in August.

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