

# Manokotak Nunaniq School

## TITLE I SCHOOLWIDE PLAN

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

2023-24



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## Contact Information

### School Information

Name of School: Manokotak Nunaniq Name of Principal: Jared Garlick

Address (Street, City, State, Zip): PO Box 130, Manokotak AK 99628

Phone: 907 289 1013 Fax: 907 289 2050 Email: jgarlick@swrsd.org

### District Information

Name of District: Southwest Region School District Name of Superintendent: Steve Noonkesser

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

Phone: 907 842 5287 Fax: 907 842 5428 Email: snoonkesser@swrsd.lrg

## 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 | 08/01/2014             | 04/30/2023    |

## Assurance Agreement for Schoolwide Plan

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

Name of Superintendent: Steve Noonkesser

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

Date: 5/22/2023

Name of Principal: Jared Garlick

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

Date: 5/22/2023



## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

| Representation  | Name of Team Member   | Roles/Responsibilities  |
|---|---|---|
| <b>Principal:</b><br>(required)                               | <ul style="list-style-type: none"> <li>Jared Garlick</li> </ul>   | Development and implementation  |
| <b>Teachers:</b><br>(required)                                | <ul style="list-style-type: none"> <li>Amber Parks</li> <li>Diane Knott</li> </ul>  | Development and implementation  |
| <b>Paraprofessionals:</b><br>(required)                       | <ul style="list-style-type: none"> <li>Kyla Gloko</li> <li>Virginia Bartman</li> </ul>  | Development and implementation  |
| <b>Parents &amp; Community:</b><br>(required)                 | <ul style="list-style-type: none"> <li>Pansy Alakayak</li> <li>Jeweline Ayojiak</li> <li>Bibiana Gloko</li> <li>Diane Mochin</li> </ul> | Development and implementation  |
| <b>School Staff</b><br>(required)                             | <ul style="list-style-type: none"> <li>Audrey Gloko-Nanalook</li> </ul>   | Development and implementation  |
| <b>Technical Assistance Providers:</b><br>(as appropriate)    | <ul style="list-style-type: none"> <li>Larry Bartman</li> </ul>   | Technology planning and implementation  |
| <b>Administrators:</b><br>(as appropriate)                    | <ul style="list-style-type: none"> <li>Esther Ilutsik</li> <li>Rick Mauderer</li> </ul>   | Yup'ik Studies implementation and support<br>Instructional program implementation and support |
| <b>*Title Programs:</b>                                       | <ul style="list-style-type: none"> <li>Jon Clouse</li> </ul>  | Monitoring and support  |
| <b>*CTE:</b>  | <ul style="list-style-type: none"> <li>Jerry Jones</li> <li>Charles Wortham</li> </ul>  | Development and implementation<br>Development and implementation                              |
| <b>*Head Start:</b>   | <ul style="list-style-type: none"> <li>Kristin Gamechuk</li> </ul>  | Development and implementation  |
| <b>Specialized Instructional Support:</b><br>(as appropriate) | <ul style="list-style-type: none"> <li>Mary Lillie</li> </ul>   | Development and implementation  |
| <b>Tribes &amp; Tribal Organizations:</b><br>(as applicable)  | <ul style="list-style-type: none"> <li>Manokotak Village Council</li> </ul>   | Development   |
| <b>Students:</b><br>(if plan relates to secondary school)     | <ul style="list-style-type: none"> <li>Kelisha Gloko</li> <li>Taylor Nick</li> </ul>  | Development   |
| <b>Other:</b><br>(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.**

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<br>(check all that apply)  |
|---------------|--|---|
| 09/13/2022    | Title IA Budget                            | <input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 09/13/2022    | Parent/Family Engagement Plan Development  | <input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community            |
| 09/13/2022    | Educational Overview                       | <input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 09/13/2022    | Parent Meeting/Open House/Title IA Meeting | <input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community |
| 3/30/2023     | Needs assessment & goal development        | <input checked="" 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                                  |
| 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                                  |
| 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.**

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.

Manokotak Nunaniq School is a PreK-12 school located in the community of Manokotak and has a student population between 135-150 students. Manokotak Nunaniq School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area. The community of Manokotak has a population of about 485 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.
  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 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     | 2021-22 AK STAR proficiency rate was 1.64%<br>Winter 2022-23 MAP Reading data indicates 15% of students are above the 41st percentile (18 of 122)   |
|   | Mathematics instruction for all students                          | High     | 2021-22 AK STAR proficiency rate was 10% or fewer<br>Winter 2022-23 MAP Math data indicates 17% of students are above the 41st percentile (20 of 119)   |
|   | Science instruction for all students                              | Med      | Winter 2022-23 MAP science data indicates 23% of students are above the 41st percentile (18 of 79)  |
|   | Other content area instruction for all students                   | Low      | Science assessments   |
|   | Support for students with disabilities                            | High     | 2021-22 AK STAR ELA proficiency rate was 40% or fewer<br>2021-22 AK STAR Math proficiency rate was 40% or fewer<br>2021-22 attendance rate was 84.5%<br>2021-22 graduation rate was 100%                                  |
|   | Support for migrant students                                      | High     | 2021-22 AK STAR ELA proficiency rate was 10% or fewer<br>2021-22 AK STAR Math proficiency rate was 10% or fewer<br>2021-22 attendance rate was 85.37%<br>2021-22 graduation rate was 83.33%                               |
|   | Economically disadvantaged or low achieving students              | High     | 2021-22 AK STAR ELA proficiency rate was 10% or fewer<br>2021-22 AK STAR Math proficiency rate was 5% or fewer<br>2021-22 attendance rate was 84.84%<br>2021-22 graduation rate was 75%                                   |
| ELP Assessment (Access 2.0)                                   | Support for EL students to attain proficiency in English          | Low      | 1 EL student - previous test scores from 2019   |
| Graduation & dropout rate                                     | Ensure students will graduate from high school                    | Med      | 2021-22 graduation rate was 77.8%<br>2021-22 drop out rate was 6.4%   |
| Attendance & Chronic absenteeism rates                        | Ensure that students attend school and reduce chronic absenteeism | High     | 2021-22 attendance rate was 85.18%<br>2021-22 chronic absenteeism was 63.12%  |
| Demographic data  | Support for other populations such as subgroups, homeless, foster | Low      | Foster Care Students - 2021-22 attendance rate was 96.77%<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 |

| Type of Data Analyzed                          | Area of Need  | Priority | Describe needs determined from data in each area, as applicable (do not include solutions here)  |
|--|---|----------|--|
|  | care, or neglected & delinquent students                                    |          | 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                 | Med      | Intervention time is used to address learning gaps and provide differentiated instruction for students   |
| Assessment                                     | Use of formative and progress monitoring assessments to improve instruction | Low      | Using NWEA MAP testing three times a year and Dibbles three times a year to monitor progress in reading, science and math  |
| Supportive Learning Environment                | Safe, orderly learning environment  | Med      | School leadership team is developing a behavior matrix and PBIS based strategies to keep the environment safe.   |
| Family Engagement                              | Family & community engagement   | High     | Community engagement is strong for sporting events, but low for parent teacher conferences and other academic celebrations/events. Percentage of family engagement at family engagement events was below 30% |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment                          | Low      | PD is focused on trauma-engaged schools and classroom strategies   |
| Professional Development (PD) needs assessment | PD to support individual teacher skills                                     | Low      | PD is focused on classroom strategies to improve engagement and academic development   |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers                              | Low      | The hiring process is initiated at the district level  |
| Leadership                                     | Recruiting, training & retaining qualified principals                       | Low      | The hiring process is initiated at the district level  |
| 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   |
|-------------------|---|---|---|
| Family Engagement | The 2022-2023 participation rate of families during family engagement events was less than 30%      | By the end of 2023-2024, the participation rate of families during family engagement events will be 50% | 2023-2024 attendance records for school-wide scheduled parent engagement activities |
| Reading           | Winter 2022-23 MAP Reading data indicates 15% of students are above the 41st percentile (18 of 122) | In the 2023-2024 school year, the percentage of students above the 41st percentile will be 25%          | 2023-2024 Winter MAPS reading assessment  |

## Schoolwide Plan Strategies

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

- For Parent activities such as parent teacher conferences and Family nights at the school, we will provide light snacks, drinks, and provide board and other types of games and books for the families to engage with and to encourage more participation.
- We will incorporate the Accelerated Reading program at our school to encourage reading at school and at home. We will also buy prizes and schedule events to celebrate students that complete a specific amount of reading under this program.
- We will also provide after school programs such as tutoring, chess club, weight lifting, and graphic design/screen printing, with an emphasis on recreational and technical reading and writing to improve performance in these areas.

### 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.

We will provide Professional development to help improve tier 1 instruction delivered at our school. In addition, we will provide intervention strategies for pull out groups for students that qualify for SPED service, ELL students and other students that are performing below grade level in reading and mathematics. We will also base lesson plans on district provided curriculum. We will provide after school tutoring along with other additional support services after school for all students that need additional time to complete assignments. We will also allot time during the school day in secondary classes four times a week for specific interven of reading strategies and skill improvement tailored to each individual secondary student.

### 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.

We will offer a wide variety of courses for our students. In addition, we will also offer specialized instruction for those that are on IEPs and need additional instruction or transitional services. We will implement plans to help engage parents in the educational process and solicit feedback from the community regarding areas of focus that are relevant to members of this community and the future needs of the community. We will provide professional development to improve classroom management and student engagement strategies. We will also provide a social and emotional learning curriculum to our classrooms to help develop and educate the whole child. In addition, we will have some students that will be enrolling in and completing dual enrollment courses throughout the school year to earn college credit in high school.

### 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 state academic standards will be given opportunities to participate in small group and one-to-one interventions provided by school staff. These interventions will be offered throughout the school day and will

focus on reading and math development. In addition, tutoring will be offered after school during the week to help students that need additional help in meeting state academic standards.

## Annual Evaluation & Review Process

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

We will address the schoolwide plan twice monthly in our CSC and PBIS meetings to assess implementation percent and what steps have been completed and which steps still need attention.

### **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.**

We will provide MAPS assessments and DIBELS assessments throughout the year and measure the growth and improvement in those areas throughout the school year. We will also gather data on end of year Alaska state assessments. We will present that information in CSC meetings and parent meetings.

### **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.**

We will progress monitor students performing at lower levels and provide monthly updates in our collaborative and PBIS meetings. We will discuss measures and interventions being used and compare data to ensure students in these performance groups are given additional access to programs that will improve their academic 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.**

We will reflect on areas that were successful and the results of those successes. If they are areas that help improve academic performance and increase parent engagement, we will continue implementing those strategies. If there are strategies implemented successfully that do not improve academic performance or parent engagement, those strategies will be re-assessed to determine if they should continue. Strategies that were not implemented successfully will be re-evaluated to determine why they were not implemented and what steps need to be taken to reach full implementation. This information will inform our plan moving forward and help ensure continuous improvement.

## 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"/> | \$62,002      | 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"/> | \$65,380      | Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**                      |
| <input type="checkbox"/>            |               | IDEA Part B**   |
| <input checked="" type="checkbox"/> | \$700         | Carl Perkins  |
| <input checked="" type="checkbox"/> | \$1,905,151   | State Funds   |
| <input type="checkbox"/>            |               | Local Funds   |
| <input checked="" type="checkbox"/> | \$27,774      | Other: Head Start   |
| <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.