Nondalton School

TITLE I SCHOOLWIDE PLAN

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

2026-2027

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Contact Information

School Information

Name of School: Nondalton School **Name of Principal:** Colter Barnes **Address** (Street, City, State, Zip)**:** 1000 School Rd, Nondalton, AK 99640

Phone: 907-294-2210 **Fax: Email:** cbarnes@lpsd.com

District Information

Name of District: Lake and Peninsula School District **Name of Superintendent:** Kasie Luke

Address (Street, City, State, Zip)**:** PO Box 498 King Salmon, AK

Phone: 907-313-3841 **Fax: Email:**

Schoolwide Eligibility Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	**Is the school's poverty rate** **If poverty rate is below 40%, does the school have above 40%?** **an approved waiver on file with DEED?**
92%	x Yes ☐ No ☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	**Initial Effective Date Revision Date**
x Yes ☐ No	[9/10/22] [05/01/25]

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: Kasie Luke

Signature: 

Name of Principal: Colter Barnes

Signature: 

Form # 05-18-031 (revised January, 2018)

Title I Schoolwide Program Overview

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

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

Benefits from Operating a Schoolwide Program

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

Consultation and Coordination

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

contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

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

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

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

programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).

- To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.

- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

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

Schoolwide Program Planning Team

Representation	Name of Team Member Roles/Responsibilities
Principal: *(required)*	● Colter Barnes Site administrator
Teachers: *(required)*	● Eric Oba Secondary Generalist Teacher Elementary (K-5) Teacher ● Faith Woodcock
Paraprofessionals: *(required)*	● Betty Wilson Classroom Aide Classroom Aide ● Nenita Wilson Classroom Aide ● Alicia Hobson Preschool Aide ● Danielle Alexie
Parents & Community: *(required)*	● Illeah Aahberg LSAC member/parent LSAC member ● Darius Harried

	LSAC member/parent ● Robert Kakaruk
School Staff *(required)* **Technical Assistance Providers:** *(as appropriate)*	● Clarence Harried Custodian Maintenance ● David Van Dusen Cook/tribal member ● Teresa Rickteroff P.E. Aide ● Makayla Joseph ● Sam Rigby District Technology Coordinator
Administrators: *(as appropriate)*	● Kasie Luke Superintendent ● Nate Davis Human Resources
***Title Programs**: ***CTE:** ***Head Start:**	● Valerie Hanson Title Programs Coordinator ● Jenny Shryock Program Director ● Amber Kresl Preschool Coordinator
Specialized Instructional Support: *(as appropriate)*	● Special Education Teacher
Tribes & Tribal Organizations: *(as applicable)*	● Fawn Silas Tribal Administrator
Students: *(if plan relates to secondary school)*	● Shaniqua Harried Student government officer Student government officer ● Keisha Harried
Other: *(as needed)*	●

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

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

Before the start of the year, a meeting was held with student leaders to get their input on the current direction of Nondalton School, changes they hoped to see, and hopes they have for future successes. School staff have met on three occasions with a focus on school wide planning. At these sessions, student needs, academic data, school climate, and parent/community partnerships were examined. Student needs were based on observation, surveys, and student input. Academic data was gathered from multiple assessments sources, anecdotal records from teachers, and historical grades. This information is used to develop the professional development sessions offered at our August and October InServices. Information regarding school climate and community partnerships was based on observation, input from the Local School Advisory Committee (LSAC,) student and community surveys.
At these meetings, school staff developed a draft plan. This plan was shared with student leaders and LSAC members in order to gain their input before the final draft was completed.
During the first week of school, parent teacher conferences were conducted with each family and teacher. These meetings focused on goals for the year, parent input, and parent support of the school program.

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)
8/30/24	School wide data review and ideas session	x Planning Team ☐ All Staff ☐ Parents/Community
8/31/24	School Wide planning and effective scheduling	x Planning Team x All Staff ☐ Parents/Community
9/23/24	Informational session for community and families	x Planning Team x All Staff x Parents/Community
10/21/24	Start of school wide interventions	x Planning Team x All Staff ☐ Parents/Community
11/21/24	Fall Parent Teacher Conference	☐ Planning Team x All Staff xParents/Community
2/27/25	Spring Parent Teacher Conference	☐ Planning Team xAll Staff x Parents/Community
3/11/25	Local School Advisory Committee Meeting (LSAC)	x Planning Team X All Staff X 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.**

Monthly meetings are held with the Local School Advisory Committee(LSAC.) At these meetings the advisors are asked to contribute to the school wide plan and give input on progress. School focus areas, intensity targets and the school wide plan will be discussed at each meeting. Nondalton school shares information with parents and community members in a variety of ways. These include newsletters, community postings, social media, and community activities. The school principal and/or head teacher attends the Nondalton Tribal Council Annual meeting and city council meetings to share a school report. Additionally, as need arises, the principal attends other meetings to share new developments.

Comprehensive Needs Assessment

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

A. Nondalton School is a Pre-K through 12th grade school. We have 2 teachers, 1 special education teacher, and 3 classroom Aides. The student population is 25 children Pre-K/12. Most of our students walk to school or get rides with their parents. Bus service is not provided. All of our students live within a mile of the school. The community is primarily Athabaskan. Most community members participate in subsistence hunting and gathering activities. The primary sources of income are work for local agencies and/or commercial fishing.

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.**

Because we have a small student population and 11/1 student teacher ratio, it is not difficult to be inclusive and reach all stakeholders. Teachers are able to provide an optimal environment for including all students in decision making and sharing information. The unique needs of individual learners are addressed in all aspects of instruction, assessment, and communication.

To gain a comprehensive understanding of site needs, data is collected and analyzed from a variety of sources. Some of these include state wide testing, teacher observation, parent and community input, student surveys, parent surveys, and benchmark testing. A collaborative staff team examines the data to find areas of strength and weakness, and how needs can be better met. Parents and LSAC members are invited to contribute, regularly at LSAC meetings and Family Engagement nights.

Some of the academic concerns are as follows:
Math scores on the AK Star assessment are lower than reading. We have identified math as an area of academic need and will focus on that.

Based on LPSD standards, writing is the second area of academic weakness. More students are working below grade level on writing than other subjects.

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 <50% of students score proficient or above on AK Star or MAP Growth assessments
	Mathematics instruction for all students	High <50% of students score proficient in mathematics on the AK star or MAP Growth Assessments
	Science instruction for all students	High <50% of students scored proficient in science on the Alaska Science Assessment. Additionally, Alaska scores very low in Science on NAEP assessment.

Type of Data Analyzed	**Area of Need Priority**	**Describe needs determined from data in each area, as applicable (do not include solutions here)**

	Other content area instruction for all students	Med	We will focus on the areas of Math, Writing, Reading, and Science while not neglecting other areas.
	Support for students with disabilities	Med	Our students with disabilities are well supported at this time. While we don't want to let this slip, we do not need to make it an area of focus.
	Support for migrant students	Low	Data shows that our migrant students have achievement levels aligned with those of non-migrant students. We will continue to support them as we have been with excellent results.
	Economically disadvantaged or low achieving students	High	A large percentage of our students are economically disadvantaged and low achieving.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	NA	
Graduation & dropout rate	Ensure students will graduate from high school	High	It is the goal of Nondalton School that all students graduate.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Attendance is between 80% and 93% from month to month.
Demographic data	Support for other populations such as subgroups, homeless,	High	Nondalton School has 25 Pre-K- 12th grade students. All students have Alaska Native heritage. Ten students reside in foster homes

			or have been adopted. Three students are identified as high foster care, or needs in Special Education.
	neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	Med	Reading and math curriculum are aligned with common core state standards. Science curriculum is not.
Instruction	Effective instructional strategies and tiered interventions	High	The school has developed a comprehensive plan to meet the needs of students below proficient
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Multiple assessment and screening measures are in place. Proper use and data interpretation is needed.
Supportive Learning Environment	Safe, orderly learning environment	High	Student safety is a priority for the entire school district. A safe, orderly learning environment is especially beneficial to our student population.
Family Engagement	Family & community engagement	High	Parent nights and community activities are attended by less than 50% of target stakeholders.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	The District has an ongoing P.D. program which includes InService training in August and October as well as “Late Start” Mondays where staff receive P.D. on a monthly planned basis.

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 to support individual teacher skills	Med Improved teacher efficacy results in improved student achievement.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low The Human Resources Department of the District is involved in all hires which results in proper placement of staff in accordance with needs and certification.
Leadership	Recruiting, training & retaining qualified principals	Low District Leadership at all levels are provided ongoing training from curriculum, to staff evaluation, and assessment tools.
Other:		
Other:		
Other:		

D. **As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data Measurable Goal/Target	Evaluation of Measure
Mathematics	<50% of students are below grade level on mathematics measures We will attain a 205 increase of students on grade level	Awaiting spring benchmark score reports
Writing	More students are working below grade level on writing than other subjects We will attain a 20% increase of students on grade level in the area of writing.	Awaiting spring benchmark score reports

Community Relationships Reading 40% of people	surveyed said they did not understand the improvement goals of Nondalton School <50% of Nondalton students who took the AK Star assessment scored proficient or	above on the reading portion. >80% of people surveyed will indicate that they understand and/or agree with Nondalton School's improvement goals. We will double rates of proficient on the Reading section of the	Ak Star assessment Those parents participating in opportunities to review goals understand and are in support of goals. Awaiting spring testing results.

Area of Need	Baseline Data Measurable Goal/Target	Evaluation of Measure

Schoolwide Plan Strategies

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

Increased emphasis on student attendance: In order to make academic gains, students must be at school. School staff will recognize and celebrate great attendance. Teachers and school staff will create a respectful learning environment where understand that their presence is a key component.

Continue strong communication with parents to enable them to take part in the education process: Through community outreach and communication parents will be well informed about issues concerning the school and children's education. This outreach will take the form of community activities, school staff attending

community functions, newsletters, Family Engagement nights and effective use of social media.

Effective use of professional development time: In addition to providing collaborative work time, site based professional development will be focused on improving student achievement through best use of available resources and strong instruction.

Collaboration/Partnerships: We will continue to collaborate with ANSEP to provide enriched STEM learning opportunities for secondary students, with a focus on Alaska Native and migratory students. These activities will include hands-on engineering projects, academic camps, and mentorship designed to boost math/science proficiency and increase college and career readiness

Emphasis on pacing: Teachers will use data and observation to closely monitor their instructional pacing to ensure students are getting the best possible instruction in the most efficient way. The principal will monitor lesson plans and power school in order to oversee the process.

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.**

The goal of Nondalton School is to provide the highest quality education to the students of the community. This is done through emphasis on a positive and supportive school climate, positive partnerships with parents and community, support of the best possible instruction, and meeting the academic needs of students through targeted instruction and planning.

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.**

For those students who are not identified as Below Proficient, instruction will be rigorous and intensive so there will be no backward movement. They will also receive daily, individual or small group intervention instruction. Instructional scheduling at the school is done based on the learning needs of students. Instructional scheduling at Nondalton School is done based on the learning needs of students.

Resources, (including staff, space, and materials,) are distributed in the way that will best benefit students and their instruction.

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

Certified teachers will plan and implement intervention instruction with students who are identified as Below Proficient in MAP Growth Assessments and AK Star assessments, or district measures.

- Intervention plans will be reviewed quarterly. The most current data will be used to inform instruction and any changes needed.
- Classroom teachers and intervention teachers will meet regularly to assess student needs and

collaboratively plan intervention instruction.

Intervention instruction will be planned based on best practices and current research. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Annual Evaluation & Review Process

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

The school wide plan will be reviewed, evaluated, and revised each quarter. The planning team will review elements and monitor for completion. If parts of the plan have not been addressed, a new timeline will be created. If parts of the plan are unable to be completed as designed, those will be revised.

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.**

The school will compare data from past AK Star and Alaska Science Assessment to the results of the spring 2025 administration. These are shared with parents when they are available to be viewed by the public. A community night is held to share results with individual parents. Those who do not attend receive the results by mail with the option of scheduling a conference for clarification.

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.**

The school planning team will carefully evaluate data from multiple sources for student who have been further from achieving standards, and meeting the goals and objectives of the plan. These data will be compared to determine the effectiveness of the strategies put in place to address the schoolwide plan. For those who have been further from achieving standards and meeting the goals and objectives in the plan, instructional intervention will be put in place. Those intervention plans are reviewed and revised quarterly. For those, regular progress monitoring is administered using MAP skills assessments.

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.**

At the end of each school year, the plan is carefully reviewed. This review includes discussion of successful and successful elements of the schoolwide plan. Note is made of which sections to continue as planned and which to further revise. At the beginning of each school year, the results of the previous plan are reviewed. Based on those reviews, a new plan is created that builds on what has been in place.

Financial Requirements

A. **Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)**

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
X	$220,510	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
X	$186,568	Title I, Part C: Education of Migratory Children**
X	$44,773	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
X	$22,860	Title IV, Part A: Student Support and Academic Enrichment Grants
X X	$89,078 $119,662	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education** IDEA Part B**
X ☐	$27,000	Carl Perkins State Funds
☐		Local Funds
☐		Other:
☐ ☐		Other: Other:
☐		Other:

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