Alaska Department of Education & Early Development
TITLE I SCHOOLWIDE PLAN
As authorized under Title I of the ESEA

School Building Name: *Pilot Point School*

School ID #: *300130* District: *Lake and Peninsula School District*

Mailing Address: *P.O. Box 467*

City: *Pilot Point* *AK* Zip: *99649*

Principal: *Sherry McKenzie, Ph.D* Phone: *(907) 797-2210*

E-Mail: *smckenzie@lpsd.com* FAX: (907) *979-2267*

New Plan: Yes No *x* ***This plan is a modification of the 2010 plan***

Initial Effective Date: *2005* Revision Date: *2013-14*

Assurance Agreement for Schoolwide Plans

The school serves a student population in which at least 40% of the students are from low-income families. 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 and 34 CFR §200.25 – 200.29. 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.

Ty Mase
Printed Name of Superintendent

Signature of Superintendent *5-5-14* *Date*

Sherry McKenzie, Ph. D.
Printed Name of Principal

Dr Sherry McKenzie
Signature of Principal *Date*

Requirements for a Title I school operating a Schoolwide Program are found in Section 1114 of the Elementary and Secondary Education Act (ESEA) and regulations 34 CFR §200.25 – 200.29. Information about Schoolwide programs and the US Department of Education Non-Regulatory Guidance to assist in designing Schoolwide Programs is available at the following link: http://www.eed.state.ak.us/tls/TitleIA/

1. Schoolwide Program Planning Team

Schoolwide plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the schoolwide program in accordance with all applicable Title I rules and regulations. The school must also receive technical assistance in developing the plan. Technical assistance providers could include district or Department of Education & Early Development (EED) staff, or others from agencies such as institutions of higher education, educational service agencies, staff from other successful schoolwide program schools, or other local consortia.

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		
Printed Name	***Representation***	***Roles/Responsibilities***
Principal (required):		
Sherry McKenzie, Ph. D.	**Pilot Point Principal**	**Facilitate school improvement**
Teachers (required):		
Troy Roberts	**Head Teacher, Secondary Teacher**	**Improve student achievement**
Matthew Grossmann	**Elementary Teacher**	**Improve student achievement**
Parents & Community (required):		
Al Evanoff	**Community Member**	**Support students and activities**
Michelle Abyo	**Parent**	**Support students and activities**
Molly Wise	**Parent**	**Support students and activities**
Students (if secondary school program):		
Michael Etuckmelra	**High School Sophomore Student**	**Student government**
Whitney Reynolds	**High School Sophomore Student**	**Student government**
Technical Assistance providers (required):		
Glenda Egli	**District Office**	**Provide support-assessments, ECE**
Hal Neumann	**District Office**	**Provide support-credits and leveling**
Kristin Hatthorn	**District Office**	**Provide support-Prof Dev, CCSS, curriculum, Educate leveling**
Nancy Guthries	**District Office**	**SpEd Consultant**
Administrators (as needed):		
*Title Programs: **Glenda Egli**	**District Office**	**Title I Reading**
*Even Start: N/A		
*Carl Perkins: N/A		
*Head Start:		
Pupil Services Personnel (as needed):		
Kristin Hatthorn	**District Office**	**Curriculum Specialist**
Linda Richter	**District Office**	**Tutoring Coordinator**

Other:		
Glenda Egli	**Itinerant**	**Preschool Coordinator**

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

B. Describe the process used to develop the plan, including information about meeting dates and agenda items/topics as well as future meeting dates.

The Lake and Peninsula School District conducts planning on a District-wide as well as a School-wide basis. This joint planning is a key element to our continuous improvement process.

Over time our district has learned that for programs to be successful, we must have common threads that stretch across the entire district. Three of the threads we are striving for are – sustainability over time, support beyond the school walls, and support for professional development.

By conducting planning on a district-wide basis as the foundation of our continuous improvement at each school site, we are able to plan and provide for a common focus. Our district asks that each site look at school improvement in the following areas.....Student growth in math, reading, and writing, certified and classified professional development, improving parent and community communication, and strengthening the relationship between the school and community.

Lake and Peninsula is a large district in geographic size but small in student population. What this means is that we are constantly faced with the challenges of providing services over a large area of Alaska while assisting small teacher populations at each of our sites. When coupled with the staff turnover that is common in rural Alaska, we have learned that for our district to provide research-based education, we must have a strong support process from the District Level to complement the school improvement plans at each site. This method of school improvement allows us to provide the support for teacher training, acquisition of materials, and program oversight that has allowed our district to make the educational progress evidenced by our improved test scores.

This is not to say that each site does not have the freedom to adjust and modify programs. We do want each site to have the professional freedom to determine how services are delivered. Each of our school sites has adopted an early release schedule that allows staff to meet once per week for professional development, training and collaboration. Each school has a Local School Advisory Committee (LSAC) that schedules monthly meetings focused on improving parent communication and sharing results of school-wide assessments. The LSAC also works with the school staff to set yearly goals, share school/community concerns and communicate to the Superintendent and School Board.

The Local School Advisory Committee (LSAC) is a key component in the development of the school-wide plans.

It is also important to make note of our Early Release time each Friday. This block of time is used for professional development and a time for communication.

Meeting Date	*Topic*
October 18, 2013	*Conferences and Planning*
December 20, 2013	*Conferences and Planning*
March 14, 2013	*Conferences and Planning*
August 22, 2013	*LSAC*
October 7, 2013	*LSAC*
November 4, 2013	*LSAC*
December 2, 2013	*LSAC*
January 28, 2014	*LSAC*

C. 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 main methods of communication utilized at all Lake and Peninsula Schools are as follows.....

Local School Advisory Meetings; In August or September each school holds an initial LSAC meeting. At this meeting the Principal or Head-Teacher will establish with the community the school goals for the year, along with sharing District Goals.

The district and schools also utilize school-wide newsletters along with communication sent by individual teachers. The district also communicates with each household concerning the District and School Report Cards. Parents and community members are encouraged to contact their local administrator for clarification on the information contained in the District and School Report Cards.

The Lake and Peninsula School District encourages schools to schedule parent/teacher conferences each semester. In these conferences, teachers can review testing information as well as student progress and class participation with parents. These conferences foster parent/teacher collaboration in setting goals for the student and in encouraging the student to strive to reach those goals.

The Lake and Peninsula School District is also utilizing electronic methods of communication. The District maintains a website with up to date information. We have also initiated a facebook page that is updated with a variety of information.

The District utilizes a student record keeping program entitled "Educate". The District has contacted our Electronic Service Provider and is working toward implementing a "Parental Portal" and "Student Portal" that will allow parents to keep abreast of student progress.

In 2012 we purchased upgrades to Educate, our student data tracking software, we continue to work with the vendor to improve the system and to train teaching staff in effectively using the software to track and record student progress.

It is our sincere hope that we are creating an atmosphere where parents feel welcome at the schools. We want each parent to feel welcome to come to school and seek out information on their child's progress along with information on the direction of the school.

At the school level, Pilot Point notifies parents, community, and other stakeholders about activities with bi-weekly personal contacts to let others know how to support the school and students. Phone calls, weekly updates, and word of mouth also occur when there is the need to add additional activities. There is an active local school advisory committee and everybody is kept informed.

2. Comprehensive Needs Assessment

A school operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes all students attending the school (including all subgroups and taking into account the needs of migratory children) that is based on information which includes the achievement of children in relation to the state academic content & achievement standards, particularly in reading, writing and math. A brief description of the school attendance including any factors that affect student success should be included.

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

Pilot Point School is a PK-12 school with 12 students and approximately 80-85% attendance. The attendance percentage is due to some students going for extended trips with family and sometimes for medical situations. The Pilot Point community is supportive of school, staff, and student activities and welcomes people to the village.

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, and students with limited English proficiency, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

An annual assessment is distributed throughout the community. This survey process is distributed at the end of the school year. This not only provides a review of the school year but allows us to seek input as we plan for the upcoming school year. The school survey is one of the main tools for community input into the schools' performance. This survey coupled with the Local School Advisory Meetings give our school sites a perspective on the community's attitudes and perceptions on the school performance.

We believe the greatest source of information we have available is the reflections and opinions of these stakeholders.

Along with the community survey, our building staff will review the following:

Community and Parent Comments on Survey
Progress monitoring for each student
Standards Based Assessments (SBA)
High School Graduate Qualifying Exam (HSGQE)
Staff requests for professional development
Key Indicators from the School Report Card – graduation/dropout rates, academic growth of all sub- groups.

We are pleased to note that all twelve schools within the Lake and Peninsula were ranked as three star schools or above!

In order to continue our forward progress, our district is completing a realignment of our district standards to better mirror the State of Alaska Common Core State Standards. This step is a direct result of input from our teaching staff as a way to better focus student needs in alignment with statewide goals.

C. Summarize the areas of your 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)
SBA data and other district assessment data	*Reading/language arts instruction for all students*	*High*	*Fluency and comprehension*
SBA data and other district assessment data	*Mathematics instruction for all students*	*High*	*Probability, algebraic functions, and fractions*
SBA data and other district assessment data	*Science instruction for all students*	*Medium*	*Keep students at grade level*
SBA data and other district assessment data	*Other content area instruction for all students*	*Low*	*Keep students at grade level*
SBA data and other district assessment data	*Support for students with disabilities*	*High*	*Meet the needs specific to students with an IEP*
SBA data and other district assessment data	*Support for migrant students*	*N/A*	
SBA data and other district assessment data	*Economically disadvantaged or low achieving students*	*High*	*Free and reduced lunch, fruit and vegetable program , after school tutoring*
ELP Assessment	*Support for LEP students to attain proficiency in English*	*N/A*	
Graduation & dropout rate	*Ensure students will graduate from high school*	*High*	*Graduation pacing calendar, after school homework and Saturday afternoon tutoring sessions*
Attendance Rate	*Ensure that students attend school*	*High*	*Need village doctor and dentist because students are absent for lengthy times for these reasons.*
Demographic data	*Support for other populations such as homeless or neglected & delinquent students*	*N/A*	
Curriculum	*Core curriculum aligned vertically and with state standards*	*High*	*Pre-correlated materials especially with the transition to Common Core.*
Instruction	*Effective instructional strategies and tiered interventions*	*High*	*Differentiated Instruction, tutor for interventions, additional aide time*
Assessment	*Use of formative and progress monitoring assessments to improve instruction*	*Medium*	*Progress monitoring and recordkeeping*

Supportive Learning Environment	*Safe, orderly learning environment*	*Medium*	*Primary need is a clean facility and a more stable bussing system*
Parent involvement	*Parent & community involvement*	*Medium*	*More parent involvement with LSAC*
Professional Development (PD) needs assessment	*PD to support curriculum, instruction & assessment*	*Medium*	*Adequate at this time but the future should have content specific information and training for the transition to the Common Core standards.*
Professional Development (PD) needs assessment	*PD to support individual teacher skills*	*Medium*	*More training for Educate, AIMSweb, etc.*
Professional Development (PD) needs assessment	*PD or strategies for hiring qualified teachers*	*N/A*	
Leadership	*Recruiting, training & retaining qualified principals*	*N/A*	

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	Goal/Target	Evaluation Measure
Writing	*SBA*	*To advance students to GLE*	*SBA, Writing prompt*
Attendance	*Previous year*	*To increase percentage of attendance*	*Daily attendance, quarterly report*
Mathematics	*SBA*	*To increase understanding and mastery of major concepts*	*SBA, AIMSweb*
Graduation Plans	*Educate*	*Meet or exceed District expectations and requirements*	*Educate*

3. Schoolwide Reform Strategies

The schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are based on scientifically based research, strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations. The strategies must also include intervention activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance.

Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement. Describe strategies that particularly meet the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

The Lake and Peninsula School District has implemented the "Quality Schools Model" at each school site. This school/district wide reform is based on three research based tiers for improvement; a standards based model of instruction, a philosophy of continuous improvement (this includes methods of instruction, staff development, student assessment, and evaluation of data, and an instructional leadership model that allows staff and community to be a part of decision-making.

One of our main tools for monitoring student academic progress at the District and School level is through our comprehensive student database system "Educate". The database helps teachers track student progress toward district and state standards in eight content areas. "Educate" is one tool used to identify students in need of extra support to meet these challenging standards. Students who are identified in need of extra support go through the Response to Intervention (RTI) process to determine the most effective strategies to support learning for each child.

In addition, all school sites use multiple leading indicators (short assessments at the end of units and lessons to monitor student growth). In the area of reading and math schools utilize AIMS web data for benchmark assessment of student progress three times per year (fall, winter, spring)

A review of test results over the last number of years is proof of the success our programs are having in assisting the students of LPSD in achieving proficient scores on the statewide testing exams. LPSD has shown constant growth of the past five years of testing.

In addition, through our Alaska Native Education Grant, struggling students are matched with a tutor. One-on-one sessions are scheduled online 3-5 times per week in the student's area of weakness. The grant also allows for nine tutors district-wide. During the second semester of the school year these tutors are sent to sites with the highest number of struggling students and provide one-on-one tutoring.

A. Explain how the school wide reform strategies the school has chosen will use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations.

LPSD is constantly in the process of bringing on-line new curriculum that will enhance our instruction in the areas of Language Arts and Mathematics. Lake and Peninsula's District Curriculum Committees have reviewed a variety of programs and selected the EnVision Math, Reading Mastery, McDougal Littell Literature Series, Houghton Mifflin Reading, and Storytown as best aligning with our standards. The District has also implemented an online educational system of providing instruction.

Best practices have shown that the optimum learning condition for instruction is for students to receive instruction based on multiple standards that increase through a planned order of presentation. As a result of our Standards Based Curriculum each student in the Lake and Peninsula School District is on an individualized learning plan tailored to each student's specific instructional needs.

Furthermore, all staff members monitor student progress in each of the content areas using student profiles that are kept on-site. The profiles are shared with parents multiple times per year during conferences arranged by the school. The student profiles are also used by students and staff on a daily basis to guide planning and instruction for each student's needs.

Lake and Peninsula School District has developed a formal intervention process for all students. The formal intervention process is designed to separate out children who have identified learning disabilities from students who are instructionally mismatched and need appropriately different instruction. Through the use of the formal intervention process, supplemental intervention strategies are created to meet the unique needs of each child. The use of AimsWeb and SRI are tools to assess students throughout the school year. Students who do not meet benchmark scores in the fall, winter, or spring are placed in intervention and progress monitored to track progress.

Below is a listing of some of the intervention strategies currently employed:

Tutoring in math, reading, and writing. (during and after school)
Development of Individual Learning Plans (ILP) in math, reading, and writing.
Behavior Intervention Plans
Supplemental Curriculum Programs to support student learning
90 minutes of Language Arts Instruction daily

Nine of the Lake and Peninsula School District Schools participate in distance education for English Language and Mathematics instruction. Classes are condu8cted by teachers from these sites who are highly qualified in the subject. These teachers concentrate their instruction to one level of that subject. On-line and on-site teachers collaborate to ensure that students complete assignments and to track student progress. This system also enables students who might be the only student to work at a level at their home site to work with other students around the district

who are also working at that level. These distance classes also ensure that students are exposed to an entire level in a school year. Students participating in distance education have shown an increase in levels passed. The Lake and Peninsula School District also has an increase in the number of students who are taking levels above minimum graduation requirements as a result of the distance education program.

Lake and Peninsula School District is working together with Bristol Bay School District to provide Career and Technical Education (CTE) classes several times a year. Classes have been offered in construction trades, office technology, entrepreneurship, first aid, small engine repair, welding and maritime studies. Students must maintain attendance and progress expectations in their regular classes to be eligible to participate in CTE classes. The high student demand to participate in these classes has become a strong intrinsic motivator for students in their regular studies.

B. Explain how the schoolwide reform strategies are consistent with, and designed to implement, the state and local improvement plans.

As noted in each of the sections above, the District is intimately involved in the development and support of each school-wide plan. Due to the small size and capacity of each school, the District has created support positions to fully implement the school-wide improvement plans. These positions include: instructional coaches to support the implementation of the scientifically based assessment for all students in reading levels 1-6. Support for Envision Math and the Accelerated Math program.

In addition, the District provides instructional support in reviewing State and District assessments (SRI, Standards-Based Assessments, and HSGQE) and provides instructional support in the design and implementation of instructional strategies.

The newest focus for the Lake and Peninsula School District is on preschool education. The district has in place a recognized expert that travels to each site to lend professional expertise to the preschool programs in each village. This person also provides professional development to staff along with modeling proper instruction. It is the hope that this program will better prepare our students to be prepared to enter Kindergarten.

C. Describe intervention activities that will be in place that will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that student's difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming.

LPSD uses a variety of formal and informal assessment strategies.

LPSD has developed a series of level assessments that are used to evaluate student accomplishment. Students are not allowed to progress through the level until proficiency on the end of level assessments indicates a student is ready for the next level of instruction.

AIMSweb is used district wide to assess student progress in Reading, Writing, and Mathematics. Benchmark Assessments in each subject are given in early September, January and April each year. The Lake and Peninsula School District has established its own criterion to ensure that students reach levels at each grade to advance successfully. Students who are identified as struggling by the AIMSweb and Lake and Peninsula School District criterion are progress monitored throughout the year to ensure that interventions are having the desired effect.

As all districts, LPSD uses the formal evaluation tools required by the state. These methods of instruction are not only valuable for determining success on a school-wide basis, but indicate how students are comparing to statewide standards.

To enhance student progress most sites have implemented student supports such as:

School tutoring in math and reading
Supplemental curriculum programs to support student learning
Individual Learning Plans

4. Instruction by Highly Qualified Teachers

A schoolwide program must ensure instruction by highly qualified teachers and qualified paraprofessionals. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119.

All paraprofessionals (regardless of funding source) employed in a Title I Schoolwide School who provide instructional services to students must meet the qualifications required under Title I law. See the *Alaska Paraprofessional Qualifications* form at the following link: http://www.eed.state.ak.us/TeacherCertification/pdf/AlaskaParaprofessionalChecklist.pdf. The list of paraprofessionals, their duties, and their qualifications must be reported on the Paraprofessional and Classified Staff Accounting Data Collection each fall.

Report all teachers employed at the school, their teaching position at the school, the course(s) that they teach, and their "highly qualified status" on the Certified Staff Accounting Data Collection each fall. Any teachers reported as not being highly qualified in their content area must have an individual HQT plan submitted to the department on the timeline requested.

A. Explain/outline how paraprofessionals employed at the school (regardless of funding source), will be used to increase the opportunities for all students to meet the state's academic achievement standards and will be performing duties are allowable under Title I law (one to one tutoring at a time when the student would not otherwise receive instruction from a teacher, assist in classroom management, provide computer lab assistance, conduct parental involvement activities, serve as a translator, or provide support in a library or media center). A paraprofessional providing instructional service to a student must be under the direct supervision of a teacher.

Paraprofessionals' services are utilized by LPSD to meet duties itemized above, under the direct supervision of their supervising teacher. Paraprofessionals provide instructional support, allowing LPSD to strive to fit each student's educational needs.

An example of this support is our one-to-one is our implementation of the tutor program. This program allows students to receive instruction from a teacher assistant, tutor, or student practicum student.

B. Describe how you will ensure a highly qualified professional staff is employed at your school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

Staff hire is a responsibility that rests at the District Office Level. The process begins in February with a survey of staff to determine the intentions of staff for the next school year. After a determination of returning staff and a review of educational needs at each site, a team of educators attends a variety of job fairs to select and hire individuals with the identified needed qualifications and subject matter endorsements.

C. Describe the strategies the school will use to recruit and retain highly qualified teachers.

Research in the area of staff retention has led to an understanding of the conditions that enhance staff retention.

Lake and Peninsula is proud of our rate of staff retention. Staff in our district have a sense of value, are included in the decision making, and understand they are respected.

The communities though out the district are welcoming of staff. Staff throughout the district feel safe and wanted in the communities by the folks that live in the communities.

LPSD also understands the importance of providing for the basic needs of all educators in rural Alaska. Lake and Peninsula School District provides quality housing, reimbursement for certain travel, opportunities to attend professional development, a quality health plan, longevity bonuses, and competitive salaries.

The following strategies for hiring and retaining Highly Qualified Staff include:

- *Job posting indicate H.Q requirements for positions*
- *Preference is given to those who hold H.Q. status*
- *Longevity Bonus after three years of service*
- *Advancement on the salary scale for advanced coursework*
- *Reimbursement of Praxis testing costs upon successful completion*
- *Recruitment of student teachers to serve in LPSD*
- *Participation in the "State of Alaska Teacher Mentor Program"*
- *LPSD staff provide direct support via early release professional sessions*
- *Weekly collaborative time which focuses on staff development and support*

5. Professional Development

Schoolwide programs are required to provide high quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all students in the school to meet the state's academic standards; and to include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. This section should include all professional development for the school regardless of the funding source. The needs assessment for professional development and hiring needs of the district that is required by section 2122(c) of Title II-A should address the professional development needs of this schoolwide school.

A. Describe the high quality and ongoing professional development that will be implemented for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

On a weekly basis, there is district-wide training available.

The professional development needs of the Lake and Peninsula School District are assessed on a yearly basis by the District Office. A district curriculum specialist is constantly monitoring and reviewing district progress in all curriculum areas. Coupled with input for our curriculum committees and analysis of district student data professional development needs are identified for district focus.

The District also solicits input of staff on areas of professional development interest. The district works to identify and create professional development opportunities to meet these requests.

B. Describe the professional development activities to be provided to teachers regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The District holds an August in-service for new-to-the-district staff

A three day in-service for all certified staff is held in October.

The Lake Peninsula District is also a part of the statewide teacher mentor program.

During our Friday early release professional development block committees meet to review standards and to develop testing protocols for district wide level assessments.

Principals compile spreadsheets and update them after each benchmark assessment period. The data is shared with teachers and instructional plans are made accordingly.

6. Parent Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program. Title I schoolwide schools must have parent involvement policies and plans as required under section 1118 for all Title I schools. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation those results, to the parents of a child who participates in the assessment.

A. Describe how parents will be involved in the design, implementation, and annual evaluation of the schoolwide program. Note that if the evaluation results or individual comments show that the schoolwide plan is not satisfactory to parents, the school is required to submit these comments to the district.

Our main avenue for parent involvement in the design, implementation and evaluation of the school-wide plan is through the Local School Advisory Committee.

B. Attach a copy of the school Title I Parent Involvement Policy and/or Plan that addresses the following items:

1. Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education.

Each spring a survey is sent out to Migrant Education eligible households in the District, providing parents/guardian with an opportunity to provide feedback on their school(s), the District, and the Migrant Education program.

Parent conferences are held throughout the year. During these parent/student/teacher conferences assessment results in all content areas as well as behavior information is shared with parents. At these meetings the school shares information on the student in each of the content areas and their work towards completion of the levels.

In addition to the student conferences the District and School Report Cards are sent to each household, posted throughout the community and available electronically on the District website.

This year we have placed extra emphasis on team meetings with high school students. During these meetings parents, students, and all teaching staff review the student placement, their progress towards graduation, accomplishments on statewide testing, goals for after high school, attendance, and behavior. The main desire in these meetings is to work as a support team to assist each student to graduate on time and with a foundation leading towards their life goals.

2. List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plans.)

Here again we must mention the Local School Advisory Committee. The District works to provide the LSAC and its officers training. It is the intent of the District to improve our training. As the District is faced with a shrinking budget and the loss of school sites the District desires to plan a District-wide in-service training and strategic planning session for LSAC Officers.

The main purpose of the LSAC training is to instill an understanding of the importance of the local voice in governance and input on decisions.

LSAC meetings are held once per month and this is truly the time when the community and parents can have input in planning, implementation and evaluation of school wide plans.

3. Describe strategies that will be used to increase parent involvement including, if appropriate, family literacy services, that help parents to work with their children to improve their children's achievement.

District-wide Itinerant Counseling Services.
Workshops for upper grades students on FAFSA, Scholarships, and Grants Available
Parent/Counselor/Student meetings with all High School Students
Birth-3 Book Program
Preschool program at each school
Monthly Family Group Activities targeting literacy and developmentally appropriate topics.
Family Activity Kits that parents can check out and enjoy with their preschooler.
Quarterly meetings for preschool parents

4. Describe how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who have taken the Standards Based Assessments (SBAs).

Individual testing reports are shared with the parent and student along with a letter explaining the report. Additionally, the school staff is available for related discussion.

7. Transition and Coordination

Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. This should include a coherent and seamless transition for preschool students into the school program in an elementary or K-12 school and coordination with other federal, state, and local programs.

A. Describe strategies to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a district-run preschool program, to the local elementary school.

Birth-3 Book Program
Preschool program at each school
Monthly Family Group Activities targeting literacy and developmentally appropriate topics.
Family Activity Kits that parents can check out and enjoy with their preschooler.
Quarterly meetings for preschool parents
LPSD Kindergarten Expectations distributed to pre-school parents

B. Describe the coordination and integration of federal, state, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Lake and Peninsula School District (LPSD) has a formal agreement with the Bristol Bay Area Health Corporation to deliver family services that LPSD is unable to provide. These services include mental health counseling and counseling support in the event of a crisis situation at each school site. In addition, LPSD works closely with Infant Learning and the regional public health services to provide child care information to parents with young children and children of all ages that have been identified with special needs through our "Child Find" progress.

LPSD has a program entitled "School to Life" that has a positive impact on preparing students for life after high schools. This program gives our children skills to live independently and works to prepare students to have the basic foundation skills for success in the workplace.

Other LPSD programs offered in cooperation with BBAHC include: parenting classes, nutrition and diabetes prevention, tobacco cessation, drug and alcohol prevention, Child Find, a variety of statewide workshops and committees, student job shadow programs, and night gyms.

LPSD has instituted a "Career and Technical Program" (CTE). This program is a result of cooperative agreement between Bristol Bay Borough School District and LPSD to deliver a variety of vocational offerings to upper grades students.

Migrant Education book distribution program for Pre3 – 5 grade.

8. Annual Evaluation/Review Process

The school must evaluate annually the implementation of, and results achieved by, the schoolwide program, using data from the state's annual Standards Based Assessments and other indicators of academic achievement; determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of the students in the schoolwide program.

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

Measures used will include:

- ***Parent and community surveys***
- ***Feedback from certified and classified staff***
- ***Program evaluations by building administrators***
- ***Review of Highly Qualified staffing***
- ***Site observations by district office staff***

B. Describe how the school will measure and report student progress on the Standards Based Assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

Student progress is reported to parents on a quarterly basis. Parent-teacher conferences are scheduled around the collection of our leading indicators to ensure parents have the most recent academic data concerning their child's progress towards district and state standards.

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 had been furthest from achieving the standards, and meeting the goals and objectives in the plan.

As noted above, the results of all annual evaluations will be used as a planning tool in revising the school-wide plan.

D. Describe how you will use the results of your annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of students in the schoolwide program.

Planning the next school year will included the data elements identified in the comprehensive needs assessment.

We would also like to make note – once again – that all sites within the Lake and Peninsula School District were three star of greater.....

9. Fiscal Requirements

Schoolwide plans must describes how Title I, Part A funds and funds from other sources will be used to carry out the components of the schoolwide plan, and must include a list and the amount of state, local, and other federal program funds that will be consolidated* to support the schoolwide program. These funds may be used to support any activity of the schoolwide plan without regard to which program contributed the specific funds for a particular activity. The schoolwide plan must be comprehensive and include all a description of all elements that will be supported through Title IA and any other federal funds. Keep in mind that an LEA must ensure that a Title I school operating a schoolwide program must receive all the state and local funds it would otherwise received to operate its educational program in the absence of Title I, Part A or other federal education funds (i.e., meet the supplement, not supplant requirement).
[Sections 1114 (a)(1) & 1114 (b)(2)(A)(ii), 34 CFR §200.27 and 200.29]

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 Budgeted (FY 2013)	Program funds used to implement components of the schoolwide plan (check all that apply)
x	*$183,526*	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
x	*$121,893*	Title I, Part C: Education of Migrant Children**
x	*$61,617*	Title II, Part A: Teacher and Principal Training and Recruiting Fund / (Class Size Reduction)
		~~Title II, Part D: Enhancing Education Through Technology~~
		~~Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement~~
		~~Title IV, Part A: Safe & Drug-Free Schools and Communities~~
x	*$87,120*	Title VII, Part A: Indian Education**
x	*$114,003*	IDEA Part B**
		~~Carl Perkins~~
x	*$10,967,419*	State Funds
x	*$1,260,723*	Local Funds
		Other:
		Other:
		Other:
		Other:

*Note: According to footnote 2 on page 51 under question E-3 of the US Department of Education *Non-Regulatory Guidance, Title I Fiscal Issues: Revised February 2008* that includes Consolidating Funds in Schoolwide Programs, "an LEA does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word 'pool' is used conceptually to convey that a schoolwide program school has the use of all consolidated funds available to it for the dedicated function of operating a schoolwide program without regard to the identity of those funds."

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions as specified in 34 CFR 200.29(c). Excerpts from Questions E-9 and E-10 from the guidance above are reprinted on the next page for reference.

E-9. Which Federal education program funds may be consolidated in a schoolwide program?

Except as noted below, the Secretary has authorized a schoolwide program school to consolidate funds from any Federal education program administered by the Secretary whose funds can be used to carry out activities that support students enrolled in a public elementary or secondary school. (See 69 FR 40360-64 (July 2, 2004), Notice of authorization and exemption of schoolwide programs. The notice is available on ED's website at http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html.) This authority also extends to services, materials, and equipment purchased with those funds and provided to a schoolwide program school.

Within the general schoolwide consolidation authority, a schoolwide program school may consolidate funds received under the following programs only as outlined below:

- Migrant Education. Consistent with section 1306(b)(4) of Title I and 34 CFR 200.29(c)(1), before a school operating as a schoolwide program consolidates funds received under Part C of Title I, of the ESEA for the education of migratory children, the school, in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory children that result from the effects of their migratory lifestyle and those other needs that are necessary to permit those students to participate effectively in school, and must document that these needs have been met.

- Indian Education. Consistent with section 7115(c) of the ESEA and 34 CFR 200.29(c)(2), a school operating as a schoolwide program may consolidate Indian education funds received under Subpart 1 of Part A of Title VII of the ESEA only if the parent committee established by the LEA to help develop the Indian education program under section 7114(c)(4) of the ESEA approves the inclusion of those funds.

- Individuals with Disabilities Education Act. See response to E-10.

E-10. May a schoolwide program school consolidate funds it receives under the Individuals with Disabilities Education Act (IDEA)?

Yes. Consistent with section 613(a)(2)(D) of the IDEA and 34 CFR 200.29(c)(3), a school that operates as a schoolwide program may consolidate funds received under Part B of the IDEA. However, the amount of funds consolidated may not exceed the amount received by the LEA under Part B of the IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the schoolwide program. A school may also consolidate funds it receives for students with disabilities under section 8003(d) of the ESEA. A school that consolidates funds under Part B of the IDEA or section 8003(d) of the ESEA may use those funds in its schoolwide program for any activities under its schoolwide program plan but must comply with all other requirements of Part B of the IDEA to the same extent as it would if it did not consolidate funds under Part B of the IDEA or section 8003(d) of the ESEA in the schoolwide program.