

Negtemiut Elitnaurviat 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: Negtemiut Elitnaurviat Name of Principal: Deborah McRae
Address (Street, City, State, Zip): General Delivery Nightmute, AK
Phone: 907-647-6313 Fax: _____ Email: deborah_mcrac@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 the 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	[05/11/2023]

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: Deborah McRae

Signature: 

Date: 05/11/2023

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
Principal: (required)	• Deborah McRae	Site Administrator
Teachers: (required)	• Robin Jones, Cresaida Japson, Spenser Nelson, Charlene Bosco,	K-2; 3-6; 7-12 Math/Sci & SS/ELA Special Education,
Paraprofessionals: (required)	• Brenda Dull, Elena Anthony,	Community Advocate; Pre-school teacher, and Associate Teacher, Associate Teacher
Parents & Community: (required)	• Anna Tom, Edna Tulik	Parent
School Staff (required)	Katrina George, Jimmie Tulik	Parent & Classified Staff
Technical Assistance Providers: (as appropriate)	•	
Administrators: (as appropriate)	•	
*Title Programs:	•	
*CTE:	•	
*Head Start:	•	
Specialized Instructional Support: (as appropriate)	•	
Tribes & Tribal Organizations: (as applicable)	•	
Students: (if plan relates to secondary school)	•	
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.

Reviewed goals, set growth targets, meet with community, faculty, and planning team.

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)
08/22/22	Review Previous Action Plan & Current Data	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
9/21/22	Team Planning Mtg	<input type="checkbox"/> Planning Team X All Staff <input type="checkbox"/> Parents/Community
9/23/22	Title I Community Meeting, Share Schools Action Plan, Current Data, Schools Mission & Vision, Plans for moving forward with an after-school program	X Planning Team X All Staff X 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
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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.

Posted meeting agendas; sent out a principal letter to the community; Title 1 meeting, announced on the VHF, Posted on School fb website

Comprehensive Needs Assessment

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

Negtemiut Elitnaurviat School is located in Nightmute, Alaska. approximately in the middle of Nelson Island on the Toksook River, our community is one of the oldest on the island. Our population is approximately 315 serving 99 students in grades Pre-K through 12.

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.

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
 Need to improve turnout for parent-teacher conferences
 The community comes for feast days, Halloween carnival, sporting events, Prom, graduation, and quarterly awards ceremonies
 Needs Improvement: Increase awards ceremonies for students and their families
 Offer incentives to entice people to attend community meetings, Stove Oil Raffle.

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	Priori ty	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	Hi gh	An overall rate of scores that are "Far Below Proficient" in all grade levels indicate a need for a stronger intervention programming
	Mathematics instruction for all students	Hi gh	The HS Math/Science teacher will begin at the beginning of the 23-24 school year rather than mid-year
	Science instruction for all students	H igh	The HS Math/Science teacher will begin at the beginning of the 23-24 school year rather than mid-year
	Other content area instruction for all students	Med	We utilize Gradpoint classes and other online options for students such as Distance Delivery classes supported and facilitated by classified personel, Implementation of Quill supplementary writing curriculum supported and facilitated by classified instructional aide

Type of Data Analyzed	Area of Need	Priorty	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Support for students with disabilities	High	Need to increase school, parent, community engagement based upon input from community meetings and attendance rates for students with disabilities
	Support for migrant students	High	32 students in Nightmute are considered Migrant Education students. Literacy Events and Certified staff as ME Coaches to serve and monitor student academic progress, Family Nights, and monthly activities sent home. Teachers survey students and parents on how well they liked the sent-home activity.
	Economically disadvantaged or low achieving students	High	Need to increase school, parent, and community engagement based upon input from community meetings. These students benefit from after-school supports, free breakfast and lunch, and the school supplies we provide.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	High	Need to increase school, parent, and community engagement based upon input from community meetings. benefit from after-school supports,
Graduation & dropout rate	Ensure students will graduate from high school	High	Looked at drop-out rate and determined how best to schedule students who need courses for graduation.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Increased school, parent, and community engagement is needed. Our attendance rate data from the MDDB is 91% which is good. We need to provide support for the families whose students are chronically absent. Currently 28%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Our 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	Use district-mandated curriculum. The alignment occurs at the district level.
Instruction	Effective instructional strategies and tiered interventions	Medium	Lesson plans, utilize our intervention coordinator to begin implementing a program for the Fall 2022 year. We also created an MTSS/RTI group to help set parameters for students not meeting expectations.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	Maps, AK STAR, and progress reports. As we move toward MAP assessments for Statewide requirements, our staff will need 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)
Supportive Learning Environment	Safe, orderly learning environment	High	Structural changes, like including In-School Suspensions and Saturday School, could improve the learning environment while reducing out-of-school suspensions. The new teaching staff will receive targeted assistance implementing the CHAMPS program.
Family Engagement	Family & community engagement	High	Need to increase school, parent, and community engagement based upon input from community meetings
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment		Need increased PD in literacy, math, and family engagement activities.
Professional Development (PD) needs assessment	PD to support individual teacher skills		PD plan, A comprehensive PD plan is created every spring for the following year to foster new direction, thought, and teacher strategies for our teachers.
Professional development (PD) needs assessment	PD or strategies for hiring qualified teachers		This is managed at the district level. Attention to the condition of teacher Housing, Teacher access to the Internet in their homes.
Leadership	Recruiting, training & retaining qualified principals		This is managed at the district level.
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
Each student will meet their growth scores from fall to spring each year.	4% Proficiency Reading, 4% Language Proficiency, 5% Math Proficiency	25% Proficiency Reading, 25% Language Proficiency, 25% Math Proficiency	MAPS

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Improve parent, school, community engagement.	Historical data shows very limited community engagement	Teachers will plan 1 place-based lesson a semester	Teachers will plan at least 1 lesson per semester of place-based learning.

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 Supplemental Lexia Core5 and Lexia Power up will be used with reading curriculum. Community Advocate paid via Indian Ed funds will continue to call on absentee students daily.

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. Nightmute School 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 Title 1 funds used to pay instructional aides to support all student learning after school, community advocate will support families in encouraging parents to bring student to school regularly.

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 creates and implements schoolwide operational procedures that minimize disruptions to instructional time. Nightmute School will hire additional teacher aides through Title 1 funds and general budget funds to 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.

Instructional aides assigned and after-school tutors are assigned to support at-risk students.

Literacy interventions school-wide and adoption of DEAR time, and increased school, parent, and community engagement. Teachers will plan at least 1 place-based lesson per semester to support parent, student, and community engagement.

Annual Evaluation & Review Process

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

An ongoing continuous improvement model including surveys and teacher conferences will be used; use of an action template, and ongoing review to monitor students' literacy progress. 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. Eek school will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement

- 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 send out to parents their student's report cards with state testing results attached. Use of an action plan template, ongoing review, continuous improvement model, MDD, school goals updates, state report cards, parent-teacher conferences

- C. Describes 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.**

Students meeting their target growth scores will determine if there was increased student achievement. State report cards will be used, along with parent-teacher conferences.

- 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.**

Teachers will adjust their strategies and goal setting to reflect where the students still need improvement. Nightmute School 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 the 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 the 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"/>	\$ 62,096.09	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"/>	\$21,725.50	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"/>	\$48,305	Other: DEED SIP Empowerment Plan
<input checked="" type="checkbox"/>	\$1,135.91	Other: Title 1 Parent Involvement Set Aside
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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