



Mertarvik Pioneer 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: Mertarvik Pioneer School Name of Principal: Dawn Lloyd

Address (Street, City, State, Zip): PO Box WWT, Newtok, AK 99559

Phone: 907-545-4358 Fax: _____ Email: Dawn_Lloyd@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 checked="" type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2011	05/20/2023

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: Dawn Lloyd

Signature: 

Date: [MM/DD/YYYY]

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)	• Dawn Lloyd	Principal
Teachers: (required)	• Naomi Olson • Liz Andy	Teachers
Paraprofessionals: (required)	• Jesi Andy	Paraprofessional
Parents & Community: (required)	• Mildred Tom	Parent
School Staff (required)	• Harry Nevak • Della Carl • Erin Carl • Marilyn Fairbanks	Staff
Technical Assistance Providers: (as appropriate)	• Mike Gehman	
Administrators: (as appropriate)	•	
*Title Programs:	• Ed Pekar	
*CTE:	• Natalie Mikesell	
*Head Start:	• Ashley Crace	
Specialized Instructional Support: (as appropriate)	•	
Tribes & Tribal Organizations: (as applicable)	• Newtok Village Council	
Students: (if plan relates to secondary school)	•	
Other: (as needed)	• Lisa Charles	ASB Member

*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)
08/7/23	Districtwide Inservice	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
8/9/23	Staff Meeting – Vision/Goal Setting	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
9/8/23	Community Meeting	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
1/13/24	Staff Meeting – Review data and prep for parent meetings	<input type="checkbox"/> Planning Team <input checked="" 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
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mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

Commented [MG1]: Examples for consideration:

Utilization of a Continuous Improvement Model

District level support-SA Meetings, data dives, MDD, Surveys;

Site level- ASB meetings, School Improvement Meetings, Site In-services, Annual Title I Meetings, Parent Teacher Conferences,

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 information is shared with community at a community meeting that is held at the school. All community members are encouraged to attend and ask questions and provide input and feedback. Flyers are sent home to all families. One strategy that has been beneficial is to have the Community Advocate make home visits and drop off the flyers. Since the Community Advocate is bilingual, he can communicate in the Yugtun language for greater understanding. At any meeting, the use of Yugtun is encouraged. The use of VHF radio is also a way to communicate with community; this is provided in English and Yugtun.

Comprehensive Needs Assessment

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

Mertarvik is a relocated community for the village of Newtok. As families are able to move, student are enrolled in the school. This year we had a high of 47 students with an average at 40 students. As has been in the past, there is an anticipation of increased enrollment as more homes become available. The school is being housed in a temporary facility so classrooms are flexible and changing with the need for more space. The community is involved and attends events when they are held.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment is an ongoing and evolving process. At staff meetings there is often discussion on data and the needs that arise from the data. This conversation happens on a regular basis, arising from the staff members. The team is constantly striving to provide for the needs of all the students in the various groups. Staff members are aware of the need to increase student achievement in the areas of reading, writing and mathematics.

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	Yes	Mertarvik has several students who are at or above grade level and scoring in the high percentile (as measured on the NWEA MAP test). However, there are more students who are not at grade level so direct instruction and interventions in reading are provided. Students are also bilingual and are supported in this through our DLE program.
	Mathematics instruction for all students	Yes	All students are offered mathematics instruction and have connected math labs. In the math labs, teachers are seeing an increase in skill base and students are asking more questions. Highly qualified math teachers provide instruction via Video conferencing.
	Science instruction for all students	Yes	Mertarvik has developed an intentional program in integrate Yugtun Tundra Science to all elementary students. This program includes an outdoor school section where hands on activities and exposure makes learning real.
	Other content area instruction for all students		All content areas are offered; high school students have an instructional plan that is based on the credit requirements of the

Commented [MG2]: 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	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			district. Math and ELA are offered each year in the block schedule; science and social studies are on a rotation.
	Support for students with disabilities		Special education teacher on site who provides services and oversees our dedicated special education aide.
	Support for migrant students		Mertarvik has a Migrant Ed Coordinator who has informed parents about migrant ed and assisted with getting students qualified. Since students score low in reading, Migrant Ed supports with books, games, and science materials.
	Economically disadvantaged or low achieving students		
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Yes	Yugtun instruction is given to all student in K-6 program in Science, Social Studies, and Yugtun Language Arts.
Graduation & dropout rate	Ensure students will graduate from high school	No	100% graduation rate at Mertarvik
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism		Elementary Attendance rate is 88% in 2023, down 5% from 2022. High School attendance Rate is 91% in 2023, down 1% from 2022.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		Currently Mertarvik has no students that fall into these categories; however, the school has plans and are aware of the needs should they arise. The school does utilize the social worker that is assigned to our school.
Curriculum	Core curriculum aligned vertically and with state standards	Yes	Mertarvik follows the LKSD curriculum guides and materials as housed in the Curriculum Warehouse.
Instruction	Effective instructional strategies and tiered interventions		Planned Professional Development to increase effective instructional practices is planned for SY 23-24. The NWEA scores have been coded to highlight students needing Leveled instruction.
Assessment	Use of formative and progress monitoring assessments to improve instruction		Formative and summative assessments given per schedule.
Supportive Learning Environment	Safe, orderly learning environment		The School staff is aware of the need for a safe and orderly learning environment. Staff provide support for safety and teach social emotional skills to students.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Family Engagement	Family & community engagement		Ongoing
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment		Weekly staff meeting include professional development in various areas; staff members are involved remote professional learning communities; The District has provided focus areas to support instruction.
Professional Development (PD) needs assessment	PD to support individual teacher skills		Professional Development is offered by the DO at the annual fall conference
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		The DO has strategies for hiring qualified teachers.
Leadership	Recruiting, training & retaining qualified principals		Mertarvik has a highly qualified instructional leader.
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
-create and actively participate in a learning environment where student read and write in the Yugtun language	—YCBM scores -	—Increase student participation in Yupik language, culture to increase proficiency on YCBM assessment	—YCBM
--develop social and emotional learning (SEL) habits and demonstrate strategies to regulate emotions	Culture & Climate Survey	—Increase score on Culture & Climate Survey by 5%	—Culture and Climate Survey
—reading instruction	14% proficiency on NWEA assessment	Increase reading proficiency by 10%	—NWEA

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

Commented [MG3]: 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).

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

- 1) Students will continue with instruction in Yugtun in the elementary level; high school students will be offered course in Yugtun health, survival and dance.
- 2) The school will sponsor workshops on developing social / emotion learning. The local Behavioral Health presenters will be invited to the school to work with students. The Sources of Strength program will continue to be provided at the school.
- 3) Reading instruction and practice will continue throughout the school day. An after school reading program will be offered to all students.
- 4) Title IA and Indian Ed funds will provide a school-community advocate to work with families to ensure attendance and community involvement remain strong.

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.

ESL: Instruction will be provided in both languages; word walls and content boards will be created to support learning.

Special Education: Students will be provided additional support in identified areas of need; instructional aides will have dedicated time to provide support

Students below level in reading will be provided with additional instructional time; an after school reading program will be available

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 follow the lead of the District Office in the identified areas of best practice. Mostly all staff will attend the focus session provided by the instructional coaches. Teachers will be assigned to professional learning groups and meeting 1/2 times per month with a teacher with a like teaching assignment. The instructional leader will provide guidance to the staff and support the associate teachers in learning instructional strategies that are best practice.

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

The school has identified those students who are at risk of not meeting the state standards. Teachers have the assessment data so instruction can be tailored to meet these needs. Teachers will provide after school tutoring for students as needed to master content.

Annual Evaluation &

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

The best evidence for implementation are increasing test scores and increasing satisfaction on the yearly surveys.

- 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.**

Since assessment window is so close to the end of the school year, the data will be provided to community at the beginning of the next school year. The school plans for several meetings at the beginning of the school year — a welcome meeting as well as a Title Meeting.

- 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 wide plan will be reviewed at the beginning of the school year so that all team are reminded of the task for the year. The team will review data and review the established goals. There will be a collaboration on how best to increase student access to content so that assessment scores increase.

- 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 improvements to the academic program. By reviewing that data the teachers will be able to evaluate what they did and the results that were achieved. The programs and practices that contributed to the increase will be continued and if there is not an increase, then planning sessions will be held to develop stronger interventions.

Commented [MG4]: 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"/>	25,822.14	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"/>	9,110.70	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 [MG5]: Add actual dollar amounts when FY24 allocations are finalized in August.

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