Port Alexander School
TITLE I SCHOOLWIDE PLAN

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

2022-23

Contents

Contact Information

School Information

Name of School: Port Alexander School   **Name of Principal:** Shaine Nixon

Address (Street, City, State, Zip)**:** PO Box 8170 Port Alexander, AK 99836

Phone: 907-568-2205   **Fax:** N/A   **Email:** Snixon@sisd.org

District Information

Name of District: Southeast Island School District   **Name of Superintendent:** Deidre Jenson

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

Phone: 907-828-8254   **Fax:** 907-828-8257   **Email:** djenson@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 the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
100% (2023 Free and Reduced Price Comparison Report)	x Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes X No	[05/2021]	[05/19/2023]

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 Jenson   **Name of Principal:** Shaine Nixon

Signature: _____   **Signature:** _____

Date: [/   /   ]   **Date:** [/   /   ]

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)).

   o 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;

   o 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)).

   o 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)*	☐ Shaine Nixon	● Principal
Teachers: *(required)*	☐ Julia Trischman ☐ Patrick Trischman	● Lead Teacher ● Teacher
Paraprofessionals: *(required)*	● Shanna Smith ● Michaela Larsen	● Paraprofessional ● Pre - K Teacher/ paraprofessional
Parents & Community: *(required)*	● Molly Kimzey ● Michaela Larsen ● Patrick Trischman ● Julia Trischman	● Parent ● Parent ● Parent ● Parent
School Staff *(required)*	Bud Durdle Paul Young Shanna Smith Michaela Larsen Patrick Trischman Julia Trischman	Maintenance Janitor Paraprofessional Pre-k and paraprofessional teacher lead teacher
Technical Assistance Providers: *(as appropriate)*	Everett Cook	SISD Technology
Administrators: *(as appropriate)*	Shaine Nixon Deidre Jenson	Principal Superintendent
*Title Programs:	● Deidre Jenson ● Amanda Hotch	● Superintendent ● District Grants Clerical Assistant
*CTE:	Shaine Nixon	Principal
*Head Start:	NA	
Specialized Instructional Support: *(as appropriate)*	Kristen DeBord	Speech Therapist
Tribes & Tribal Organizations: *(as applicable)*	n/a	
Students: *(if plan relates to secondary school)*		
Other: *(as needed)*		

Form # 05-18-031 (revised January, 2018)
Alaska Department of Education & Early Development

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

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

Port Alexander School introduced the Schoolwide Plan to the April 6th 2023 ASC Meeting for discussion about the Comprehensive needs assessment data and presentation of the 1st draft of the schoolwide plan, the Final Draft of the plan will be presented to the May 22nd 2023 ASC for Approval and put in action.

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)
01/20/23	Introduction of the plan template to advisory School Council (ASC)	X Planning Team ☐ All Staff X Parents/Community
04/06/23	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team ☐ All Staff X Parents/Community
04/06/23	Presentation of 1st DRAFT schoolwide plan to ASC	X Planning Team ☐ All Staff X Parents/Community
05/22/23	Presentation of Final Draft Schoolwide plan to ASC for Approval	X Planning Team ☐ All Staff X Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ Parents/Community
mm/dd/yy		☐ Planning Team ☐ All Staff ☐ 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.

Teachers communicated directly to the parents of the community via in-person, email, or on the phone inviting parents to ASC meetings held in-person and via Zoom so all could attend. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

Comprehensive Needs Assessment

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

Port Alexander School is a K-12 school that is located on the tip of Baranof Island in a beautiful pristine part of the Tongass National Forest in Southeast Alaska. Our community consists of 42 year-round residents and about 100 summer residents. Our economy is driven by fishing and consists of mostly caucasian residents. Our student body is a high population of migrant education students and consists of mostly k-6 students with a few high school/middle school students. Depending on the time of year, we serve around 11-16 students.

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.

Teachers communicated directly to the parents of the community via in-person, email, or on the phone inviting parents to ASC meetings held in-person and via Zoom so all could attend. The minutes and agenda were posted publicly and presented to the school board, another public community event.

Teachers presented assessment data at conferences. The principal met 1:1 with parents/guardians at parent/teacher conferences to discuss questions/concerns.

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	**MAP Scores Growth** between 22-23: ● 20% students tested in the High Percentile ● 20% students tested in the High Average Percentile ● 60% of students tested in the Average Percentile **iReady (reading):** ● Our group of students as a whole grew 116% in reading. According to the iready data, all students are on-level for reading. **2021-2022 AK STAR:** ● Only 20% of the student population took the AK STAR test. This one student tested in the "Proficient" Range.
State Summative Assessment and other district assessment data	Mathematics instruction for all students	High for 20% of the student population	**MAP Scores Growth between 22-23:** ● 20% students tested in the High Percentile ● 80% students tested in the Average Percentile **2021-2022 AK STAR:** ● 20% of the student population took the AK Star test. This student testing in the "Needs Support" Range.

Form # 05-18-031 (revised January, 2018)
Alaska Department of Education & Early Development

	Science instruction for all students	Unk	Awaiting scores
State Summative Assessment and other district assessment data	Other content area instruction for all students	Med	Variable; for the past 7+ years, staff turnover along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction. Sustainability of teachers would be of value for content area instruction for all students.
State Summative Assessment and other district assessment data	Support for students with disabilities	med	20% of our student population does have an IEP for speech. Progress is being made, and as long as this continues, this student will graduate from these services within the next year.
State Summative Assessment and other district assessment data	Support for migrant students	High	Migrant students are provided with education services through the use of additional paraprofessional hours in order to provide additional academic support, as well as supplies and materials for use during absences from school.
State Summative Assessment and other district assessment data	Economically disadvantaged or low achieving students	High	Port Alexander has a high low-income per living so rural population.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	No students with EL needs currently enrolled. If students were enrolled, additional training and support would be provided to the school.
Graduation & dropout rate	Ensure students will graduate from high school	Low	Port Alexander has had 100% graduation rate in the last 4 years.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2019-2020: 95.08% attendance rate 2020-2021: 97.72% attendance rate 2021-2022: 95.13% attendance rate 2022-2023: 95% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Port Alexander School does not have any homeless, neglected, or current students in foster care.
Curriculum	Core curriculum aligned vertically and with state standards	Med	Core curriculum is aligned to the Alaska state standards.
Instruction	Effective instructional strategies and tiered interventions	Med	It's always a great idea to have the knowledge and skills to effectively handle RTI interventions
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	Time needed for continual analysis of assessment data to drive instructional support and RTI.
Supportive Learning Environment	Safe, orderly learning environment	Med	Our students come to school early and want to stay and play after school. We have a safe, orderly learning environment.

Family Engagement	Family & community engagement	Med	The school team has great relations with the students and parents of the community. 100% parent attendance at our monthly ASC Meetings and community gatherings.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Med	Need for continual opportunities to attend professional development focused on RTI, instruction and assessment.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Med	Need for ongoing collaboration between staff.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	There has been no retention in teachers at Port Alexander for a few years. We make a great team of paras and teachers, and academic scores of students have also increased due to our staff team in Port Alexander
Leadership	Recruiting, training & retaining qualified principals	Low	We have a solid community-involved lead teacher at the site. We also have a Principal off-island principal who involves himself as much as needed. Our Superintendent has also been a huge support to our community.

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
Literacy	iReady MAPS AK STAR	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & AK STAR `
Math	AK STAR MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in AK STAR & MAPs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will complete iReady, MAPs, and AK STAR assessments as pertinent to grade level	Embedded administrative records in assessments Grading Lesson planning will reflect attention to areas that need support & student differentiation

Schoolwide Plan Strategies

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

The school will continue testing and evaluating students with MAPS, AK STAR, iReady and other district provided tests. Once that data is available we will be able to directly change the instruction each student receives to target the area where there is need.

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.

We will use migrant funds to provide paras to students who need help to reach grade level in all subjects. Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will be support their academic progress.

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.

Last year, we had 1.5 for k-12 students. The additional 0.5 teacher allowed for more class choices to the upper grades and more hands on classes for elementary classes with less computer based learning. We are going down to 1.25 teacher, but we are still going to keep our paraprofessional hours to help with students. This will allow students to stay on track.

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

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built to allow students a safe learning environment.

Annual Evaluation & Review Process

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

The ASC will meet with the principal and any other integral parties to reflect on the implementation and advise as needed.

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 use applicable data in reporting to the state.

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 will evaluate data from pertinent assessments & classroom grading in ascertaining goals being met. Student voice will be integral to this analysis.

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.**

The school will use the data from pertinent assessments to inform any corrections of course needed, taking into account classroom grading and student voice.

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	$	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
X☐	as needed	Title I, Part C: Education of Migratory Children**
☐X	as needed	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	as needed	Title IV, Part A: Student Support and Academic Enrichment Grants
☐		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☐		State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

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