

# Qugcuun 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: Qugcuun Memorial School Name of Principal: Thaddeus J. Ochs Jr.

Address (Street, City, State, Zip): PO Box 6199, Napaskiak, AK 99559

Phone: 907-737-7214 Fax: 321-422-8898 Email: thaddeus\_ochs@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	08/22/2023

## 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: Thaddeus J. Ochs Jr.

Signature: 

Date: 08/22/2023

## 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>Thaddeus J. Ochs Jr.</li> </ul>	Site Administrator
<b>Teachers:</b> (required)	<ul style="list-style-type: none"> <li>Barbara Ulroan</li> </ul>	Teachers will help determine how each indicator will be met.
<b>Paraprofessionals:</b> (required)	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Parents &amp; Community:</b> (required)	<ul style="list-style-type: none"> <li>Eliza Joekay, Marita Stevens (ASB)</li> </ul>	Give insights on how the plan will affect the community and parents.
<b>School Staff</b> (required)	<ul style="list-style-type: none"> <li>Galen Ulroan</li> </ul>	Help gather data for schoolwide programs.
<b>Technical Assistance Providers:</b> (as appropriate)	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Administrators:</b> (as appropriate)	<ul style="list-style-type: none"> <li>Thaddeus J. Ochs Jr.</li> </ul>	
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>Michael Gehman</li> </ul>	
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Specialized Instructional Support:</b> (as appropriate)	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	<ul style="list-style-type: none"> <li>Patty Mute</li> </ul>	Helps guide the committee on the tribal focus and community partnerships.
<b>Students:</b> (if plan relates to secondary school)	<ul style="list-style-type: none"> <li>Josephine Mute</li> </ul>	Student input
<b>Other:</b> (as needed)	<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 plan is reviewed during various meetings and site data dives. Various groups suggest changes based on real-time data as well as adjustments due to community discussions.

**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.**

<b>Meeting Dates</b>	<b>Agenda Topics/Planning Steps</b>	<b>Participants at Meetings (check all that apply)</b>
08/10/23	Review previous action plans, current data, and this year's action plan	<input type="checkbox"/> Planning Team x All Staff <input type="checkbox"/> Parents/Community
08/22/23	Community Title I Meeting	x Planning Team x All Staff x Parents/Community
10/13/23	Review Fall MAPS and YCBM data and adjust action plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
11/10/23	Review Action Plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
12/15/23	Review Action Plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
1/10/24	Review Winter MAPS and YCBM data and adjust action plan	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
2/16/24	Review Action Plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
3/01/24	Review Action Plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
4/12/24	Review Action Plan	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
5/10/24	Review Spring Testing data, evaluate school's action plan, and create FY24 action plan	x Planning Team x All Staff x 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 School Improvement team meetings information is sent home to all parents outlining the current implementation of the plan and the next steps that the teams are working on.



# Comprehensive Needs Assessment

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

Oscarville is a small, tight-knit community of 70 people ten miles from Bethel. There are 18 students, K-12 enrolled in Qugcuun Memorial School with one certified teacher and a Principal/Teacher.

## 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 and student surveys are given out during the Title I community meeting at the beginning of the school year. All survey results are given to the school improvement team in order to ensure that they are including the needs of families and students into the needs assessment.

## 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	MAPS Data from 2023  Reading 33% proficient (up from 6% in FY22)  Language 40% proficient (up from 10% in FY22)
	Mathematics instruction for all students	High	MAPS Data from 2023 Math 42% proficient (up from 35% in FY22)
	Science instruction for all students	High	No data
	Other content area instruction for all students	High	Yugtun Proficiency 2023 0% of students proficient
	Support for students with disabilities	Med.	Student support from District Special Education providers.
	Support for migrant students	Med.	Migrant Ed. program through the district office provides support for students using grant money. Local Migrant Ed. employee on staff.
	Economically disadvantaged or low achieving students	Med.	Support through the District Office.



Type of Data Analyzed	Area of Need	Priority	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	YPT data shows gains over previous years, but students are still working towards proficiency. ELL progress is being addressed through curriculum and teaching strategies.
Graduation & dropout rate	Ensure students will graduate from high school	High	Due to our small size our graduation rate and dropout rates can be affected by transfers or family situations.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Med	85% Attendance rate for the 22-23 school year (down from 94% in FY22) with 55% chronic absenteeism. Due to the small size of our school one or two students can have an outsize effect on our numbers.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med.	Students with specific needs are identified early in the year and are given support through numerous district and state programs.
Curriculum	Core curriculum aligned vertically and with state standards	Med.	District provides standards-based curriculum that are vertically aligned.
Instruction	Effective instructional strategies and tiered interventions	High	Tier I instruction takes place in all classrooms with Tier II & III instruction with specific groups.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	School uses MAP's, and YCBM testing three times a year. Individual classrooms utilize formative and summative assessment data.
Supportive Learning Environment	Safe, orderly learning environment	Med.	From the 2018 Panorama Survey (More current data to be located) School Safety 100% Peer Climate 100% Social and Emotional Learning 90% Student Involvement 78%
Family Engagement	Family & community engagement	Med.	From the 2018 Panorama Survey (More current data to be located) Cultural Connectedness 100% Family and Community Involvement 77%
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med.	District Level: Each Spring the district analyzes needs and develops a professional development plan for the upcoming year. Professional development is provided on curriculum, assessments, sheltered instruction, response to intervention and classroom management. Sites determine additional professional development opportunities based on specific identified needs.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med.	The teacher evaluation process includes a mechanism to develop individual teacher skills by providing professional development and support targeted and identified needs.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The district recruits, trains, and retains principals through several programs and funding sources.
Leadership	Recruiting, training & retaining qualified principals	Low	The district recruits, trains, and retains principals through several programs and funding sources.
Other:			AK Read Act screeners will be implemented starting in 2023-24
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	33% (6 of 18 students enrolled)	Goal: 50% (9 of 18 students enrolled)  Stretch Goal: 100% (18 of 18 students enrolled)	MAPS
Math	42% (about 7 of 18 students enrolled)	Goal: 50% (9 of 18 students enrolled)  Stretch Goal: 100% (18 of 18 students enrolled)	MAPS
Language	40% (about 7 of 18 students enrolled)	Goal: 50% (9 of 18 students enrolled)  Stretch Goal: 100% (18 of 18 students enrolled)	MAPS
Yugtun Proficiency	0% (0 of 18 students enrolled)	Goal: 33% (6 of 18 students enrolled)  Stretch Goal: 100% (18 of 18 students enrolled)	YPT

## Schoolwide Plan Strategies

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

We have used / will be using data from MAPS, YPT, AK STAR, AK Science, AK Reads screeners, formative and summative assessments. Based on the data gathered, we will utilize the special revenue funds to support student growth on the listed measures through the implementation of a 2024 summer school program supported by a certified teacher, the implementation of either A. an after school program or B. a monthly Saturday school program, and a continuation of a monthly family night that emphasizes Yugtun art and culture (to aide in our goal of improving engagement and Yugtun proficiency).

### **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.**

All teachers will have strong Tier I instruction using best practices such as: SIOP, DLE Strategies and SEL Strategies. Teachers will also implement Tier II & III strategies for specific learner subgroups to make sure they receive necessary accommodations.

### **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 will use pre-assessment data for each unit of study to focus time on what each student needs to know. Teachers will also differentiate based on pre-assessment data to maximize time on task. At the end of the unit teacher post-assessments will determine whether growth targets were met. If students have not met their targets, teachers will create a plan to help students learn the necessary skills during small group RTI.

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

If students have not met their targets, teachers will create a plan to help students learn the necessary skills during small group RTI.

## Annual Evaluation & Review Process

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

Each month data will be reviewed with specific stakeholder groups. These groups will give feedback and offer suggestions which will be forwarded to the School Improvement Team. This information will be used to make any adjustments to the current plan.

- 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.**

Assessment data is kept on file in each classroom from various sources: summative and formative assessments, MAPS, YPT, AK Star and Science. This information will be shared with parents and students and their program of study will be adjusted based on growth.

- 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.**

All staff will meet weekly to discuss various data points and will then look at monthly data to determine whether changes in the plan need to be made.

- 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 all data will be reviewed and compared to the initial data and plan. If changes are needed the SIP team will adjust the 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 used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>		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"/>		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:

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



