

# ANNA TOBELUK 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:** Anna Tobeluk Memorial School      **Name of Principal:** Michelle Gorby-Tefft  
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**Phone:** 907-527-5701      **Fax:** \_\_\_\_\_      **Email:** michelle\_tefft@lksd.org

### District Information

**Name of District:** Loower 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	05/01/2024

## Assurance Agreement for Schoolwide Plan

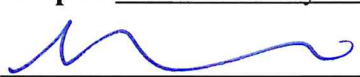
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the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

**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
<b>Principal:</b> (required)	• Michelle Gorby-Tefft	Site Administrator
<b>Teachers:</b> (required)	• Gertrude Lewis, Shayle Allen, Anne Magalsky, James Bagnaschi, Monica Agcaoili, Scott Bramble, India Knight, Jacquie Wood, Anita Chase, Leah Shar, Bo Sahr, Bayly Williams, Kaedy Masters, Ryan Tefft	Teachers help determine how each indicator will be met
<b>Paraprofessionals:</b> (required)	• Lucy Alexie, Eliza Wassillie, Wassillie Frank, Jaclyn Andrew, Chelsea Alexie	Work with teaching staff to create and implement action plans.
<b>Parents &amp; Community:</b> (required)	• Elena Sallison, Lucy Enoch, Juliana Wassillie	Give Insights on how plans may affect families and the community.
<b>School Staff</b> (required)	• Matthew Enoch, Elaine Andrew	Help gather data on the effectiveness of the school wide programs.
<b>Technical Assistance Providers:</b> (as appropriate)	• Mike Gehman	Help us ensure that we are meeting the requirements of our action plans.
<b>Administrators:</b> (as appropriate)	• Cory Hughes	Dean
<b>*Title Programs:</b>	• Ed Pekar	Help us ensure that we are meeting the requirements of our action plans.
<b>*CTE:</b>	• Natalie Mikesell	
<b>*Head Start:</b>	• Sophia Larson,	Give Insights on how plans may affect PK and Head Start.
<b>Specialized Instructional Support:</b> (as appropriate)	• Ashley Crace	Special Education
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	• Wassillie Pleasant, James Berlin Sr.	Help guide us on local norms and community partnerships.
<b>Students:</b>	• Olinka Brink, Tyson Nicholai, Adolph Enoch	initiatives affect students and how to increase engagement for all students.

Representation	Name of Team Member	Roles/Responsibilities
<i>(if plan relates to secondary school)</i>		
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li>• Steven Alexie, Mary Enoch, Riana White, Barb Evan, Matronna Andrew</li> </ul>	ASB helps guide us on historical implementation of various action plans.

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

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

This plan is reviewed monthly during the following meetings: Advisory School Board, Staff Meetings, Parent Advisory Committee, and Leadership Team meetings. The groups review the data, suggest courses of action and give feedback on current implementation plans. The suggestions and feedback are given to the Leadership Team for them to create or reassess action plans to meet the needs of our students.

**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)
08/19/2023	Review previous action plan, current data and this year's action plan	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/21/2023	Title I Community Meeting- Share Schools action plan and gather feedback	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
10/28/2023	Review Fall MAPS data, other available data (Mega Data Dashboard) and adjust action plan	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
End of Qtr I-2022	Open House- Review Fall MAPS data, grades and other applicable data	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
03/01/2024	Review Winter MAPS data, other available data (Mega Data Dashboard) and adjust action plan	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
04/20/2024	Review all data, evaluate the action plan and create FY24 action plan	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
End of Qtr 3-2024	Spring Open House- Review MAP data, grades and other applicable data	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
Every month	Monthly Grade Level Collaboration	<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

**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.**

Data is reviewed at the various team meetings each month. After the Leadership Team meets and creates or changes action plan implementations a flyer is sent home to parents, posted on village information boards, posted on Facebook and announced via VHF.

# Comprehensive Needs Assessment

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

Anna Tobeluk Memorial School serves the Yup'ik village of Nunapitchuk in southwestern Alaska. ATMS is a K -12<sup>th</sup> grade school with a student population of approximately 175 students. The village of Nunapitchuk has a population of approximately 500 people.

## 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.

Parent surveys were given to parents during the Title I Community meeting at the beginning of the school year. All survey results are shared with the Leadership Team to ensure they are including the needs of the families and students into the needs assessment and the action plans.

## 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	Priorty	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	MAPS data from Winter 2023: Reading: 6% proficient/ 30% Growth Language: 11% proficient/ 44% Growth AK STARR Reading: no current data
	Mathematics instruction for all students	High	MAPS data from Winter 2023: Math: 9% proficient/ 44% Growth AK STARR Math: No current data
	Science instruction for all students	High	AK Science: No current data
	Other content area instruction for all students	High	With Low proficiency in Reading all content areas are of high priority
	Support for students with disabilities	Low	Good supports from Special Education personnel are in place.
	Support for migrant students	Low	Good supports by teachers for those missing school due to subsistence
	Economically disadvantaged or low achieving students	Low	Good support from all stake holders
ELP Assessment (Access 2.0)	Support for EL students to attain	Low	Community Chose for ATMS to be an English only school.

Type of Data Analyzed	Area of Need	Priorty	Describe needs determined from data in each area, as applicable (do not include solutions here)
	proficiency in English		
Graduation & dropout rate	Ensure students will graduate from high school	High	In the Cohort class for Class of 2023 there were 12 students: 3 left our school for another school, 1 have dropped out, 0 will age-out, 6 graduate this year, and 0 will graduate 2025, 1 student was non-diploma track but was withdrawn by the parents due to transportation issues. 50 % 4 year graduation rate (2022); 50% 5 year graduation rate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	From LKSD Mega Data Dashboard: FY23 Suspension Rate: 27% FY23 Chronic Absenteeism 63%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Good student support from the Community/School Advocate support Calming corners implemented in every elementary classroom. Daily Morning Community Circles related to cultural themes. SEL lessons routinely taught.
Curriculum	Core curriculum aligned vertically and with state standards	Low	The School District provides standards-based curriculum that are vertically aligned.
Instruction	Effective instructional strategies and tiered interventions	High	ATMS has effective Tier 1 instruction in all classrooms with supports and differentiation for Tier II and III. In some cases students are pulled for Tier II and III instructional support.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	School uses MAP testing three times a year. Individual teachers utilize formative and summative classroom assessments. Elementary uses the Core Phonics Survey to monitor phonemic awareness.
Supportive Learning Environment	Safe, orderly learning environment	High	From the FY22 Panorama Survey: (FY23 Not available at time of writing this) Safety: (3-5)18%, (6-12) 56%, (Staff) 60% Social and Emotional Learning: (3-5)52%, (6-12) 66%, (Staff) 31% Peer Climate: (6-12) 34%, (Staff) 41% Student Involvement: (6-12) 59%, (Staff) 25% Trauma Engaged Schools: (Staff) 41%
Family Engagement	Family & community engagement	High	From the FY22 Panorama Survey: Cultural Connectedness: (Staff) 54% Family and Community Involvement: (Staff) 36% No family data was available
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	Site Level: ATMS staff participates in professional development targeted to address the specific structures of

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			<p>teaching and learning using curriculum and best practices. Collaboration and looking at student data is a PD priority.</p> <p>District Level: Each Spring the district analyzes needs and develops a professional development plan for the upcoming year. Professional development provided on such topics as curriculum, assessments, sheltered instruction, response to intervention and classroom management. Besides participating in district level professional development, sites determine additional professional development opportunities based on site-identified needs.</p>
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	The teacher evaluation process includes a mechanism to develop individual teacher skills by providing professional development and support targeted and identified needs.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The Director of Personnel works closely with principals to maintain a database of qualified teacher recruiting needs. The majority of recruiting takes place in the spring after staffing needs for the coming school year are known, but the process does continue throughout the year to some degree. Recruiters interview and hire teachers via job fairs, Zoom, conference calls, and other such processes. The district struggles each year to fill teacher positions with usually several positions remaining unfilled each year.
Leadership	Recruiting, training & retaining qualified principals	Low	The district recruits, trains, and retains principals through several programs and funding sources.
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.**

<b>Area of Need</b>	<b>Baseline Data</b>	<b>Measurable Goal/Target</b>	<b>Evaluation of Measure</b>
Attendance	83% in K-8, 82% in 9-12, 83% in K-12	86% in K-8, 85% in 9-12, 86% in K-12	Mega Data Dashboard
Graduation Rate	28%	60%	Mega Data Dashboard: Site Calculation
Family Engagement	3 parent teacher conference dates.	3 student project activities	Site Calculation

## Schoolwide Plan Strategies

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

We will use data from MAPS, AK STARR, AK Science, SCCS, surveys, Mega Data Dashboard and Powerschool to identify school needs.

### **B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.**

We are working on strong Tier I instruction by ensuring our lessons are based on the research-based curriculum and that the lessons include best practices that include but are not limited to SIOP strategies, CHAMPS strategies, student-based instructional strategies, routines across both Elementary and Secondary classes, language instruction and routines that “bathe” students in language. Along with strong Tier I instruction, teachers provide differentiation and scaffolding of their lessons to meet the needs of all students to reach Tier I content. Indian Ed funds are used to hire a Community Advocate that provides a link to our families as well as works with attendance and helping to make sure all students are accessing instruction.

### **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.**

Teachers are using pre and post assessments for each unit of study to ensure they are spending the maximum amount of time on what students need to know and creating student-centered small group differentiation to accelerate the learning of students needing extra support to understand grade-level content. The post assessment helps the teachers to know their effect size, know if students' growth is sufficient and create plans to help students continue their growth in RTI and Enrichment.

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

At the end of each lesson or unit, teachers implement lesson refinement either reteaching or enriching the lesson topics to reach maximum proficiency. Teachers also use center rotations and student-based groups to differentiate and scaffold material. Students not making necessary gains are given additional Tier II and III support. Title I monies are used to hire a Reading Interventionist who assists with students that are struggling to read in English. Teachers work with the interventionist to identify students and the skills they need to work on.

## Annual Evaluation & Review Process

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

Teachers reflect on students' data monthly in collaboration meetings and schoolwide data is looked at quarterly with all stakeholder groups. The Groups offer feedback and suggestions which are looked at by the Leadership Team to adjust the plan, which is then relayed to all stakeholders.

**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.**

Teachers keep data (MAPS, AK STARR, AK Science, pre and post assessment, Core Phonics screener to name a few) on their students which they look at in collaboration meetings. They share this with students in the classroom and with parents at Fall and Spring open house along with the action plan of how to get students to reach grade level standards and their current progression.

**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.**

Teachers will meet monthly in vertical and horizontal groups to evaluate their progression of teaching the standards and students' progression on meeting the goals and objectives of the schoolwide plan. Teachers will share their finding quarterly.

**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.**

At the end of the year, the stakeholder groups will meet to review the data, goals and the effectiveness of the plan. They will make suggestions for next steps and improvements. The Leadership Team will use this information to create an action plan for the following year.

## 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	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$111,281.11	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	As requested	Title I, Part C: Education of Migratory Children**
<input checked="" type="checkbox"/>	Approx. \$70,000	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"/>	\$42,282.97	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: ESSER
<input checked="" type="checkbox"/>	\$2035.64	Other: Title I-A Parent and Family Engagement Set aside
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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