# Aleknagik School

# TITLE I SCHOOLWIDE PLAN

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

2024-25

# Contents

## Contact Information

### School Information

Name of School: Aleknagik                    Name of Principal: Kelly Eastham

Address (Street, City, State, Zip): PO Box 127, Aleknagik, AK 99555

Phone: 907 842 5681          Fax: N/A                Email: keastham@swrsd.org

### District Information

Name of District: Southwest Region School District     Name of Superintendent: Audra Finkenbinder

Address (Street, City, State, Zip): PO Box 90, Dillingham, AK 99576

Phone: 907 842 5287          Fax: 907 842 5428          Email: afinkenbinder@swrsd.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% | ☒ Yes ☐ No | ☐ Yes ☐ No |

### Schoolwide Plan Information

| New Plan? | Initial Effective Date | Revision Date |
|---|---|---|
| ☐ Yes ☒ No | 08/01/2014 | May 21, 2024 |

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.
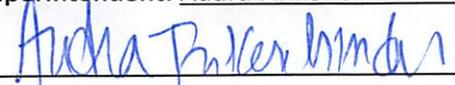
Name of Superintendent: Audra Finkenbinder          Name of Principal: Kelly Eastham

Signature: _____          Signature: _____
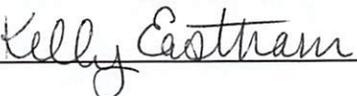
Date: May 29, 2024          Date: May 28, 2024

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)).

- o 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;
  - o 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)).
  - o 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 |
|---|---|---|
| **Principal:** *(required)* | ● Kelly Eastham | Development and implementation |
| **Teachers:** *(required)* | ● Cialey Aloysius<br>● Wendy Mendiola | Elementary implementation<br>HS implementation |
| **Paraprofessionals:** *(required)* | ● Danielle Togiak | SPED implementation and support |
| **Parents & Community:** *(required)* | ● Cody Aloysius<br>● Jeri Alakayak<br>● Amber Webb | Development and support |
| **School Staff** *(required)* | ● Nina Tinker | Development and support |
| **Technical Assistance Providers:** *(as appropriate)* | ● | |
| **Administrators:** *(as appropriate)* | ● Candice Hall | Instructional program implementation and support |
| ***Title Programs**: | ● Jon Clouse | Monitoring and support |
| ***CTE:** | ● | |
| ***Head Start:** | ● | |
| **Specialized Instructional Support:** *(as appropriate)* | ● Dianna Schollmeier | Academic Interventionist program implementation and support |
| **Tribes & Tribal Organizations:** *(as applicable)* | ● Aleknagik Tribal Council | Development |
| **Students:** *(if plan relates to secondary school)* | ● Braxton Peters<br>● RyLee Dull | Development and support |
| **Other:** *(as needed)* | ● | |

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

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

There will be one small team consisting of school staff and a larger team consisting of school staff, parent(s), Tribal representative, community member(s), and district staff as needed.

1.   Staff team meets to perform an initial needs assessment based on available data (statistical and anecdotal).
2.   Initial needs assessment is brought to the whole team to determine additional areas of need; prioritize the needs; and develop goals to address between one and three need areas.  The timeline of the goals may be several years in the future to allow for full implementation of a plan.
3.   Staff team meets to develop an actionable plan to address the identified needs areas.
4.   The initial actionable plan is brought to the whole team for review and revisions are made as necessary.
5.   The Title IA plan is presented to the community at the annual Title IA meeting in the fall of the following year.
6.   Recruitment of stakeholders to be a part of the planning team occurs during the fall Title IA meeting.

**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) |
|---|---|---|
| 11/17/2023 | Title IA Budget | ☒ Planning Team ☒ All Staff ☒ Parents/Community |
| 11/17/2023 | Parent/Family Engagement Plan Development | ☐ Planning Team ☐ All Staff ☒ Parents/Community |
| 12/12/23 | Educational Overview | ☒ Planning Team ☐ All Staff ☒ Parents/Community |
| 09/08/2023 | Open House | ☒ Planning Team ☐ All Staff ☒ Parents/Community |
| 04/26/2024 | Needs Assessment | ☒ Planning Team ☐ All Staff ☐ Parents/Community |
| 05/02/2024 | Plan Development Meeting | ☒ Planning Team ☐ All Staff ☐ Parents/Community |
| 05/21/2024 | Plan Development Meeting | ☒ Planning Team ☐ All Staff ☐ Parents/Community |
| mm/dd/yy | | ☐ Planning Team ☐ All Staff ☐ Parents/Community |
| mm/dd/yy | | ☐ Planning Team ☐ All Staff ☐ Parents/Community |
| mm/dd/yy | | ☐ Planning Team ☐ All Staff ☐ 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.**

The planning process, data collection, plan development, and plan approval communication plan is as follows:

●   September - a letter is sent home to all parents.
●   September – process explained during annual Title IA meeting with community
●   September – process is presented at a local CSC meeting
●   September – recruitment of stakeholders for the planning team
●   February – needs assessment is completed
●   March – schoolwide plan updated
●   April – revised schoolwide plan presented at a local CSC meeting or parent/community meeting
●   April – letter sent home about revised plan and explaining how to access the Title IA Schoolwide Plan

## Comprehensive Needs Assessment

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

Aleknagik School is a K-12 school located in the community of Aleknagik and has a student population of about 26 students. Aleknagik School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area.  The community of Aleknagik has a population of about 220 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 comprehensive needs assessment is comprised of several steps that include, but are not limited, to the following activities:

1. A profile review that consists of an analysis of student achievement (AK Star, MAP, local assessments) attendance, enrollment trends, graduation rates, and behavioral data.  This data is broken down by sub-group when possible.
2. A profile review that consists of an analysis of instructional staff retention rates, attendance, qualifications, and other information (teachers and paraprofessionals)
3. A program review of site specific programs including a fidelity review, cost analysis, and desired outcomes.
4. A practice review that includes an assessment on a multitude of indicators in the areas of leadership, recruitment/retainment of staff, instructional transformation, and the culture of learning.
5. A community review was completed to engage the community in identifying areas of need and strengths.

The needs assessment is outlined in the schoolwide plan which is shared with staff and community through the district website, at the annual Title IA meeting, during a CSC meeting, and available by hard copy by request.

**C.** **Summarize the areas of 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 | 2022-23 AK STAR proficiency rate was 17.65%<br><br>2023-24 Winter MAP data indicates 26% of students are above the 41st percentile (6 of 23) |
| | Mathematics instruction for all students | Med | 2022-23 AK STAR proficiency rate was 20% or fewer<br><br>2023-24 Winter MAP data indicates 46% of students are above the 41st percentile (11 of 23) |
| | Science instruction for all students | Low | 2022-23 Alaska Science Assessment rate was 75% or fewer<br><br>2023-24 Winter MAP data indicates 50% of students are above the 41st percentile (5 of 10) |
| | Other content area instruction for all students | Low | No data collected for other content areas. |
| | Support for students with disabilities | Med | 2022-23 AK STAR ELA proficiency rate was 40% or fewer<br>2022-23 AK STAR Math proficiency rate was not calculated due to small sample size.<br>2022-23 attendance rate was 90.7% |
| | Support for migrant students | Med | 2022-23 AK STAR ELA proficiency rate was 25% or fewer<br>2022-23 AK STAR Math proficiency rate was 25% or fewer<br>2022-23 attendance rate was 88.7% |
| | Economically disadvantaged or low achieving students | Med | 2022-23 AK STAR ELA proficiency rate was 18.75%<br>2022-23 AK STAR Math proficiency rate was 20% or fewer<br>2022-23 attendance rate was 88.23% |
| ELP Assessment (Access 2.0) | Support for EL students to attain proficiency in English | N/A | No EL students |
| Graduation & dropout rate | Ensure students will graduate from high school | Low | 2023-2024 graduation rate was 100%<br>2023-2024 drop out rate was 0% |
| Attendance & Chronic absenteeism rates | Ensure that students attend school and reduce chronic absenteeism | High | 2023-2024 daily attendance for grades 6-12 was 90.26%.<br>2023-2024 chronically absent students for grades 6-12 was 57.14%.<br>2023-2024 chronically tardy students for grades 6-12 was 71.43%.<br><br>2023-2024 daily attendance for grades K-5 was 85.92%.<br>2023-2024 chronically absent students for grades K-5 was 57.14%.<br>2023-2024 chronically tardy students for grades K-5 was 50%. |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| | | | |
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students | Low | Foster Care Students - 2022-23 attendance rate was 92.9% <br> No identified homeless children <br> There are policies and procedures in place to ensure students in these demographics have the opportunity for an education including the removal of school enrollment barriers. |
| Curriculum | Core curriculum aligned vertically and with state standards | Low | The adopted curricula went through a review process by a curriculum committee to ensure alignment to state standards |
| Instruction | Effective instructional strategies and tiered interventions | High | Tiered intervention strategies and effective instructional strategies are partially in place. These strategies are mostly in place in the elementary, but can be strengthened at the secondary level. |
| Assessment | Use of formative and progress monitoring assessments to improve instruction | Med | Currently utilizing DIBELS, MAP, and final exams as benchmarks and summative assessments. |
| Supportive Learning Environment | Safe, orderly learning environment | High | PBIS Tier 1 and trauma-informed practices are  partially in place.  Administration is currently receiving 3 office referrals per week with 10% of students receiving 68% of referrals. |
| Family Engagement | Family & community engagement | High | Average family & community engagement for 2023-2024 was 46%. The majority of parents/guardians attended parent-teacher conferences, but attendance was low at other events. |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment | Med | Two teachers attended the RTI/MTSS Conference in Anchorage, but the majority of site PD has been focused on PBIS Tier 1 implementation. |
| Professional Development (PD) needs assessment | PD to support individual teacher skills | Med | Two teachers attended the PBIS Conference in Tacoma, WA. Site staff PD has been focused on PBIS Tier 1 implementation. |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers | | The hiring process is initiated at the district level |
| Leadership | Recruiting, training & retaining qualified principals | | The hiring process is initiated at the district level |
| Other: | | | |

| Type of Data Analyzed | Area of Need | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here) |
|---|---|---|---|
| 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 Instruction | According to 2023-2024 Winter MAP Reading data indicates that 26% of students are above 41st percentile | By the Winter MAP Reading Assessment of 2024-2025, 50% of students will be above the 41st percentile. | 2024-2025 Winter MAP Reading Assessment |
| Positive Behavioral Interventions & Supports (PBIS) | Less than 20 office referrals were made during Q4 of 2023-2024, with 10% of students receiving 68% of referrals. | By Q4 of 2024-2025, office referrals will be down by 50% for an average of less than 10 per quarter. | 2024-2025 Office Referral Tracking Form |
| Family Engagement | Average family & community engagement for 2023-2024 was 46%. | The average attendance of at least one family member per student household will increase to 60%, or 9 out of 16 households represented at each event. | 2024-2025 attendance records for school wide engagement activities. |

# Schoolwide Plan Strategies

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

Reading Instruction: Based on available MAP and DIBELS data, the staff will develop an MTSS plan to support reading and reading instruction. The staff will also develop a reading program to encourage students to read at home with a family member or on their own (depending on grade level and/or personal needs).

PBIS: Staff will continue to collaborate monthly on the development and implementation of Tier 1 PBIS systems and supports. Tier 1 includes creating the PBIS leadership team, implementation of school wide behavior expectations and matrix, behavior purpose statement, procedures for teaching school wide/classroom expectations, acknowledging/encouraging appropriate behavior, reviewing discipline policies and student handbook for restorative practices, data-based decision making, monitoring, and evaluation, and student, family, and community involvement.

Family Engagement: The school will host an academics-based event once per quarter, and students' household attendance will be tracked in order to compare data to the stated goal. Additionally, each staff member will make weekly positive contact (via phone call, email, text message, or written communication) with at least one student's parents/guardians.

**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.**

Teachers will utilize formative class assessments and benchmark data from MAP and DIBELS to drive instruction and intervention strategies to meet the needs of all students.

The school will implement Tier 1 of PBIS to meet the behavioral needs of all students, and begin the process of developing Tier 2 support for students who meet criteria. The school will also be conscious of aligning instructional and disciplinary practices with restorative and trauma-informed 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.**

The school will implement standards-based instruction, grading, personalized learning, and the MTSS model to meet the needs of both struggling students and those who need additional challenges to ensure that all students are able to thrive and grow in their learning and skills. Teachers will also implement the Alaska Cultural Standards in instruction and behavior to meet the needs of our student population.

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

Teachers will use data-driven instruction and differentiation to meet the needs of all learners, relying on best practices aligned with response to intervention (RTI).

# Annual Evaluation & Review Process

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

Reading Instruction: Informal and formal observations and evaluations to assess use of effective teaching strategies (including intervention and differentiation). Ongoing formative and summative data collection of student progress. Tracking student reading outside of school.

PBIS: Informal and formal observations to evaluate whether Tier 1 of PBIS is being implemented school wide. Ongoing data tracking of office referrals.

Family Engagement: The school will maintain physical or digital evidence of family attendance at school events as well as a log of positive communications with students' parents/guardians to ensure that all families are being contacted.

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.**

At parent-teacher conferences, teachers will discuss students' progress and growth with data sources available (e.g., class grades, MAPs assessments, DIBELS, etc.).

At the end of the school year, student report cards and assessment data will be sent home.

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.**

Data will be evaluated from the following sources: NWEA MAP, DIBELS, and household attendance at school events.

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 results of the annual evaluation of the school wide plan will inform revisions to existing goals and/or a shift in priorities 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) |
|---|---|---|
| x | $81,990 | Title I, Part A:  Improving Basic Programs Operated by Local Education Agencies |
| x | $26,250 | Title I, Part C:  Education of Migratory Children** |
| ☐ | | Title II, Part A:  Preparing, Training and Recruiting High Quality Teachers and School Leaders |
| ☐ | | Title III, Part A:  English Language Acquisition, Enhancement, & Academic Achievement |
| ☐ | | Title IV, Part A:  Student Support and Academic Enrichment Grants |
| ☐ | | Title VI, Part A:  Indian, Native Hawaiian, and Alaska Native Education** |
| ☐ | | IDEA Part B** |
| ☐ | | Carl Perkins |
| x | $1,057,000 | State Funds |
| ☐ | | Local Funds |
| ☐ | | Other: |
| ☐ | | Other: |
| ☐ | | Other: |
| ☐ | | Other: |

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