

Bristol Bay Borough School District TITLE I SCHOOLWIDE PLAN

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

2021-2022



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Contact Information

School Information

Name of School: Naknek Elementary Name of Principal: Shannon Harvilla

Address (Street, City, State, Zip): PO Box 169

Phone: 907-246-4265 Fax: _____ Email: shannonharvilla@bbbsd.net

District Information

Name of District: Bristol Bay Borough School District Name of Superintendent: Bill Hill

Address (Street, City, State, Zip): ½ School Road, PO Box 169

Phone: 907-246-4225 Fax: _____ Email: bhill@bbbsd.net

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?
56.14%	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
X Yes <input type="checkbox"/> No	08/15/2021	05/21/2022

Assurance Agreement for Schoolwide Plan

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

Name of Superintendent: Bill Hill

Signature: 

Date: 05/21/2022

Name of Principal: Shannon Harvilla

Signature: 

Date: 05/21/2022

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: <i>(required)</i>	• Shannon Harvilla	Principal, Assistant Superintendent
Teachers: <i>(required)</i>	• Rebecca Ingalls	Secondary Mathematics Teacher
Paraprofessionals: <i>(required)</i>	• Becky Allen	Kindergarten Aide
Parents & Community: <i>(required)</i>	• Esther Pepin	Parent Representative & Preschool Coordinator; Family Committee Member
School Staff <i>(required)</i>	• Jodi Doster	Art & Science teacher
Technical Assistance Providers: <i>(as appropriate)</i>	•	
Administrators: <i>(as appropriate)</i>	• Bill Hill	Superintendent
*Title Programs:	• Caleb Kresl	Federal Programs Coordinator, Online Elective Instructor
*CTE:	•	
*Head Start:	•	
Specialized Instructional Support: <i>(as appropriate)</i>	• Griffin Everly	Special Education Teacher
Tribes & Tribal Organizations: <i>(as applicable)</i>	•	Note: Tribes have been non-responsive to district outreach efforts.
Students: <i>(if plan relates to secondary school)</i>	• Victoria Wilson	High School Student, Elementary TA
Other: <i>(as needed)</i>	• Wanda Kie-Miller	Boys & Girls Club

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

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

Goals were developed through a Needs Assessment, by a group of key leadership and stakeholders. Monitoring and adjustment of goals were handled through monthly committee meetings. This informed our schoolwide plan.

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)
03/30/22	School Improvement, Title 1, Migrant	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
monthly	MTSS Committee (recurring)	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
monthly	Data Chats (first Friday – recurring)	<input type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
monthly	Family Engagement Committee (recurring)	<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
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mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.

Due to the pandemic, meeting in person was significantly impacted. A public meeting was posted and a parent representative was in attendance. A family committee was formed to inform parents on the plan.

Comprehensive Needs Assessment

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

The school district supports the communities of South Naknek, Naknek, and King Salmon.

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.

Multiple stakeholder groups were engaged through digital and paper interviews/surveys and meetings to collect data. The school also conducted paper-based surveys with all students.

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	ELA Elementary PEAKS 2020-2021: 19.2% proficiency ELA Secondary PEAKS 2020-2021: 33.4% Needs include re-examination of literacy supports for all students.
	Mathematics instruction for all students	medium	2020-2021 PEAKS: 7.6% proficiency 2020-2021 PEAKS: 11.1% Math core support and intervention is highly needed based on data.
	Science instruction for all students	low	Low-SW Elementary PEAKS 2020-2021: < 40% Secondary 2019: 42.5% District 2019: 40%
	Other content area instruction for all students		TBD
	Support for students with disabilities	High	18.5% of students
	Support for migrant students	Medium	20% migrant student status

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Economically disadvantaged or low achieving students	High	Community Eligibility Provision School
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	None
Graduation & dropout rate	Ensure students will graduate from high school	Med/High	83.33% graduation rate 2.04% drop-out rate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	98.22% attendance 0% chronic absenteeism
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Foster Care – 14%
Curriculum	Core curriculum aligned vertically and with state standards	Low	Training & Implementation of new curriculum
Instruction	Effective instructional strategies and tiered interventions	High	100% attendance on MTSS committee work and data chats
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Newly purchased PM & implemented; no PM at secondary level
Supportive Learning Environment	Safe, orderly learning environment	High	School Climate & Connectedness Survey PBIS Assessment: determined need – consistency of schoolwide expectations
Family Engagement	Family & community engagement	High	School Climate & Connectedness Survey – see culturally responsive education
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	Scheduled for 2022 (2-year cycle) Qualitative – established PD committee identified initial new elementary ELA curriculum needed, progress monitoring tool, multi-grade instruction
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Scheduled for 2022 (2-year cycle)

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	national teacher shortage, hard to retain (housing, cost of remote living)
Leadership	Recruiting, training & retaining qualified principals	Low	NA
Other:	Culturally Responsive Education	High	Family Survey & School Climate/Connectedness showed additional cultural integration into curriculum & instruction is necessary.
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 Proficiency	Fall 2021 MAP – Language Arts Reading 0% Proficient – 3 rd Grade	Reading at grade level by 3 rd grade. 25% proficient	MAP
Cultural Integration	Fall 2021: 26% of stakeholders believe that their culture is represented in class lessons.	Improve to 50% by 2024 SCCS	School Climate and Connectedness Survey
Stakeholder Representation	Fall 2021: 50% desired stakeholder roles are consistently filled.	80% desired stakeholder roles are consistently and intentionally represented.	Sign in sheets Participation Surveys
School Climate	2021: 50% of PBIS Survey respondents believe that expected student behavior is taught directly in classrooms.	100% of PBIS Survey respondents believe that expected student behavior is taught directly in classrooms.	PBIS (Survey)

Schoolwide Plan Strategies

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

Stakeholder Involvement: Directly contact desired stakeholders through individual phone calls and emails to increase stakeholder participation.

Cultural Integration: Implement cultural fabrication lab program; Expand CHILD Alaska Native Language App; Develop pre-k & kindergarten cultural instructional units; Implement four secondary cultural learning opportunities

Reading by 3rd Grade: Attend Science of Reading Symposium for strategies that would support reading by 3rd grade. Monthly MTSS meetings and data chats,

School Climate: 3 staff attend the NW-PBIS Conference

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.

After school tutoring, reading specialist/interventionist, monthly data analysis/conversations to identify and respond to student needs.

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.

Instructional aides provided to PK-2nd grade classrooms to support; Early childhood program for 3 & 4 year-olds; online intervention programs; reading interventionist; online secondary elective courses with staff support; migrant tutor; Middle School ANSEP Academy; Alaska Advantage Program; Artist in Residence.

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

After school tutoring, reading specialist/interventionist, monthly data analysis/conversations to identify and respond to student needs, UAA online reading program

Annual Evaluation & Review Process

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

SCCS, MAP, PEAKS, PBIS Survey, Stakeholder Meeting Attendance, End-of-year plan review meeting, business office budget evaluation.

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

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.

Annually the district provides the Report Card to the Public via postage distribution and a district weblink.

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.

Dependent on the evaluation tool, data reports are analyzed tri-annually, quarterly, and/or annually. For elementary students, monthly data meetings monitor the progress of each student and drive cyclical support.

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 annual evaluation will be used to modify the FY22 goals and activities planned and implemented. The data will be aggregated, analyzed, and provided in a report to the next years' initial leadership and stakeholders' meetings. The FY23 plan will be developed based on this report and monitored over the course of the year, through 6 stakeholder team meetings.

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"/>	\$16,441.82	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>	\$205,738	Title I, Part C: Education of Migratory Children**
<input checked="" type="checkbox"/>	\$7,012 (REAP to I-A)	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 checked="" type="checkbox"/>	\$10,000 (REAP to I-A)	Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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