



Chief Ivan Blunka 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: Chief Ivan Blunka Name of Principal: Danielle Gates

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District Information

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

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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: Danielle Gates

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
Principal: (required)	<ul style="list-style-type: none"> • Danielle Gates 	Development and implementation
Teachers: (required)	<ul style="list-style-type: none"> • Anastasia Ishnook • Leah Sizemore 	Development and implementation
Paraprofessionals: (required)	<ul style="list-style-type: none"> • Pauline Askoak • Lisa Andrew • Nick Gust 	Development and implementation
Parents & Community: (required)	<ul style="list-style-type: none"> • Dorothy Wonhola • Natalia Andrew • Gabe Andrew • Nattie Andrew • Jerry Walcott 	Development and implementation
School Staff (required)	<ul style="list-style-type: none"> • Mary Andrew 	Development and implementation
Technical Assistance Providers: (as appropriate)	<ul style="list-style-type: none"> • Mickia Walcott 	Technology planning and implementation
Administrators: (as appropriate)	<ul style="list-style-type: none"> • Esther Ilutsik • Rick Mauderer 	Yup'ik Studies implementation and support Instructional program implementation and support
*Title Programs:	<ul style="list-style-type: none"> • Jon Clouse 	Monitoring and support
*CTE:	<ul style="list-style-type: none"> • Kent Mingneau 	Development and implementation
*Head Start:	<ul style="list-style-type: none"> • Kylie Shuneson 	Development and implementation
Specialized Instructional Support: (as appropriate)	<ul style="list-style-type: none"> • Tammy Raglin-Mingneau 	Development and implementation
Tribes & Tribal Organizations: (as applicable)	<ul style="list-style-type: none"> • New Stuyahok Tribal Council 	Development
Students: (if plan relates to secondary school)	<ul style="list-style-type: none"> • Keoni Andrew • Wassillie Chunak 	Development
Other: (as needed)	<ul style="list-style-type: none"> • 	

*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)
09/6/2022	Title IA Budget	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/6/2022	Parent/Family Engagement Plan Development	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/30/2022	Educational Overview	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
09/30/2023	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
04/18/2023	Needs assessment and 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.

Chief Ivan Blunka School is a K-12 school located in the community of New Stuyahok and has a student population between 130-135 students. Chief Ivan Blunka School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area. The community of New Stuyahok has a population of about 510 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 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 5% or fewer Winter 2022-23 MAP Reading data indicates 8% of students are above the 41st percentile (10 of 127)
	Mathematics instruction for all students	High	2021-22 AK STAR proficiency rate was 5% or fewer Winter 2022-23 MAP Math data indicates 11% of students are above the 41st percentile (14 of 126)
	Science instruction for all students	Med	2021 - 22 Alaska Science Assessment proficiency rate was less than 5% Winter 2022-23 MAP Science data indicates 7% of students are above the 41st percentile (6 of 90)
	Other content area instruction for all students	Low	Science Assessments
	Support for students with disabilities	Med	2021-22 AK STAR ELA proficiency rate was 20% or fewer 2021-22 AK STAR Math proficiency rate was 20% or fewer 2021-22 attendance rate was 92.3% 2021-22 graduation rate was 100%
	Support for migrant students	Low	2021-22 AK STAR ELA proficiency rate was 10% or fewer 2021-22 AK STAR Math proficiency rate was 10% or fewer 2021-22 attendance rate was 94% 2021-22 graduation rate was 100%
	Economically disadvantaged or low achieving students	Low	2021-22 AK STAR ELA proficiency rate was 20% or fewer 2021-22 AK STAR Math proficiency rate was 20% or fewer 2021-22 attendance rate was 93.5% 2021-22 graduation rate was 100%
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No EL students
Graduation & dropout rate	Ensure students will graduate from high school	Low	2021-22 graduation rate was 100% 2021-22 drop out rate was 3.85%
Attendance & Chronic	Ensure that students attend school and	Med	2021-22 attendance rate was 93%

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
absenteeism rates	reduce chronic absenteeism		2021-22 chronic absenteeism was 19%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Foster Care Students - 2021-22 attendance rate was 84.33% No identified homeless children 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	Med	I-Time is used to promote independent reading and close the learning gaps.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Formative: STAR, ASA Progress Monitor: NWEA MAP, DIBELS, MyView Fluency
Supportive Learning Environment	Safe, orderly learning environment	Low	School Climate and Connectedness survey Staff, student, and parent surveys CSC meetings that provide a bridge with the community and school to maintain peace.
Family Engagement	Family & community engagement	Med	Sports, Migrant Ed activities, community feasts, parent-teacher conferences
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	PD is focused on improving school culture and climate as well as new reading initiatives. PD was also conducted on culturally responsive teaching.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	Staff was surveyed to determine what areas of need they feel they need more training in.
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	High	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
Academic Growth ELA K-12	Based on the 2022-2023 Winter MAP Reading Scores, 72% of our students are at risk and in the 1-20th percentile.	By the end of the 2023-2024 school year, students' at risk for ELA will decrease by 5%.	2023-2024 Winter MAPS reading assessment
Academic Growth Math K-12	Based on the 2022-2023 Winter MAP Math Scores, 67% of our students are at risk and in the 1-20th percentile.	By the end of the 2023-2024 school year, students' at risk for math will decrease by 5%.	2023-2024 Winter MAPS math assessment
Family Engagement at Non-Athletic Events	Based on qualitative observational data, non-athletic family engagement events have been offered, but attendance has been low, approximately 15% of families participated.	By the end of the 2023-2024 school year, school will host a minimum of 10 family engagement activities with a minimum of 25% (14 families) of families in attendance (<i>Examples: Open Houses, Guyana Night, Fall/Spring Kids Carnivals, Literacy Nights, P/T Conferences, Awards Assemblies, & Holiday Program</i>).	Count of family engagement activities with minimum percentage of families in attendance at the end of the 2023-2024 school year. SWRS Parent Survey Results

Schoolwide Plan Strategies

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

- To increase Parent and Family Engagement participation in nonathletic events we plan to provide incentives, such as, door prizes, light snacks and drinks.
- To decrease the percentage of students at risk in ELA and Math, we will provide after school tutoring to all children. A program for specific skills in ELA and Math will be implemented by collaboration with all teachers, along with homework help.

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.

Lesson plans will be on district provided curriculum. After school tutoring and additional support services for all students that need additional time to complete assignments. We have intervention time during the school day in secondary classes four times a week focusing on reading strategies and skill improvement and half an hour each day for students in elementary.

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.

To strengthen the academic program and increase the amount and quality of learning time we will use a variety of methods and strategies. These include: Differentiated instruction by teachers using different teaching methods and materials to accommodate the diverse learning needs of students. Collaborative learning by encouraging collaboration and group work among students to promote peer-to-peer learning, discussion, and problem-solving. Project-based learning by designing projects that integrate different subjects and skills, allowing students to apply their knowledge in real-world contexts and develop critical thinking and creativity. The after-school program and tutoring sessions provide additional learning opportunities for students who need extra support or enrichment.

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

To address the needs of those at risk of not meeting the challenging State academic standards, we will use various targeted interventions and strategies, that include: Early identification and intervention for students who are struggling academically early on and provide targeted interventions to help them catch up. Differentiated instruction to accommodate the diverse learning needs of students who may be struggling, providing extra support, scaffolding, and resources as needed. Response to Intervention that provides increasingly intensive interventions to students who are not making progress in their learning. Special Education services for those who qualify to help them meet the standards by providing alternate curriculum/resources.

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 evaluate the schoolwide plan once a month during our CSC and Monday professional development meeting to determine the percentage of implementation and the next steps. These will be monitored and altered until full implementation is met.

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.

Throughout the school year, we will distribute MAP and DIBELS assessment scores to parents. Growth will be measured from each assessment and information will be communicated with parents and the CSC. When the state standard tests are available those will be distributed to families.

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 evaluate the results of the plan by analyzing and comparing MAP and DIBELS from fall, winter, and spring scores to adjust the plan as necessary. We will focus on keeping successful strategies and providing extra support for students that are not making progress.

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.

After analyzing the data, for the strategies that were successful and meeting the Needs Assessment goals, those will be continued. For the strategies and goals that are not being met, we will collaborate and develop strategies for revision. We will identify specific changes that will be made to the plan and develop a timeline for implementing these changes. We will continuously monitor progress after implementing revisions to the plan, including tracking Needs Assessment goals progress. This information will help us meet the needs of all students.

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	\$138,336	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
X	\$22,110	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
X	\$700	Carl Perkins
X	\$1,967,487	State Funds
<input type="checkbox"/>		Local Funds
X	\$33,327	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.