

609

# Kuinerrarmiut 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: Kuinerrarmiut Elitnaurviat Name of Principal: Letatia Brown Long

Address (Street, City, State, Zip): PO Box 49

Phone: 907-556-8628 Fax: 907-556-8228 Email: letatia\_long@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	X <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	[MM/DD/YYYY]

## 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: Letatia Brown Long

Signature: 

Date: 09/20/2023  
[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)	<ul style="list-style-type: none"> <li>Letatia Brown Long</li> </ul>	Facilitate and participate
<b>Teachers:</b> (required)	<ul style="list-style-type: none"> <li>Samantha Alexander</li> </ul>	Meet collaboratively regularly and give input to needs of students/classes
<b>Paraprofessionals:</b> (required)	<ul style="list-style-type: none"> <li>Adam Petluska Jr.</li> <li>Martha Small</li> </ul>	Give input on needs of students during weekly collaboration meeting
<b>Parents &amp; Community:</b> (required)	<ul style="list-style-type: none"> <li>Theresa Cleveland</li> <li>Dorothy Galila</li> </ul>	Give input on needs of students from parent/community perspective
<b>School Staff</b> (required)	<ul style="list-style-type: none"> <li>Secretary</li> <li>SCA – Mary Matthew</li> <li>SCA- Tamara Forbes</li> </ul>	Record minutes of meetings; give input from community
<b>Technical Assistance Providers:</b> (as appropriate)	<ul style="list-style-type: none"> <li>Mike Gehman</li> </ul>	
<b>Administrators:</b> (as appropriate)	<ul style="list-style-type: none"> <li>Crystal Cunningham</li> </ul>	Be a part of planning and implementation
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>Ed Pekar</li> </ul>	
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>Natalie Mikesell</li> </ul>	
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>Ashley Crace</li> </ul>	
<b>Specialized Instructional Support:</b> (as appropriate)	<ul style="list-style-type: none"> <li>Ashley Crace</li> </ul>	
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	<ul style="list-style-type: none"> <li>Native Village of Kwinhagak</li> </ul>	Give input on needs of students from traditional culture practices
<b>Students:</b> (if plan relates to secondary school)	<ul style="list-style-type: none"> <li>Shirley Roberts</li> </ul>	Give input on needs of students from student perspective
<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.**

Collaborative efforts were made to develop the schoolwide plan. Parent, staff, student surveys, and school climate and connectedness surveys were reviewed to gather all stakeholder input related to perception data. Staff members were included in the decision making process for establishing goals based on the quantitative data which included; student performance, attendance, graduation rate/dropout, and discipline. In addition, qualitative data was reviewed such as; surveys, professional learning, document analysis (i.e., mega data report), and observations. Family and community were also solicited through Open House and Title 1 meetings to provide input in the development of 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)
08/11/23	Parent & Teacher Meet & Greet	Planning Team x All Staff x Parents/Community
09/20/23	Title I Schoolwide Plan	x <input type="checkbox"/> Planning Team x All Staff x Parents/Community
09/22/23	Goal Setting Meeting with Certified & Classified Staff	<input type="checkbox"/> Planning Team x All Staff <input type="checkbox"/> Parents/Community
10/06/23	Data Dump	<input type="checkbox"/> Planning Team x All Staff <input type="checkbox"/> Parents/Community
10/18/23	Positive Approach to Student Success Training	x Planning Team All Staff <input type="checkbox"/> Parents/Community
11/15/23	Student & Parent Surveys	x <input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
12/02/23	Calibration & Collaboration	x Planning Team x All Staff <input type="checkbox"/> Parents/Community
01/03/24	Data Review/Goal & Expectation Review	x Planning Team x All Staff Parents/Community
02/03/24	School Goal Review	x Planning Team x All Staff x Parents/Community
05/03/24	School Goal Review (Spring Data Review)	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.**

Multiple modes of communication will be implemented to ensure that all stakeholders are aware of the schoolwide planning process and involved in the plan development. Communicating about creating a plan to address the school needs will be shared with all stakeholders at various meetings including; school in-service, ASB, and Title I meetings. Additionally, school and community members will be notified via weekly school newsletters, surveys, school website, parent-teacher conferences, Facebook page, and at public places like the Quinagak Corporation Store. In addition, the SIP will be sent home with students for each family.



## Comprehensive Needs Assessment

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

Kuinerrarmiut (gwen-a-hog-a-mute) Elitnaurviat (lit-now-vat) is a K-12 school located in the Southwestern village of Quinhagak. It is situated on the Kanektok River and near the Arolik River, approximately a mile from the Kuskokwim Bay of the Bering Sea. There are approximately 199 students enrolled in the school. 38 staff members service the students. Students speak mostly English and are learning to speak Yupik through our Dual Language program. The community of 700+ residents is composed of native Alaskans (with a small non-native population primarily made up of school teachers) living a subsistence lifestyle on the Kanektok River and Arolik River.

### 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 was conducted using a systems analysis framework that included all stakeholders (i.e, Advisory School Board, community members, students, staff). All students were measured with multiple metrics, using a variety of data sources including; screenings, diagnostic assessments, attendance, and graduation data, behavioral data, and observational data to derive priorities and action steps.

### 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	Reading-10% Proficiency – 6% Growth – 34% LANGUAGE ARTS Proficiency – 9%
	Mathematics instruction for all students	High	Proficiency – 10% Growth – 40%
	Science instruction for all students	Med	Yes
	Other content area instruction for all students	Med	Health, PE (as needed in high school)
	Support for students with disabilities	High	15.14%

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Support for migrant students	High	20 – support comes from the district office
	Economically disadvantaged or low achieving students	High	199 students are currently enrolled. Most of them are from economically disadvantaged homes.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	79% students identified as LEP
Graduation & dropout rate	Ensure students will graduate from high school	Low	4 year – 77% 5 year – 83% Dropout - 14
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Attendance school wide – 81% Attendance – Elementary – 84% Attendance – Secondary – 76% Chronic Absenteeism – 136 Chronic Absenteeism % - 63%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	188 Students currently enrolled 0 – Homeless 0 – Foster Care
Curriculum	Core curriculum aligned vertically and with state standards	Low	Yes
Instruction	Effective instructional strategies and tiered interventions	Low	Tiered instruction 80%/universal; 15%/Tier II; 5%/Tier III
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	Core Phonics, MAPS
Supportive Learning Environment	Safe, orderly learning environment	High	CHAMPS, PBIS, School wide positive behavior program

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	High	
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	District and school
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	PD assessment will be given before the end of the year
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	District
Leadership	Recruiting, training & retaining qualified principals	Medium	District
Other:			
Other:			
Other:			

**D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Reading & Language Usage	Proficiency - 10% Growth - 60% LANGUAGE ARTS Proficiency – 5% Growth - 54%	The annual goal for the 23-24 school year is that student proficiency in Reading will increase from 10% to 20% in the targeted area. The annual goal for the 23-24 school year is that Language usage proficiency will increase from 5% to 15% in the targeted area.	MAPS

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
		The annual goal for the 23-24 school year is that student growth in Reading will increase from 60% to 75% and Language usage will increase from 54% to 75% in the targeted area.	
Math	Proficiency – 13% Growth - 53%	The annual goal for the 23-24 school year is that Math proficiency will increase from 13% to 20% in the targeted area. The annual goal for the 23-24 school year is that Math student growth will increase from 53% to 75% in the targeted area.	MAPS
School Climate & Culture	Out of school suspension (2023) 21%-mega data report	Each teacher will maintain classroom management strategies reducing the number of office referrals and suspensions by utilizing the PBIS framework	Office referrals, In-School and Out-of-School suspensions and discipline reports from PowerSchool
Attendance	Chronic absenteeism rate to date for 2022-2023 is 66% for the entire school	Students will have an attendance rate from 66% to 95% on a quarterly basis	attendance summary and reports from PowerSchool, and observations

## Schoolwide Plan Strategies

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

A. Professional Learning Community (PLCs) meetings will be used to discuss instructional and academic rigor. Student growth will be discussed with the review of formative and summative assessment data during professional learning community meetings held weekly. Adjustments will be made as needed in instructional practices and student learning profiles will be created to address targeted areas for additional academic support. Staff providing intervention support will be paid through the special revenues budget. Students at all grade levels identified will have a schedule that will allow for multi-tiered supports. Reading and Writing intervention using Lexia Core5 (K-5th) & Lexia PowerUp (6th-12th) will be addressed using Title 1 interventionist and Indian Ed. Aide using the push-in and pull-out problem-solving MTSS model. We will utilize the Alaska Read Act materials for our Tier 3 reading interventions from site funds. Regarding our schools behavioral/disciplinary needs we will implement strategies identified under the Positive Behavioral Intervention & Supports (PBIS) framework which include; CHAMPs, Restorative Practices, and Positive Approach to Student Success (PASS) site funds will be used.

B. Strategies that will be used to meet State academic standards for all learners including all subpopulations; include implementing the LKSD curriculum and standards with fidelity that will provide a process that's equitable for all students. Teachers will be provided ongoing training and support for the implementation of LKSD's Best Practice model. Additional strategies that the school will use to provide opportunities for all students include; Universal Design for Learning, Lexia, MTSS (Special Ed population and TII & TIII students), SIOP (ELL students), Math Lab (ALEKS) (6th-12th & Special Ed), Dreambox (K-5 (6) & Special Ed), student-centered learning, assistive technology when needed, peer support, interventionist, scaffolding, and differentiated instructional practices.

- 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.**

Methods and instructional strategies that have a positive impact on our academic programming will include:. LKSD's Best Practice instructional strategies will be implemented in the classroom to strengthen the academic programming in our school. After school study hall will increase the amount and quality of learning time by high school certificated personnel for all 7-12 graders four days a week. Monies to provide these extended contracts will be from the special revenues budget. Also, students in grades K-6 will receive in class after school support. Positive Behavioral Interventions and Supports (PBIS) is a program designed to create a safer and more effective school environment through positive disciplinary practices. We will customize the practices and procedures for our school based upon the collection and analysis of PBIS data. A Positive Approach to Student Success (PASS) teacher will strengthen our academic program by providing targeted support and interventions to students with a history of chronic absenteeism and behavioral disengagement and who are at risk for dropping out of school.

Academic Intervention Teachers will work directly with students in an instructional setting during school and after school.. They will provide small group instruction in various content areas. The Academic Intervention

Teachers are our teacher aides providing reading, writing, and math support. The SIOP instructional model will also be utilized to improve our English Language Learners in the areas of reading, writing, listening, and speaking. Our School Community Advocate teacher will assist with reaching out to the community and developing parental workshops with an emphasis on parent involvement, parent education, and student attendance.

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

Students at risk of not meeting the state academic standards will be identified and targeted for MTSS Tier II and Tier III interventions. MTSS will help our school identify at-risk students early and intervene quickly to meet their needs. Students will receive targeted instruction to address the learning gaps and needs. Moreover, MAPs (Beginning, Middle, and End of the year) testing will help assess and identify students who are at risk. Data will be used to target the learners' needs. The school will continue to endorse Universal Design for learning instructional strategies so all students have opportunities for learning through differentiated content, process, and product. Additionally, formative and summative assessments will be given to determine the factor that causes the student to be at risk. An individual learning profile will be created for those students and shared with all teachers that work with the student identified as at-risk.



## Annual Evaluation & Review Process

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

The school will evaluate the success of the schoolwide plan through a continuous improvement process (CIP) that entails an ongoing review of student data (i.e., formative and summative assessments, anecdotal records, behavior/discipline data, attendance, parent teacher conferences, student report cards, etc.) weekly during Professional Learning Community(PLC) meetings. The CIP method will help evaluate if the schoolwide plan has been implemented by reviewing the schoolwide plan goals, identifying problem areas, pilot potential solutions to the problems, observing and evaluating interventions, and adapting the interventions based on the data collected.

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

The school will measure student progress on State's annual assessments using the baseline cut scores given by the State. Growth will be looked at and celebrated as well as proficiency. MAPS will be utilized three times a year for all grades. CORE PHONICS will be given four times a year for grades K-6. Relevant non-confidential data will be reported to students, families, and community stakeholders where appropriate with a user-friendly format. Dibels 8 will be utilized to obtain language proficiency measures for grades K-3.

### **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.**

Site inservice plans will formally examine the progress monitoring data three times a year. Teams will evaluate curriculum tests and skills tests on a weekly basis to determine student's that are on track and students that may need an adjustment in their plan.

### **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 to determine the effectiveness of not only the schoolwide plan but also the resources used to deliver the curriculum that is aligned with State standards. Additionally, the school will use a continuous improvement process to evaluate the effectiveness of the schoolwide plan by reflecting on the schoolwide plan goals, identifying problem areas, pilot potential solutions to the identified problem areas, observing and evaluating interventions, and adapting the interventions based on the data collected.

## 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"/>	115,584.80	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"/>	42,983.79	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.