



Whale Pass School

TITLE I SCHOOLWIDE PLAN

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

2022-2023



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Contact Information

School Information

Name of School: Whale Pass School Name of Principal: Shaine Nixon

Address (Street, City, State, Zip): 126 Bayview Road, Whale Pass, AK 99950

Phone: 907-846-5320 Fax: n/a Email: snixon@sisd.org

District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jensen

Address (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 99919

Phone: 907-828-8254 Fax: 907-828-8257 Email: superintendent@sisd.org

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?
43.48% (2023 Free and Reduced Price Comparison Report)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	[09/28/2014]	[01/26/2023]

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: Deidre Jensen

Signature: 

Date: [MM/DD/YYYY]

Name of Principal: Shaine Nixon

Signature: 

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
School District Principal: (required)	<ul style="list-style-type: none"> Shaine Nixon 	Oversees the instructional program, curriculum, professional development, student discipline, and teacher/staff evaluation
School District Teachers: (required)	<ul style="list-style-type: none"> Anthony Cook Astrid Richard-Cook 	<p>Lead Teacher. In charge of planning and facilitating instruction, maintaining student and staff records, daily attendance, minor discipline issues, site testing, co-ordinates food service, and teaching middle school and high school subjects.</p> <p>Elementary Teacher. In charge of planning and facilitating instruction for pre-K through 5th grade in all subject areas. Maintaining accurate grades, and overseeing elementary level instructional aides.</p>
Paraprofessionals: (required)	<ul style="list-style-type: none"> Kayleena Toman Michelle Dempsey Caren Cooke 	<p>Instructional aide for pre-K through 1st grade.</p> <p>Instructional one-on-one aide</p> <p>Food service worker, part-time MS-HS instructional aide</p>
Parents & Community: (required)	<ul style="list-style-type: none"> Anthony and Astrid Cook Caleb and Kayleena Toman Matthew and Caren Cooke Aaron and Sharon Toman Michelle Dempsey Sharon and Don Hillis, Cody Hillis, Elisa Rosier 	<p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of four of the 16 students currently enrolled.</p> <p>Parents of two of the 16 students currently enrolled.</p> <p>Parent/aunt/guardian of three of the 16 students currently enrolled.</p> <p>Grandparents/parents of one of the 16 students currently enrolled.</p>

School Staff (required)	<ul style="list-style-type: none"> • Caleb Toman, Custodian 	Responsible for maintaining cleanliness of school building, school grounds, and trash disposal,
Technical Assistance Providers: (as appropriate)	<ul style="list-style-type: none"> • Everett Cook 	Director of Technology. He supports WPS from the district office in Thorne Bay. He maintains all electronic devices, the network, software, hardware. Additionally he provides training to staff and students as needed.
Administrators: (as appropriate)	<ul style="list-style-type: none"> • Deidre Jensen • Shaine Nixon 	Superintendent Principal
*Title Programs:		
*CTE:	<ul style="list-style-type: none"> • 	
*Head Start:	<ul style="list-style-type: none"> • 	
Specialized Instructional Support: (as appropriate)	<ul style="list-style-type: none"> • Deidre Jensen • Tawnya Weaver 	Director of SPED Itinerant SPED Teacher
Tribes & Tribal Organizations: (as applicable)	<ul style="list-style-type: none"> • 	
Students: (if plan relates to secondary school)	<ul style="list-style-type: none"> • Jeremy Vasquez • Meadow Cooke • Logan Cooke • David Harrigan • David Cook • Brennen Cooke • Ashlen Cooke 	12th grade 12th grade 11th grade 10th grade 9th grade 9th grade 8th grade
Other: (as needed)	<ul style="list-style-type: none"> • 	

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

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

The SISD Superintendent, Sherry Becker, presented on Title 1A, School-Wide Improvement Plan, Migrant Ed, Perkins Grant, and SISD Wellness Policy as well as the Advisory School Council and handbook at the September 28, 2021 ASC meeting. Updates and follow-up, including results from the various testing programs, were discussed at the monthly ASC meetings throughout the year. Utilizing staff, parent and community member input, the draft plan was developed, and will be presented at the next Whale Pass School ASC meeting, where additional feedback will be welcomed.

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)
10/25/22	Reviewed MAP testing results and attendance data.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
11/22/22	Reviewed PEAKS spring 2021 test results	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
11/12/22	Reviewed graduation and dropout rate; 100% /0%	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
01/25/22	Reviewed core curriculum, which is aligned with state standards.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
09/27/22	Reviewed changes to electives, and district/state graduation requirements.	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
03/29/22	Reviewed changes in state testing; STAR and PEAKS	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
10/25/22	Reviewed Perkins grant information	<input type="checkbox"/> Planning Team x All Staff x Parents/Community
02/28/23	Will present plan to WPS ASC at monthly meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff x Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/y		<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.

The draft plan will be presented at the February 28, 2023

ASC meeting. The final plan will be emailed to all stakeholders, and posted on the SISD website.

Comprehensive Needs Assessment

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

The 2nd class city of Whale Pass is located on the northeastern corner of Prince of Wales Island. It is a small, remote community with a year-round population of 90-100 people. The summer population reaches 200-250. There are numerous tourist lodges in town due to the outstanding fishing and scenery. In the past year SSRA has closed the fish raising operation. This has resulted in reduced employment opportunities, and the loss of the summer Coho fishery in the bay.

Whale Pass School is a K-12 school that has an enrollment of 16 students this year. There are two full time teachers, and three instructional aides. Two aides are with students throughout the school day, and one aide is with students for part of the day. The school operates on a four-day school week, which allows for the practice of subsistence activities. Subsistence hunting, fishing and foraging provide a significant portion of the food consumed in most households in the community. The school benefits from wide community member involvement and support, and is well-regarded throughout Whale Pass. We maintain excellent relations with both year-round and seasonal residents and business through community service projects, summer jobs, and other out-reach activities.

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 comprehensive needs assessment is conducted on an ongoing basis by both school and district level employees. The assessment process includes continuous monitoring and evaluation of test results including MAP, i-ready, AK STAR, and PEAKS. The district has hired an itinerant SPED teacher to assist with instruction, maintain SPED records, and attend IEP meetings with parents. Stakeholders maintain awareness of potential migrant ed students, Child Find, and other subgroups. Even though the school population is small, there are students with a wide variety of needs.

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	Med	iReady (reading): Among students in grades K-8 73% (8) of students are on or above grade level, 37% (3) students are one grade level below. One of those students was flagged as rushing, which lowered that student's achievement level. This is a significant improvement over past years.
	Mathematics instruction for all students	Med	iReady (math): Among students in grades K-8 73% (8) are at grade level, 25% (2) are one grade level below, and 12% (1) student is two grade levels below.
	Science instruction for all students	Low	All students who completed the most recent PEAKS Science test scored Advanced.

	Other content area instruction for all students		N/A
	Support for students with disabilities	High	There are three students with IEPs. One of those students has a trained full-time one-on-one aide. SPED services are provided multiple times per week through an itinerant SPED teacher.
	Support for migrant students		N/A
	Economically disadvantaged or low achieving students	Med	75% of the student population is identified as economically disadvantaged. All students receive differentiated instruction, are involved in project-based and place-based learning, and are held to high expectations. Most high school students take advantage of dual-credit courses prior to graduation.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		While the elementary teacher is a licensed LEP teacher there are no LEP students enrolled at this time.
Graduation & dropout rate	Ensure students will graduate from high school	High	FY2017: 0% dropout rate FY2018: 100% graduation rate, 0% dropout rate FY2019: 0% dropout rate FY2020: 0% dropout rate FY2021: 100% graduation rate, 0% dropout rate FY2022: 100% graduation rate, 0% dropout rate There are no students at risk for dropping out or not graduating at this time.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Med	FY2020: FY2021 FY2022 There is not a chronic absenteeism issue at the school at this time.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students		There are no homeless or delinquent children in the community at this time.
Curriculum	Core curriculum aligned vertically and with state standards	High	The Alaska State Standards are fully implemented.
Instruction	Effective instructional strategies and tiered interventions	High	Due to the low teacher:student and aide:student ratio all students receive appropriate differentiated instruction based on their needs and talents.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Teachers employ various daily formative assessment techniques. Additionally, multiple modalities including place-based and project-based learning are a cornerstone of the schools instructional techniques. The school uses iReady, MAP, and AK STAR as sources of data for analyzing student needs and progress.
Supportive Learning Environment	Safe, orderly learning environment	High	The school is an extremely safe and supportive environment. Most parents are either teachers or aides at the school.

Family Engagement	Family & community engagement	High	We maintain excellent relations with both year-round and seasonal residents and business through community service projects, summer jobs, and other out-reach activities. Community members are encouraged to attend school events and dinners. Most parents are either teachers or aides at the school.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	The district provides excellent PD during inservice. Surveys are sent out annually to assess where additional PD is needed.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	The district provides excellent PD during inservice, and notifies the teaching staff of numerous PD opportunities throughout the year.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Med	Due to the small size and remote location of the school it is not possible to have teachers on site who are highly qualified in all subject areas. The district addresses this via course offerings through Edgenuity, distance learning and dual credit courses through the state university system.
Leadership	Recruiting, training & retaining qualified principals	Low	While all site principals have been excellent, by the start of FY22 Whale Pass School will have had four site principals in four years. This is due to a variety of factors including budget constraints, leadership changes, and the remote location and geographic size of the school district. We hope the current principal, Shaine Nixon, renews his contract for many years.
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
Retention of site administrators	By the start of FY22 Whale Pass School will have had four site principals in four years.	Retain site Principal for three years.	To be reviewed annually.
Reading	75% of students at grade level, 25% of	Increase % of students at grade level to 85% by the	iReady will be the evaluation tool. This allows

	students one grade level below.	end of the FY22 academic year.	for a review of data three times per academic year.
Math	75% of students at grade level, 25% of students below one grade level or more.	Increase % of students at grade level to 85% by the end of the FY22 academic year.	iReady will be the evaluation tool. This allows for a review of data three times per academic year.

Schoolwide Plan Strategies

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

While significant improvement in student achievement has occurred in the past few years, there is room for improvement. Utilizing testing data to identify specific areas for targeted differentiated instruction for each student will be the basis for continued improvement. Nearly 20% of the student population are identified as intensive needs special education students. These students make up a disproportionate percentage of those students below grade level. Hiring and retaining a competent SPED teacher who can develop and maintain a relationship with these students will be a priority.

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 focus of the curriculum development process has been, and will continue to be, ensuring that there is in-depth coverage of the Alaska State Standards. Whale Pass School teachers will share outlines to units, and collaboratively plan lessons that will support the instructional staff in meeting the needs of all students. Incorporated into the curricula are numerous enrichment materials and activities for students of all ability levels to demonstrate their understanding of the content.

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.

The school-wide strategies employ multiple modalities that support the various needs and learning styles of all students. Beyond the state standards, teachers draw on International Baccalaureate materials and methods, choose stimulating and challenging elective courses, and assist high school students and their parents with dual credit courses.

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

In a small school, such as Whale Pass School, teachers and paraprofessionals are able to collaborate and share ideas regarding both long term strategies and day-to-day activities. Instruction is adjusted quickly to address any perceived challenges students may have with the class content. Both the teachers, site principal and superintendent have years of experience at small sites, special needs students, and challenging standards. Our small size thus becomes an advantage since low student performance is identified quickly, and instructional strategies put in place quickly. Currently there is an itinerant Special Education teacher who visits the school twice a week. Additionally both the site principal and superintendent have years of special education experience.

Annual Evaluation & Review Process

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

Staff will evaluate the effectiveness of the plan through stakeholder meetings and surveys. The goals and objectives of the school-wide plan will be assessed by reviewing testing data and the data from the surveys.

- 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.

School staff will participate in analysis of MAP, AK STAR, and iReady data in order to identify areas of success, and those areas needing continued improvement. Once areas needing improvement are identified, revisions to instructional methods will be made.

- 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.

Specific analysis of at-risk and low achieving student performance on MAP, AK STAR and iReady will be conducted in conjunction with the targeted priorities of the school-wide plan. Correlating the data will be used to demonstrate the strengths and weaknesses in the plan, and adjustments made. Factors such as socioeconomic status and internet connectivity will be used when planning goals and objectives in the school-wide plan.

- 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.

An annual evaluation meeting will be held for this purpose using the lens of assessment scores, survey data, and stakeholder input to determine the overall effectiveness of the plan. All input will be utilized in the revision process. Priorities will be realigned to match the changing needs of the school student population.

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)
<input type="checkbox"/>		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"/>	\$209,040.47	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.

