

# Paul T. Albert Memorial School TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
May 2023

2023-2024



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## Contact Information

### School Information

Name of School: Paul T. Albert Memorial School Name of Principal: Christina Grigoratos  
Address (Street, City, State, Zip): P.O. Box 49  
Phone: 907-652-6827 Fax: 907-652- 6028 Email: Christina\_grigoratos@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	08/08/2022

## 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: Christina Grigortos

Signature: Christina Grigoratos

Date: 04/30/2023

## 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)	● Christina Grigoratos	Team Leader
<b>Teachers:</b> (required)	● Anna Bond	Team Member
<b>Paraprofessionals:</b> (required)	● Elizabeth Asicksic	Team Member
<b>Parents &amp; Community:</b> (required)	● Nancy Flynn	Team Member
<b>School Staff</b> (required)	● George Panruk	Team Member
<b>Technical Assistance Providers:</b> (as appropriate)	● Amy Vanasse	Team Member
<b>Administrators:</b> (as appropriate)	● Natalie Mikesell	Team Member
<b>*Title Programs:</b>	● Mike Gehman	Team Member
<b>*CTE:</b>	● Brian Rendell	Team Member
<b>*Head Start:</b>	● Denise Hooper	Team Member
<b>Specialized Instructional Support:</b> (as appropriate)	● Kenny Gaylord	Team Member
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	● Xavier Post	Team Member
<b>Students:</b> (if plan relates to secondary school)	● Luke Kanrilak	Team Member
<b>Other:</b> (as needed)	● Krystal Hooper	Team Member

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

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

It is a continuous Improvement Model that is supported by District level support-SA Meetings, data dives, MDD; Site level- ASB meetings, School Improvement Meetings, Site In-services, Annual Title I Meetings, Parent Teacher Conferences, Surveys and feedback given by families during Title 1 meetings and parent teacher conferences.

**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>
08/30/23	Title One Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/15/23	Team Meeting	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
09/22/23	Staff Professional Development	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10/03/23	School Improvement Meeting	<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.**

Flyers were created and sent to several major points in the village to be publicly posted. These areas include the post office both stores and the village council. We also posted all meeting notices at the front main entrance of the school building a week in advance. We also posted on our Facebook page and the local village page.



# Comprehensive Needs Assessment

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

Paul T. Albert Memorial School is located in Tununak Alaska. Tununak has a population of roughly 350-400 people with about 110 students 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 came to the Title I community meeting and our open house. Title programs and budgets are shared through public Advisory School Board meetings. Families are highly encouraged to attend parent-teacher conferences through VHF announcements, flyers and community postings. The parents of athletes attend the online training module facilitated by the school administrator. The community is invited to the school for feast days, Halloween carnival, sporting events, Prom, graduation and quarterly awards ceremonies.

Needs Improvement:

Increase family participation in school events.

Offer incentives to entice people to attend community meetings.

## 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	Based on data collected from the mega data dashboard, MAPs scores FY23 showed that 8% of students tested as proficient in the subject area of Reading and 13% of students tested proficient in Language Arts.
	Mathematics instruction for all students	High	Based on data collected from the mega data dashboard, MAPs scores FY23 showed that 8% of students tested as proficient in the subject area of Math
	Science instruction for all students	Low	PowerSchool Grade book shows that students on average have a low performance rate in the areas of science. This may in turn be a result of low reading scores.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Other content area instruction for all students	Med	Evidence from the Mega Data dashboard and PowerSchool Grade Book indicate that students who are in lower reading tiers also perform below grade level in other content areas of instruction.
	Support for students with disabilities	High	This is a high needs area. The school does not have a certified Special Education teacher on site. Paraprofessionals are used to support students on IEPs; however, this is not meant to be a long-term solution.
	Support for migrant students	High	We currently do not have Migrant Ed support.
	Economically disadvantaged or low achieving students	Med	According to federal guidelines, most of our students are considered high risk due to economic disadvantages and are considered low achieving students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Med	Based on data collected from the mega data dashboard, MAPs scores FY22 showed that 13% of students tested as proficient in the subject area of Reading and 9% of students tested proficient in Language Arts.
Graduation & dropout rate	Ensure students will graduate from high school	High	Based on data collected from the mega data dashboard and PowerSchool we had 1 dropout and about 60% graduation rate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Based on data collected from the mega data dashboard our Chronic Absenteeism is at 56%.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med	According to federal guidelines, the majority of our students are considered high risk due to economic disadvantages and are considered low achieving students.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Teacher surveys show that there is a need for curriculum review for our Reading and Language Arts.
Instruction	Effective instructional strategies and tiered interventions	High	About 85% of our students are in tier 3 in reading, language arts and math. The need for tier interventions, and differentiated instruction is great according to MAPs scores and other forms of standardized tests.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Schools across our district participate in MAPs testing three times a year as well as AK STAR and other assessments.

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	Low	Our staff provides a safe and orderly environment in which students feel safe and able to learn. This is evident in our school improvement plan and day to day activities.
Family Engagement	Family & community engagement	Med	Our ASB, staff and administration regularly provide opportunities for family and community involvement. This is evident in after school events such as open gym where parents volunteer, our Title 1 meeting, open house days and our day-to-day interactions with the community.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	Our district regularly provides opportunities for professional development.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	Our district regularly provides opportunities for professional development.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	As a result of the nationwide teacher shortage our district has started off the school year short about 15 teachers across the district. The need for qualified teachers is great as the national average shows.
Leadership	Recruiting, training & retaining qualified principals	High	
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
Attendance	As of 2023 about 88% of students regularly attended school.	90% acceptable attendance rate	PowerSchool

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Drop Out Rate	As of 2023 about 13% of students dropped out of school.	Less than 5% dropout rate.	PowerSchool & Mega Data Dashboard
Graduation Rate	As of 2024 we stand at 80% of students graduating.	90% Graduation rate	Completion of credits shown on PowerSchool
MAPS Reading scores	As of 2023 8% of students scored as proficient on MAPs tests.	30% of students testing at proficient.	MAPs Spring assessment.

## Schoolwide Plan Strategies

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

- 1.) The School Community Advocate will communicate with and support families and students to decrease chronic absenteeism.
- 2.) Teachers will implement academic after school programs to help students in tier 3 in areas of need across subjects.
- 3.) Migrant Ed instructor will implement academic plans to help students.

### 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.

- 1.) School will use Title I funds to employ an Instructional Aide to provide extra support in the general education classroom.
- 2.) The school will use Migrant Ed funds to hire an aide to provide academic support to students through after school activities.
- 3.) Indian Ed funds will be used to fund the School Community Advocate. She will communicate with and support families and students to decrease chronic absenteeism.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The school will provide additional support in all academic areas utilizing Title I funds.

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

The school will meet the needs of our at-risk students by hiring a Title-1 Tier 2 interventionist utilizing Title -1-A Tier 2 interventionist funding.

## Annual Evaluation & Review Process

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

MAPS data will be used 3 times a year to assess the success levels of after school interventions. State test scores will also help to track progress.

- 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 compare students' data acquired from MAPs testing three times a year, student report cards and progress reports generated from PowerSchool and scores from Alaska State testing.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards and meeting the goals and objectives in the plan.**

The school will compare student growth (MAPs test growth scores), and AK STAR performance results to normed referenced to Alaska Public School performance.

- 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 update and implement continuous school improvement plans based upon data received from the growth scores and performance scores.



## 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"/>	<b>73,162.76</b>	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"/>	<b>22,921.09</b>	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"/>		Other: ESSER
<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.

