



Title I Schoolwide Plan Assurances for Alaska STEPP 2015-2016

See the Guidance for Using Alaska STEPP as a Schoolwide Plan on Page 6.

District Name:	Kake City Schools
School Name:	Kake Elementary and Secondary
Principal's Name:	Kevin Shipley
Principal's phone & email:	907-785-3741, kshipley@kakeschools.com

Is this a new plan? Yes _____ No x

Initial Effective Date: September, 2012 Revision Date: May 20, 2016

*In submitting this Title I Schoolwide Plan Assurances, the principal and district representative assure that the school has completed the schoolwide planning process and has met the following requirements of the Title I legislation relating to schoolwide planning and criteria: (Section 1114 of the ESEA and 34 §CFR 200.25-200.29). **See Guidance for using Alaska STEPP as a Schoolwide plan that begins on page 6 of this document.***

Federal Requirements

- The school serves a student population in which at least 40% of the students are from low-income families.
- The schoolwide plan was developed in consultation with parents, community members, teachers, principals, administrators, technical assistance providers, school and staff and, when appropriate, students. Parents were notified of the schoolwide planning process and how they could be involved in the plans' development, implementation, and evaluation.
- The comprehensive needs assessment of entire school (including the needs of migratory children) is based on information that includes student achievement levels in relation to state academic content and performance standards and is uploaded on the Alaska STEPP side.
- The resources from other programs and sources used to implement the schoolwide plan are listed in the table at the end of this assurance packet.
- The schoolwide plan is available to the district, parents, and the public in an understandable and uniform format
- The schoolwide plan was developed, if appropriate, in coordination with programs under Carl Perkins and the Head Start Act.
- The schoolwide plan is in effect for the duration of the school's participation as a schoolwide program and is reviewed annually and revised as necessary.



Alaska STEPP Indicators for the Schoolwide Plan

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

Schoolwide Plan Requirement	AK STEPP Indicator
<p>Schoolwide reform strategies that:</p> <ul style="list-style-type: none"> a. Provide opportunity for all students to meet the state's proficient and advanced levels of student achievement and address the needs of all students in the school. b. Use effective methods and research-based instructional strategies that: <ul style="list-style-type: none"> i. Strengthen the core academic program in the school; ii. Increase amount and quality of learning time (before/after school, summer, enriched & accelerated curriculum); iii. Include strategies for meeting the needs of historically underserved and low-performing student populations. 	<p>3.03 School staff use research-based instructional practices, programs and materials.</p> <p>1.01 School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.</p>
<p>Provide additional support through activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.</p>	<p>3.02 School staff implement a coherent documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to meet their needs and reach proficiency.</p> <p>4.05 School staff provide extended learning opportunities, and students in need of additional support regularly participate. (optional)</p>
<p>Include teachers in the use of academic assessments to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.</p>	<p>2.03 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.</p> <p>3.04 School staff consistently and regularly measure the effectiveness of instruction using data from a variety of formative assessments.</p>
<p>High-quality, ongoing professional development is provided for teacher, principals, paraprofessionals and others as appropriate.</p>	<p>5.01 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities.</p> <p>5.03 School staff embed professional development into daily routines and practices.</p>
<p>Instruction is provided by highly qualified staff.</p>	<p>8.06 All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.</p>

Schoolwide Plan Requirement	AK STEPP Indicator
Strategies for recruiting and retaining high-quality, highly qualified (and effective) teachers to high-need schools are implemented.	8.07 The school has strategies to attract and retain highly qualified teachers.
Strategies to increase parent engagement , such as family literacy services, and involvement of parents in planning, review and improvement of schoolwide program.	4.06 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. 4.07 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home, and they implement effective strategies to increase parent engagement. 4.08 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.
Plans for transitioning preschool children from early childhood programs to elementary school programs are implemented.	8.04 This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.
Coordination and integration with other federal, state, and local agencies and programs has occurred.	8.05 Federal, State, and local service programs are integrated and coordinated.

Additional Federal Program Resources

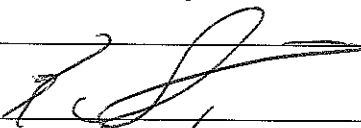
- Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs. Specific guidance for consolidating funds in schoolwide programs is reprinted on the last page of this document.)

Check if used	Dollar Amount \$	Program funds used to implement components of the schoolwide plan (check all that apply).
X	\$74,700.50	Title I, Part A: Improving Basic Programs operated by Local Education Agencies
X	\$15,978.00	Title I, Part C: Education of Migrant Children**
X	\$18,862.69	Title II, Part A: Teacher and Principal Training and Recruiting Fund
		Title III, Part A: English Language Acquisition, Enhancement & Academic Achievement
		Title IV, Part A: Safe & Drug-Free Schools and Communities
		Title VII, Part A: Indian Education**
X	32,835.00	IDEA Part B**

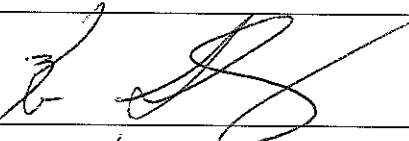
	Carl Perkins
	State Funds
	Local Funds
	Other: 21 st Century Grant
	Other:
	Other:
	Other:

***The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions as specified in 34 CFR 200.29(c). See the US Department of Education Non-Regulatory Guidance, Title I Fiscal Issues: Revised February 2008 for more information.*

By my signature below, I assure that the school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning and criteria listed above. (Section 1114 of the ESEA and 34 §CFR 200.25-200.29)

Principal's Signature:	
Date:	5/20/16

By my signature below, I assure that 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. The district has approved the schoolwide plans for the above mentioned school.

Superintendent's Signature:	
Date:	5/20/16

Guidance for Consolidating Funds in Title I Schoolwide Programs

*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 indentify 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 below page for reference. **NOTE: To be approved to consolidate migrant funds in a Title I schoolwide program, the school and district must be approved through the Consolidated Grants Management System Application and meet all criteria required by EED.

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 I 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 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.

Guidance for Using AK STEPP in a Title I school operating a Schoolwide Program

A Title I school that has at least 40% poverty may operate a schoolwide program. Section 1114 of the Elementary and Secondary Education Act (ESEA) and 34 §CFR 200.25-200.29 of the federal regulations outline the requirements of a schoolwide plan. If a Title I school chooses to use the Alaska STEPP online planning tool to be a comprehensive Title I schoolwide plan as well as a school improvement plan, it may do so by following the steps below and using the indicators in AK STEPP that are aligned with the corresponding required elements of the schoolwide plan.

1. Complete a comprehensive needs assessment of the entire school based on information that includes the performance of *all* children in the school in relationship to the state's academic achievement standards, including the needs of students in low-performing subgroups (racial/ethnic, students with disabilities, English learners, migrant students).
This requirement is met through the Needs Assessment that will be uploaded on the AK STEPP.
2. Develop the schoolwide plan in consultation with stakeholders including parents, staff, community members, and staff from other programs, and make the schoolwide plan available to the district, parents, and the public in an understandable format.

This requirement is documented by signing this Assurances document and uploading it on AK STEPP.

Address all required elements of the schoolwide plan in the AK STEPP indicators.

The chart above, Alaska STEPP Indicators for the Schoolwide Plan, shows the requirements of the Title I Schoolwide Plan and which applicable AK STEPP indicators must be addressed in AK STEPP to meet the requirements.

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

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

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

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

The schoolwide planning cycle aligns with the AK STEPP cycle of implementing, reviewing, and revising on an annual cycle. It is important to update all indicators annually. It is useful to enter a "heading" such as 2014-2015 to indicate the start of a new school year. At a minimum, start each narrative entry with a date, followed by a description of the status (either that it is unchanged or how it has changed).

Example:

2015-2016 - 9/3/2015: The reading curriculum has been fully aligned with the new state English Language Arts standards. A new math curriculum is currently under review.

2015-2016 - 9/15/2015: The school is using the same reading curriculum that was in place for 2014-2015. The "XYZ" math curriculum has been adopted for 2015-2016 and has been fully aligned with the new Alaska Math standards.

Making a Title I Schoolwide Plan in AK STEPP available to the public

A Title I Schoolwide Plan in Alaska STEPP includes three parts: the AK STEPP Comprehensive Plan Report (created in PDF form), the School Needs Assessment, and the Title I Schoolwide Plan Assurances for the current school year. These documents can be combined into one PDF document and posted on the school's website.