

Title I Schoolwide Plan Assurances for Alaska STEPP 2020-2021

Contact Information

School Information

Name of School: Denali Elementary School
Name of Principal: Kenton Bodily
Address: 1042 Lathrop St. Fairbanks, AK 99701
Telephone: 907-452-2456
Email: kenton.bodily@k12northstar.org

District Information

Name of District: Fairbanks North Star Borough School District
Name of Superintendent: Dr. Karen Gaborik
Address: 520 Fifth Avenue Fairbanks, AK 99701
Telephone: 907-452-2000
Email: karen.gaborik@k12northstar.org

Schoolwide Enactment Information

Schoolwide Eligibility Information

What is the school's current poverty rate?: **52.24%**

Is the school's poverty rate above 40%? (Y or N): Yes

If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N): Choose an item.

Schoolwide Plan Information

New Plan (Y or N): Yes

Initial Effective Date: October 2019

Revision Date: August 2020

Plan Development and Consultation

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

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: <i>(required)</i>	Kenton Bodily	Principal
Teachers: <i>(required)</i>	Pat Tellep, Becky Rau, Maxine Dibert	Classroom Teachers
Paraprofessionals: <i>(required)</i>	Laura Bush Ann McBeth	Title I Tutor After School Program Coordinator
Parents & Community: <i>(required)</i>	Shawn Sadler, Wendy Kenny	Parents
School Staff <i>(required)</i>	Jeannine Burnett	Administrative Secretary
Technical Assistance Providers: <i>(as appropriate)</i>		
Administrators: <i>(as appropriate)</i>		
*Title Programs:		
*CTE:		
*Head Start:		
Specialized Instructional Support: <i>(as appropriate)</i>		
Tribes & Tribal Organizations: <i>(as applicable)</i>		
Students: <i>(if plan relates to secondary school)</i>		
Other: <i>(as needed)</i>		

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

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

Is KEY Indicator 4.08 completed in Alaska STEPP? YES NO

If NO, please complete field below.

Comprehensive Needs Assessment

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

Schoolwide Plan Strategies

Alaska STEPP Indicators for the Schoolwide Plan

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

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

Optional The schoolwide plan may include a description of the following activities in order to address the needs of all children, but particularly the needs of those at risk of not meeting the challenging State academic standards –	Alaska STEPP Indicator
Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advance Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. (ESEA section 1114(b)(7)(A)(iii)(III))	*Indicator in development
Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). (ESEA section 1114(b)(7)(A)(iii)(III))	4.01 School staff use effective classroom management strategies that maximize instructional time in all classrooms.(Key) 4.06 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community. (KEY)
Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (ESEA section 1114(b)(7)(A)(iii)(I))	4.03 School staff communicate school-wide behavior expectations that are understood and achieved by students, and provide positive behavioral supports. (KEY)
Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 1114(b)(7)(A)(iii)(IV))	5.01 School staff use multiple sources of student performance data as a primary factor in determining professional development priorities. (KEY) 8.07 The school has strategies to attract and retain effective teachers.
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. ESEA section 1114(b)(7)(A)(iii)(V))	8.04 The school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or other preschool program, to local elementary school programs.

Financial Requirements

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

Mark X if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$253,547.04	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input type="checkbox"/>		State Funds
<input type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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

Checklist for Completion

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

Assurance Agreement for Schoolwide Plan

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

Dr. Karen Gaborik

Mr. Kenton Bodily

Printed Name of Superintendent

Printed Name of Principal

Karen Gaborik

[Handwritten Signature]

Signature of Superintendent/Date

Signature of Principal/Date

[Handwritten Signature]