



# Arviq School

## TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2022 - 2023



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## Contact Information

### School Information

Name of School: Arvig School Name of Principal: Joel Thomas

Address (Street, City, State, Zip): 1 Village Road Platinum, Alaska 99651

Phone: 907-979-8111 Fax: \_\_\_\_\_ Email: Joel\_Thomas@lksd.org

### District Information

Name of District: Lower Kuskokwim School District Name of Superintendent: Kimberly Hankins

Address (Street, City, State, Zip): 1104 Ron Edwards Memorial Drive Bethel, AK 99559

Phone: 907-543-4800 Fax: \_\_\_\_\_ Email: joel\_thomnas@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?
74%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No. Not Applicable

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10/15/2020	10/31/2022

## 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

Name of Principal: Joel Thomas

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: [MM/DD/YYYY]

Date: 11/10/22

## 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> <i>(required)</i>	• Joel Thomas	Site Administrator
<b>Teachers:</b> <i>(required)</i>	• Abigail Schwerin	Classroom Teacher
<b>Paraprofessionals:</b> <i>(required)</i>	• None on staff	Not Applicable
<b>Parents &amp; Community:</b> <i>(required)</i>	• Helena James	Parent Volunteer and School Cook
<b>School Staff</b> <i>(required)</i>	• Frank James	School Maintenance
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	• District Office Support Staff	As Needed
<b>Administrators:</b> <i>(as appropriate)</i>	• Joel Thomas	Site Administrator
<b>*Title Programs:</b>	• Mike Gehman	Federal Programs Specialist District Office
<b>*CTE:</b>	• Brian Rendall	CTE Coordinator District Office
<b>*Head Start:</b>	• Delilah Hodge	Early Childhood Coordinator District Office
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	• To Be Determined	To Be Determined
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	• Platinum Traditional Council	To Be Determined
<b>Students:</b> <i>(if plan relates to secondary school)</i>	School is currently K-8	Not Applicable
<b>Other:</b> <i>(as needed)</i>	• To Be Determined	To Be Determined

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

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

The plan was developed through individual school/family communication. Arviq's classroom teacher offers an after-school tutoring/enrichment program Monday-Thursday. Most students stay after school to participate in the after-school program regularly.

**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)
10/19/22	Review of Title I Process and requirements	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10/25/22	Title I Plan Reviewed with Families	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" 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.**

Communication occurs through VHF announcements, updates sent to all parents with e-mail addresses on file, individual parent/teacher discussions before and after school, and Site Administrator / Parent telephone contacts



# Comprehensive Needs Assessment

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

Arviq School is a K-8 school with an enrollment of six students, situated in a rural community comprised of less than fifty residents.

## 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 team reviewed student achievement data, test scores. A review of extracurricular activities was conducted and it was determined that an after school tutoring and enrichment program would be beneficial for the students, school, and community.

## 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)
Assessment Data MAPS	Reading/language arts instruction for all students	High	Enrichment needed
Assessment Data MAPS	Mathematics instruction for all students	High	Enrichment needed
Assesment Data Formative and Summative	Science instruction for all students	High	Enrichment needed
School schedule	Other content area instruction for all students	Med	Physical education and recreation is a need
Enrollment data	Support for students with disabilities	Low	Support is provided by an itinerant special education teacher.
Enrollment data	Support for migrant students	Low	Not applicable
Statistical data	Economically disadvantaged or low achieving students	Med	Poverty Rate is High

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	Low	Enrichment
Graduation & dropout rate	Ensure students will graduate from high school	High	Engagement and additional extracurricular opportunities needed
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	Attendance rate is high
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	No identified needs
Curriculum	Core curriculum aligned vertically and with state standards	Low	The core curriculum aligned vertically and with state standards
Instruction	Effective instructional strategies and tiered interventions	Med	Teacher implements effective instructional strategies and tiered interventions in a multigrade classroom with no TA
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	Progress monitoring in place
Supportive Learning Environment	Safe, orderly learning environment	Low	Learning environment is safe and orderly.
Family Engagement	Family & community engagement	Med	Good communication with parents and families in small community.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Extensive PD is offered but classroom teacher accesses remotely and limited by net connectivity and flight weather
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Curriculum specialists are available through distance delivery but not on site without travel.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	Teacher has no peers on site for collaboration. Collaboration is through distance technology.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Leadership	Recruiting, training & retaining qualified principals	Med	School enrollment is below threshold for on-site principal. Site Administrator is remote from district office and teacher is "Acting Site Administrator"
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
Increase Student Reading Proficiency	21 <sup>st</sup> Percentile	Group RIT Average on MAPS reading assessment improve from <21 <sup>st</sup> percentile to >80 <sup>th</sup> percentile. Less students will score in the LO and LOAVG ranges and more students will score in the AVG, HI AVG, and HI ranges	NWEA Maps Reading Assessment Data Spring 2022
Increase Student Writing Proficiency	21 <sup>st</sup> Percentile	Group RIT Average on MAPS language assessment improve from <21 <sup>st</sup> percentile to >80 <sup>th</sup> percentile. Less students will score in the LO and LOAVG ranges and more students will score in the AVG, HI AVG, and HI ranges	NWEA Maps Language Assessment Data Spring 2022
Increase Student proficiency in Math	21 <sup>st</sup> Percentile	Group RIT Average on MAPS math assessment improve from <21 <sup>st</sup> percentile to >80 <sup>th</sup> percentile. Less students will score in the LO and LOAVG ranges and more students will score in the AVG, HI AVG, and HI ranges	NWEA Maps Mathematics Assessment Data Spring 2022

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure

## Schoolwide Plan Strategies

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

Implement a K – 8 after-school tutoring and enrichment program funded with Indian Ed and Title I monies.

### **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.**

Students will benefit from extended learning opportunities and will receive homework assistance with a focus on Social Emotional Learning.

### **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 After-school program will offer both academic and social benefits.

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

Tiered, differentiated instruction, RTI, MTSS

## Annual Evaluation & Review Process

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

Analysis of 2022 Winter and 2023 Spring NWEA Read, Language, and Math Scores and curriculum-based assessments

**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.**

Analysis of NWEA Maps data (Linked to state assessment system), School Climate and Connectedness Survey, and curriculum based assessment data

**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.**

Analysis of NWEA Maps data, student/parent feedback, curriculum based assessment data

**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.**

Data will be assessed quarterly and adjusted in collaboration with the school improvement team.

## 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"/>	\$2,207.82	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"/>	\$2,120.72	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.