

# Title I Schoolwide Plan

## Assurances for Alaska STEPP 2021-2022

### Contact Information

#### School Information

Name of School: ZJ Williams Memorial School - Napaskiak  
Name of Principal: Talbert Bentley  
Address: : 1 School Lane, Napaskiak AK 99559  
Telephone: 907-737-7374  
Email: talbert\_bentley@lksd.org

#### District Information

Name of District: Lower Kuskokwim School District  
Name of Superintendent: Kimberly Hankins  
Address: PO Box 305  
Telephone: Bethel, AK  
Email: kimberly\_hankins@lksd.org

### Schoolwide Enactment Information

#### Schoolwide Eligibility Information

What is the school's current poverty rate?: **94%**  
Is the school's poverty rate above 40%? (Y or N): YES  
If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N): N/A

#### Schoolwide Plan Information

New Plan (Y or N): NO  
Initial Effective Date: 7/1/2011  
Revision Date: Ongoing

## Plan Development and Consultation

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

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> (required)	Talbert Bentley	Member, Parent, Overall guidance on Plan
<b>Teachers:</b> (required)	Kimberly Bentley, Julia Sipary, Mariah Rens	Member, Note Taker Member, Parent Member
<b>Paraprofessionals:</b> (required)	Katherine Amik	Member, Parent
<b>Parents &amp; Community:</b> (required)	Joe Amik,  Brenda Carmichael	Member, Parent, ASB Member, City Council Member Member, Parent, ASB Member
<b>School Staff</b> (required)	Joseph Bavilla	Member, Corp. Board Chairperson
<b>Technical Assistance Providers:</b> (as appropriate)		
<b>Administrators:</b> (as appropriate)		
<b>*Title Programs:</b>		
<b>*CTE:</b>		
<b>*Head Start:</b>		
<b>Specialized Instructional Support:</b> (as appropriate)		
<b>Tribes &amp; Tribal Organizations:</b> (as applicable)	Sharon Williams	Member, Parent, ASB Member, CNE PAC Tribal Rep
<b>Students:</b> (if plan relates to secondary school)	Jarelee Egoak	Student Council President
<b>Other:</b> (as needed)		

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

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.

Is KEY Indicator 4.08 completed in Alaska STEPP? YES ☒ NO ☐

If NO, please complete field below.

## Comprehensive Needs Assessment

Complete a comprehensive needs assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migrant students). Complete the Alaska STEPP Needs Assessment and upload to Alaska STEPP.

## Schoolwide Plan Strategies

### Alaska STEPP Indicators for the Schoolwide Plan

The following requirements of the Title I Schoolwide Plan have been addressed in the applicable Alaska STEPP indicators as indicated in the chart below. Additional indicators may be addressed at the school's discretion.

Required	Alaska STEPP Indicators
The schoolwide plan must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—	
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standard. (ESEA section 1114(b)(7)(A)(i))	1.01 School staff implements the district approved, evidence-based curricula that are aligned with Alaska Content Standards. (KEY)  1.05 School staff systematically use a review process to determine if the curricula address the learning needs of all students.
Use methods and instructional strategies that – <ul style="list-style-type: none"><li>strengthen the academic program in the school,</li><li>increase the amount and quality of learning time, and</li><li>help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.</li></ul> (ESEA section 1114(b)(7)(A)(ii))	3.03 School staff use evidence-based instructional practices, programs and materials. (KEY)  4.02 School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. (ESEA section 1114(b)(7)(A)(iii))	3.02 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency. (KEY)  4.05 School staff provide extended learning opportunities, and students in need of additional support regularly participate. (KEY)

<b>Optional</b> The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –	<b>Alaska STEPP Indicator</b>
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 Advance Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. (ESEA section 1114(b)(7)(A)(iii)(III))	<b>*Indicator in development</b>
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.). (ESEA section 1114(b)(7)(A)(iii)(III))	4.01 School staff use effective classroom management strategies that maximize instructional time in all classrooms.(Key)  4.06 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. (KEY)
Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (ESEA section 1114(b)(7)(A)(iii)(I))	4.03 School staff communicate school-wide behavior expectations that are understood and achieved by students, and provide positive behavioral supports. (KEY)
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. (ESEA section 1114(b)(7)(A)(iii)(IV))	5.01 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. (KEY)  8.07 The school has strategies to attract and retain effective teachers.
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. ESEA section 1114(b)(7)(A)(iii)(V))	8.04 The school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or other preschool program, to local elementary school programs.

## Financial Requirements

**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.)**

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$49,688	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" 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"/>	\$31, 473	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input checked="" type="checkbox"/>	\$80,629	Other: ESSER
<input checked="" type="checkbox"/>	\$25,000	Other: CSI

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

## Checklist for Completion

- ☒ Complete the [Alaska STEPP Needs Assessment](#) and upload to Alaska STEPP.
- ☒ Complete the [Plan Development & Consultation Section](#) of this form.
- ☒ Complete the [applicable indicators](#) in Alaska STEPP as outlined in this form.
- ☒ Complete the [Fiscal Requirement Section](#) of this form.
- ☒ The superintendent and principal sign the [Assurance Agreement for Schoolwide Plan Section](#).
- ☒ Complete Meetings section in "Our Meetings" in AK STEPP.
- ☒ Complete the "Set Direction" fields in "Our Direction"; 1. Mission and Goals, 2. Data Review in AK STEPP
- ☒ "Submit" a snapshot of the Alaska STEPP Plan.
- ☒ Upload the completed version of this form to Alaska STEPP.
- ☒ Make Title I Schoolwide Plan in Alaska STEPP available to the public (see [Guidance](#)).

## 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.

Kimberly Hankins

**Printed Name of Superintendent**

\_\_\_\_\_  
**Signature of Superintendent/Date**

Talbert Bentley

**Printed Name of Principal**

\_\_\_\_\_  
**Signature of Principal/Date**

## Title I Schoolwide Program Overview & Requirements

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), (A)).

### 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 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)).

## Guidance for Using AK STEPP in a Title I School Operating a Schoolwide Program

### Entering information in AK STEPP Indicators for a Title I Schoolwide Plan

A Title I schoolwide plan is comprehensive and must describe the educational program in the school, and must include **all** required components identified above. Information must be included in every STEPP indicator as shown in the above alignment.

- Must complete “Meetings” in Our Meetings (**Meeting dates, agenda Topics/Planning Steps, participants**)
- Must complete “Set Direction” fields in 1 Mission and Goals; 2 Data Review

If the school rates an indicator as fully implemented (3), the STEPP plan must include a description of the current status of implementation.

If the school rates an indicator as no, or limited development (1 or 2), a description of the current status of implementation must be included as well as any specific tasks for areas of improvement.

The schoolwide planning cycle aligns with the AK STEPP cycle of implementing, reviewing, and revising on an annual cycle. It is important to update all indicators annually. It is useful to enter a “heading” such as 2020-2021 to indicate the start of a new school year. At a minimum, start each narrative entry with a date, followed by a description of the status (either that it is unchanged or how it has changed).

#### *Example:*

2021-2022 - 9/3/2021: The reading curriculum has been fully aligned with the new state English Language Arts standards. A new math curriculum is currently under review.

2021-2022- 9/15/2021: The school is using the same reading curriculum that was in place for 2020-2021. The “XYZ” math curriculum has been adopted for 2020-2021 and has been fully aligned with the new Alaska Math standards.

### Making a Title I Schoolwide Plan in AK STEPP Available to the Public

A Title I Schoolwide Plan in Alaska STEPP includes three parts:

- the AK STEPP Comprehensive Plan Report (created in PDF form),
- the School Needs Assessment, and
- the Title I Schoolwide Plan Assurances for the current school year.

**These documents can be combined into one PDF document and posted on the school’s website.**