



Hunter Elementary TITLE I SCHOOLWIDE PLAN

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

School Year 2023-2024



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Contact Information

School Information

Name of School: Hunter Elementary Name of Principal: Jane Bedford

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District Information

Name of District: FNSBSD Name of Superintendent: Luke Meinert

Address (Street, City, State, Zip): 520 5th Ave, Fairbanks, AK 99701

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Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
70%	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
X Yes <input type="checkbox"/> No	8/2023	[MM/DD/YYYY]

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: Karen Melin

Signature: Karen Melin

Date: [MM/DD/YYYY]

Name of Principal: Jane Bedford

Signature: Jane M. Bedford

Date: [MM/DD/YYYY]

Title I Schoolwide Program Overview

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

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

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

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

Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

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

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

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
 - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
 - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
 - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

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

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: <i>(required)</i>	<ul style="list-style-type: none"> Jane Bedford 	Principal
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> Stephen Martin Brooke Rabinovitch 	2nd grade teacher/input & assistance in event planning and prep 4th grade teacher/input
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> Nancy Teter 	ANE tutor/input
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> Audra Hull 	Parent/Input
School Staff <i>(required)</i>	<ul style="list-style-type: none"> Mark Ellingrud Billy Smith 	Instructional Coach/input & assistance in event planning and prep ASP coordinator/Input
Technical Assistance Providers: <i>(as appropriate)</i>	<ul style="list-style-type: none"> Jenny Randall 	ESEA Compliance Coordinator
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.

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

Hunter Elementary Title I team, consisting of the members above, will meet annually to review statewide testing data, yearly attendance data, and yearly behavior data alongside our Title I plan. From this data review, we will convene at least quarterly to review MAP, mClass, and DESSA data as well as our Title I plan to acknowledge progress and look for any areas that need improvement.

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)
02/17/23	Data review and needs assessment	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03/14/23	Planning meeting	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
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mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

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

Title I planning meetings are advertised in our school newsletter and through Blackboard communication. The Principal also engages parents with personal invitations to participate during Parent Teacher conferences and at Family night events. Title I surveys are conducted twice a year as well as the Annual Title I parent meeting. Parents are informed of the planning process, data collection, and plan development through our newsletter and website. All staff are informed during staff meetings, Principal weekly staff email, and through the Newsletter.

Comprehensive Needs Assessment

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

Hunter is a community school; most of the students walk to school; we are about 43% Alaska Native with Spanish speaking students, American Samoa students, and several newly arrived immigrant students. We are culturally, linguistically and socio-economically diverse in our student population. Hunter's attendance area draws from many nearby rental apartments which tend to have a higher turnover rate as well as some neighborhood single family owner-occupied homes. With the new boundaries started in the fall of '22, Hunter's attendance area also includes two local emergency shelters. Our student population has a high rate of traumatic experiences as evidenced by high ACES scores. For all the challenging demographics on the surface, Hunter has a longstanding cadre of dedicated staff who support each other, their students and our families. Title I funding enables Hunter to have embedded instructional support (multiple tutors and an Instructional Coach). Hunter has also been one of four sites to benefit from the AK Rises grant which provides mental health support for students with onsite clinical therapy.

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.

The needs assessment was conducted through continuous meetings with the Leadership and Title I teams. Highest priority needs are based on the data collected throughout the school year from AimsWeb Plus, MAP, iReady, and DESSA. AimsWeb Plus and MAP assessments provide feedback on students' proficiency levels as well as growth over time. Beginning in 2023-2024 all FNSBSD schools, including Hunter Elementary, will be using mClass instead of AimsWeb as the universal screener for the primary grades. All students participate in these assessments such that the needs of subgroups of students can be identified and addressed.

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	Students consistently below grade level in reading/language arts based on MAP, AIMSweb Plus, AK STAR, and Accelerated Reader (AR) data review.
	Mathematics instruction for all students	High	Students consistently below grade level in math skills based on MAP, AK STAR, iReady diagnostic assessment, and teacher data collection.
	Science instruction for all students	Low	

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	Low	
	Support for students with disabilities	Low	
	Support for migrant students	Low	
	Economically disadvantaged or low achieving students	High	Data indicates an academic skill discrepancy between economically disadvantaged students and other students based on behavior logs, attendance, MAP, AIMSweb Plus, AK STAR, DESSA, & iReady diagnostic. Hunter has been designated a TSI school for FY24 in the category of economically disadvantaged students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	
Graduation & dropout rate	Ensure students will graduate from high school	Low	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	Attendance rate below the District goal of 95% based on attendance records.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	Based on FY24 TSI designation for Economically Disadvantaged and Alaska Native Students. Behavioral and Academic needs for this subgroup based on AK STAR, MAP, AIMSweb Plus, and behavior logs. Also SST referrals, Sped referrals and teacher data.
Curriculum	Core curriculum aligned vertically and with state standards	Low	
Instruction	Effective instructional strategies and tiered interventions	Low	
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	
Supportive Learning Environment	Safe, orderly learning environment	Medium	Need for staff to continue building SEL skills with students based on DESSA data, behavior logs, and SST referrals.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Family Engagement	Family & community engagement	Medium	
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Need for continued PD in Responsive classrooms for all staff, Heggerty training for new staff, and a review/refresher of CHAMPS for all staff based on AK STAR, MAP, AIMSWEB Plus, and DESSA data.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	

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
SEL	DESSA, District Early Warning System	Reduce the number of at risk students, identified by the early warning system and DESSA, by 5% by the end of the school year (5/24)	DESSA ratings, Attendance, SSM referrals, District Early Warning System
Reading	AK STAR, MAP, Aimsweb, AR Star reading assessment	Reduce the number of students identified as in need of support by the AK STAR assessment from 48% to 35% by the end of the school year (5/24)	AK STAR, MAP, mClass and AR Star reading assessment
Math	AK STAR, MAP, Aimsweb, iReady diagnostic	Reduce the number of students identified as in need of support by the AK STAR assessment from 78% to 55% by the end of the school year (5/24)	AK STAR, MAP, AIMSweb, and iReady diagnostic assessment

Schoolwide Plan Strategies

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

During 2023-2024, Hunter will focus its Title I Plan- supplemented by its TSI Grant-on continuing staff professional development with a focus on Responsive classrooms, SEL, Reading and Math. Additional staffing support will be in place to follow up the professional development with comprehensive implementation efforts: Title I Instructional Coach, 4-full time Instructional Tutors, 3-part-time Instructional Tutors, and 1-full time Student Support Behavior Technician. Professional Development will include: continuing the work of providing all instructional staff with PD in the fundamentals of the Science of Reading beginning with the importance of phonemic awareness. Hunter will continue to integrate Heggerty Phonemic Awareness curriculum materials schoolwide and all staff will participate in professional development on the proper use of these materials. Hunter will continue the school wide Walk to Read model at all grade levels. To address SEL needs, Hunter will complete the work implementing the strategies of Responsive Classroom schoolwide. One PD day will be dedicated to Responsive Classrooms, and one full day of CHAMPS training. DESSA will continue to be supported and utilized 3x a year to monitor the SEL status of students and to ensure needs are recognized and addressed.

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.

All students, regardless of subgroup, will participate in a daily Walk to Read tiered intervention program. This daily period will provide targeted instruction to purposefully close reading gaps and/or accelerate reading skills. Progress Monitoring Data from the Walk to Read period will be collected monthly and reviewed by the Leadership Team and at grade level PLC's to monitor implementation and effectiveness. Hunter staff acknowledge that in order to meet challenging state academic standards, students' SEL needs must be met. Hunter staff will complete the training in Responsive Classrooms at the beginning of the year, as well as training in CHAMPS in order to develop a schoolwide common understanding, vision and vocabulary to meet students' SEL needs.

C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Hunter will be strengthening its academic program by continuing our focus on the fundamentals of the Science of Reading and use of the supplemental curriculum (Heggerty phonemic awareness materials.) The students to adult ratios is another area of focus. Hunter is strategically augmenting its instructional support staff so that the necessary number of well trained, skillful instructors are in place to ensure each student receives as much individualized attention as possible. Quality learning time will be increased by identifying and addressing the SEL needs of Hunter's students in a shared schoolwide manner using Responsive Classroom strategies. Quality learning time is further supported at Hunter through the utilization of a Block Schedule. The Block Schedule ensures uninterrupted CORE academic instruction time. Taken in concert, the combined efforts of multiple programs and support systems will help Hunter students be academically successful: Daily Walk to Read, Extended Learning Program (gifted & talented), English Learner Program, Alaska Native Education Program, Migrant Education Program, After School Program, and Special Education, Title I Instructional Coach, Title I Instructional Tutors, and the two Student Support Behavior Technicians.

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

Hunter will use in combination: mClass, MAP, DESSA and the school district's early warning system to identify students at risk of not meeting the challenging State academic standards. Closely monitoring student data will ensure Hunter can address academic, attendance, and/or behavior issues as quickly as possible to give the intervention strategies the best opportunity to mitigate the challenges. Hunter highly values family engagement, and recognizes family engagement as a cornerstone to student success. Ensuring all families feel welcome and included at Hunter is a longstanding priority of the school. Along with the instructional strategies listed above, Hunter's school culture includes continuous family outreach and helpful materials and training to assist families in supporting learning at home.

Annual Evaluation & Review Process

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

The Title I Instructional Coach will take the lead on data collection and ensuring individualized teacher support on the implementation efforts of the schoolwide plan. The Title I leadership team will review data and feedback on the professional development in Heggerty and Responsive Classroom. Schoolwide, one PLC per month will be dedicated to reviewing the impact and effectiveness of: the Walk to Read program, Heggerty phonemic awareness materials and Responsive Classroom instructional delivery strategies.

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.

Hunter will measure end of year student academic achievement using AK STAR and report out the findings using DEED's in-depth school Report Card to the Public. The Report Card will be shared with staff, community, families and stakeholders in the following ways: posted on the school website, reviewed and discussed at the annual Title I Parent meeting, descriptions and links to the report card will be mentioned in at least one electronic school newsletter, and finally, the Report Card will be shared and discussed at at least one staff meeting.

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 Title I schoolwide plan and accompanying data is reviewed bi-monthly at Leadership Team and Title I Team meetings. Hunter will be using traditional RTI Data Boards during PLC meetings to identify students who are making adequate progress as well as those students that may need more intensive support. Student placement in Walk to Read groups will be fluid; students will transition to different small groups as appropriate and supported by the data.

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.

Hunter will participate in the District’s Titlewide Evaluation and Needs Assessment meeting in February of 2024. At this meeting Title I teams from each schoolwide school will be guided through a facilitated discussion of their individual school data to identify areas for adjustment during the second semester. Hunter’s Title I Team will evaluate the data in terms of the number of students moving from Tier 2 or 3 into Tier 1 and they will assess if the movement is sufficient to reach the goal of 50% of students making expected progress in Tier 1. This meeting will also serve as the start of the comprehensive needs assessment process for 2024-2025.

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	\$590,869.91	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies 586,201.81 Basic + 4,668.10 Parent Engagement (not including indirect)
<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:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

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