

# Barry Craig Stewart Kasaan 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:** Barry Craig Stewart Kasaan School **Name of Principal:** Shaine Nixon

**Address** (Street, City, State, Zip): Box KXA Kasaan, AK 99950

**Phone:** 907-542-2217 **Fax:** n/a **Email:** snixon@sisd.org

### District Information

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

**Address** (Street, City, State, Zip): PO Box 19569, Thorne Bay, AK 11191

**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 poverty rate is below 40%, does the school have an approved waiver on file with DEED?
47% 2022-23	<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]	[06/08/23]

## 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 Interim

**Name of Principal:** Shaine Nixon

**Signature:** \_\_\_\_\_

**Signature:**  \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** 6/12/23

## 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
<b>Principal:</b> (required)	Shain Nixon	Oversees the instructional program, curriculum, professional development, student discipline and teacher/staff evaluation
<b>Teachers:</b> (required)	Mike Congdon	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.
	Karen Freese	Elementary Teacher. In charge of planning and facilitating instruction for pre-K through 4th grade in all subject areas. Maintaining accurate grades, attendance.
<b>Paraprofessionals:</b> (required)	Jessica West	Instructional aide for K through 12th grade.
	Amanda Hendrixson	Food Service
<b>Parents &amp; Community:</b> (required)	Jessica West Terry West Andy West LaNeice Congdon	Parent/President ASC Treasurer ASC Parent/Vice President ASC Parent/Secretary ASC
<b>School Staff</b> (required)	N/A	
<b>Technical Assistance Providers:</b> (as appropriate)	Everett Cook	He supports Kasaan from the district office in Thorne Bay. He maintains all electronic devices, the network, software, hardware.
<b>Administrators:</b> (as appropriate)	Deidre Jenson	Superintendent
	Shaine Nixon	Principal

<b>*Title Programs:</b>	SUPERINTENDENT	Superintendent
<b>*CTE:</b>	Mike Congdon	Teacher CTE elective classes
<b>*Head Start:</b>	Terry West	Early Education Coordinator
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	Deidre Jenson Amanda Hotch	Superintendent District Grant Clerical Assistant
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	OVK, Organized village of Kasaan	Takes care of all the needs of the local tribe and members.
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<a href="#">Anna Congdon</a> Lily West Judah West Ben West Ahranna Taylor	9th 8th 10th 8th 8th
<b>Other:</b> <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.**

The previous 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.

**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)
10/17/22	Introduced and talked about Plan template to Advisory School Council (ASC)	X Planning Team x All Staff x Parents/Community
11/14/22	Review Maps testing results for templet plan	X Planning Team X All Staff <input type="checkbox"/> Parents/Community
01/16/23	Discussed needs of school wide plan and information to be gathered	X Planning Team X All Staff X Parents/Community
02/10/23	Discussed and worked on data for school wide plan	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03/20/23	Presentation of 1st draft to ASC and staff	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy	Presented 2nd draft to planning team	X Planning Team X 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
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
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.**

An invitation was sent out to all parents and staff members to attend our May ASC to discuss the final draft of the plan. A Final draft plan will be presented at the June 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 Organized Village of Kasaan is on the east side of Prince of Wales Island on Kasaan Bay off Clarence Straits. It is a small, remote community with a year-round population of 50-75 people.

The Barry Craig Stewart School is a K-12 school that has an enrollment of **16?** students this year. There are two full time teachers, and one instructional aide. The school operates on a four-day school week. The school benefits from wide community member involvement and support, and is well-regarded throughout Kasaan area. 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 district and school level employees. The assessment process includes continuous monitoring and evaluation of test results including and not limited to MAP, i-Ready, AK STAR, PEAKS and DIBELS. Within the district a SPED teacher helps with instruction, maintains SPED records and attends IEP meetings with the parents. Stakeholders maintain awareness of potential migrant students, Child Find and other subgroups. As in all schools, no matter the number of students, there is a wide variety of needs to help the students reach their academic goals.

## C. Summarize the areas of 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	<p>MAP Scores Growth between 22-23</p> <p>2022-2023 PEAKS ELA 22-23 N/A</p> <p>iReady Mid or Above Grade Level <b>24%</b> Early On Grade Level <b>24%</b> One Grade Level Below <b>18%</b> Two Grade Levels Below <b>6%</b> Three or More Grade Levels Below <b>0%</b></p>

	Mathematics instruction for all students	High	MAP Scores Growth between 22-23 2022-2023 PEAKS ELA 22-23 N/A
	Science instruction for all students		
	Other content area instruction for all students	High	
	Support for students with disabilities	High	Transient nature of students. Student supported by staff, staff needs more training
	Support for migrant students		N/A
	Economically disadvantaged or low achieving students		Will interview parents & students to determine needs. All school supplies provided, breakfast and lunch free, no fees for classes
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	N/A
Graduation & dropout rate	Ensure students will graduate from high school	Low	2017-18 75% graduation rate and 25% drop out. 3 students in senior class.  2019-2020 100% graduation rate and 0% drop out rate.  2021- 2023 no seniors to graduate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2020-2022, 90% attendance rate  2022-2023, 95% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	There are no homeless students at this time. Students will be provided support by the school and the community agencies; foster care students are provided support from Community Connection and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	High	All materials are available district-wide PreK-12 all core subjects, materials from district. Curriculum committees meet to analyze and update curriculum State standards fully implemented.

Instruction	Effective instructional strategies and tiered interventions	High	Class size, one-on-one teaching and instruction gives appropriate levels of learning. a wide variety of teaching strategies are used.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Teachers use various daily formative assessment techniques. Map, I-ready and peaks are ways to collect and analyze students' learning needs.
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was used with updating the student handbook. Most of our school has the help of students' parents as cooks, para, and teachers. Our school has a safe and supportive environment.
Family Engagement	Family & community engagement	Med	ASC and school board meetings include the whole community School calendar sent home as needed as a reminder and letters and flyers are set out weekly. Teachers stay in contact with parents and community members daily with texting and e-mail.  Most parents work with organizations that support our student learning.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	mild	Staff would like more support in assessing their instruction with data driven assessment. Some support is given from the district.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Professional development opportunities are given throughout the year. Teachers are given opportunities to attend classes and workshops to develop teaching skills. There are learning opportunities through online classes and in person training.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	low	Principal is supported by the superintendent and other staff in hiring qualified individuals.
Leadership	Recruiting, training & retaining qualified principals	Low	Superintending and school board are the ones recruiting, training and retaining qualified principals. Leadership changes have made it difficult to retain and keep qualified principals.
Other:			
Other:			
Other:			

**C. 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 PEAKs	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPs, & PEAKs
Math	iReady MAPS PEAKs	Improve each student's performance in math fluency by 10%	Embedded administrative records in iReady, MAPs, & PEAKs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teacher will complete iReady, MAPs and PEAKs 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.

Utilize testing data to identify specific areas of improvement and implement data rich intervention in the form of assessment that will be utilized to tailor instruction students.

### 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.

Time will be taken in an in-depth study to state standards to keep in compliance. Students will have academic instruction differentiated to support their individual 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.

Teachers will attend training by the state professional development opportunities and will emphasize supporting staff in differentiating instruction for students based on data pulled from assessments. The school will employ multiple modalities that support the various needs and learning styles of all students.

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

Barry Craig Stewart School, teachers and paraprofessionals will collaborate and share ideas regarding both long term strategies and day-to-day activities. Instruction is adjusted to address any challenges students may have with the class content. Our small size is an advantage, low student performance is identified quickly, and instructional strategies put in place. New phenomena based-learning strategies will be implemented and taught to students to give a better learning opportunity.

## Annual Evaluation & Review Process

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

Staff, parents and administration will evaluate the effectiveness of the plan with the ASC and other integral parties to reflect on the changes and needs.

### **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 such as maps, I-ready and STARS in identifying areas of need and success to assist in reporting.

### **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.**

Teacher and staff will evaluate data taken from Maps, I-ready and STARS and classroom grading in ascertaining goals being met. Weaknesses will be identified and addresses and new goals made to follow and may need to reevaluate the 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.**

We will try to hold an annual meeting to evaluate assessment data, parents' goals, and pertinent assessment to determine the overall effectiveness of the plan. Use student surveys to determine revisions and or improvements. Last, changes will be made if needed to for the changing population of the school.

## 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"/>		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.