Clarks Point School
TITLE I SCHOOLWIDE PLAN

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

2023-24

Contents

Contact Information

School Information

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District Information

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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?
100%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☐ Yes ☒ No	08/01/2014	04/30/2023

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: Steve Noonkesser

Signature:

Date: 05/22/2023

Name of Principal: Angelia Kelly

Signature: Angelia D. Kelly

Date: 05/22/2023

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: *(required)*	● Angelia Kelly	Development and implementation
Teachers: *(required)*	● Anna Hennessy	Development and implementation
Paraprofessionals: *(required)*	● None Available	● None Available
Parents & Community: *(required)*	● Sharon Clark ● Karen Wassily ● Freddie Taylor	CSC Chairperson - Development CSC/Parent - Development CSC/Parent - Development
School Staff *(required)*	● Kaylee Wassily-Walker ● Pauline Wassily	Janitor/Secretary - Development Cook - Development
Technical Assistance Providers: *(as appropriate)*	●	
Administrators: *(as appropriate)*	● Esther Ilutsik ● Rick Mauderer	Yup'ik Studies implementation and support Instructional program implementation and support
*Title Programs:	● Jon Clouse	Monitoring and support
*CTE:	● Jon Clouse	Development
*Head Start:	● N/A	
Specialized Instructional Support: *(as appropriate)*	●	
Tribes & Tribal Organizations: *(as applicable)*	● Clarks Point Tribal Council	Development
Students: *(if plan relates to secondary school)*	●	
Other: *(as needed)*	●	

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

There will be one small team consisting of school staff and a larger team consisting of school staff, parent(s), Tribal representative, community member(s), and district staff as needed.

1.   Staff team meets to perform an initial needs assessment based on available data (statistical and anecdotal).
2.   Initial needs assessment is brought to the whole team to determine additional areas of need; prioritize the needs; and develop goals to address between one and three need areas. The timeline of the goals may be several years in the future to allow for full implementation of a plan.
3.   Staff team meets to develop an actionable plan to address the identified needs areas.
4.   The initial actionable plan is brought to the whole team for review and revisions are made as necessary.
5.   The Title IA plan is presented to the community at the annual Title IA meeting in the fall of the following year.
6.   Recruitment of stakeholders to be a part of the planning team occurs during the fall Title IA 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)
09/14/2022	Title IA Budget	☒ Planning Team ☒ All Staff ☒ Parents/Community
09/14/2022	Educational Overview	☒ Planning Team ☐ All Staff ☒ Parents/Community
11/2/2022	Parent/Family Engagement Plan Development	☒ Planning Team ☐ All Staff ☒ Parents/Community
08/31/2022	Open House	☒ Planning Team ☒ All Staff ☒ Parents/Community
3/21/2023	Review of needs assessment and communication plan	☒ 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.**

The planning process, data collection, plan development, and plan approval communication plan is as follows:

●   September - a letter is sent home to all parents.
●   September – process explained during annual Title IA meeting with community
●   September – process is presented at a local CSC meeting
●   September – recruitment of stakeholders for the planning team
●   February – needs assessment is completed
●   March – schoolwide plan updated
●   April – revised schoolwide plan presented at a local CSC meeting or parent/community meeting
●   April – letter sent home about revised plan and explaining how to access the Title IA Schoolwide Plan

Comprehensive Needs Assessment

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

Clarks Point School is a K-12 school located in the community of Clarks Point and has a student population of about 10-15 students. Clarks Point School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area. The community of Clarks Point has a population of about 50-60 residents.

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 comprised of several steps that include, but are not limited, to the following activities:

1. A profile review that consists of an analysis of student achievement (AK Star, MAP, local assessments) attendance, enrollment trends, graduation rates, and behavioral data. This data is broken down by sub-group when possible.
2. A profile review that consists of an analysis of instructional staff retention rates, attendance, qualifications, and other information (teachers and paraprofessionals)
3. A program review of site specific programs including a fidelity review, cost analysis, and desired outcomes.
4. A practice review that includes an assessment on a multitude of indicators in the areas of leadership, recruitment/retainment of staff, instructional transformation, and the culture of learning.
5. A community review was completed to engage the community in identifying areas of need and strengths.

The needs assessment is outlined in the schoolwide plan which is shared with staff and community through the district website, at the annual Title IA meeting, during a CSC meeting, and available by hard copy by request.

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	2021-22 AK STAR proficiency rate was 20% or fewer Winter 2022-23 MAP Reading data indicates 16.7% of students are above the 41st percentile (2 of 17)
	Mathematics instruction for all students	Medium	2021-22 AK STAR proficiency rate was 25% or fewer Winter 2022-23 MAP Math data indicates 16.7% of students are above the 41st percentile (2 of 12)
	Science instruction for all students	Low	Winter 2022-23 MAP Science data indicates 1 student is in the 71st percentile and 2 students are within the 20th percentile
	Other content area instruction for all students	Low	Assignments and tests relating to the curriculum.
	Support for students with disabilities	Medium	2021-22 attendance rate was 92.35% No data 2021-22 AK STAR ELA assessment available No data 2021-22 AK STAR Math assessment available
	Support for migrant students	Medium	2021-22 attendance rate was 92.47% No data 2021-22 AK STAR ELA assessment available No data 2021-22 AK STAR Math assessment available
	Economically disadvantaged or low achieving students	Medium	2021-22 attendance rate was 91.75% 2021-22 AK STAR ELA proficiency rate was 20% or fewer 2021-22 AK STAR math proficiency rate was 25% or fewer
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	N/A	No EL students
Graduation & dropout rate	Ensure students will graduate from high school	N/A	2021-22 graduation rate was N/A (no high school cohort) 2021-22 drop out rate was 0%
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2021-22 attendance rate was 91.60% 2021-22 chronic absenteeism was not able to be calculated due to small student population

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Foster Care Students - 2021-22 attendance rate was 83.56% No identified homeless children There are policies and procedures in place to ensure students in these demographics have the opportunity for an education including the removal of school enrollment barriers.
Curriculum	Core curriculum aligned vertically and with state standards	Low	The adopted curricula went through a review process by a curriculum committee to ensure alignment to state standards
Instruction	Effective instructional strategies and tiered interventions	Medium	Without a special education teacher, the general education teachers spend extra time with identified students to provide interventions and effective instructional strategies.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Students take weekly spelling tests and chapter math tests.
Supportive Learning Environment	Safe, orderly learning environment	High	Classroom rules are stated verbally, posted, and students are reminded frequently.
Family Engagement	Family & community engagement	High	Migrant family engagement nights occur 2x a year.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Medium	All staff members take their required eLearning assessments at the beginning of the year.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	Certified staff attend conferences online and in person for professional development.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Medium	The hiring process is initiated at the district level
Leadership	Recruiting, training & retaining qualified principals	N/A	The hiring process is initiated at the district level
Other:			

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
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
Reading	All students are below the mean based on the 2022-23 winter MAP assessment RIT scores according to the 2022 normative data worksheet	At least 75% of students will not show a decrease on their reading scores on the Fall 2024 MAP test	The 2024 Fall MAP scores.
Reading	The 2021-2022 AKStar test showed 71% of students are at a Level 1: Need Support.	On the 2023-2024 AKStar test, the percentage of students that are at Level 1: Need Support will decrease to 40% or lower.	The 2023-2024 AKStar test results
Test Taking Strategies	The 2021-2022 AKStar test showed that 34.5% of our students had not answered all of the questions on the test.	The 2023-2024 AKStar test will show a 40% improvement in the number of questions answered per student.	The 2023-2024 AKStar test results.

Schoolwide Plan Strategies

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

Reading: 1. Read aloud; 2. Reading homework and book reports; 3. Parent reading participation; 4. Drop Everything and Read

Test Taking Strategies: 1. Practice reading directions; 2. Complete practice tests; 3. Practice with the tools available for the online tests

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.

Rigorous fidelity to the curriculum, posting of the standards for each lesson, progress monitoring through Dibels testing, interventions for students with disabilities and migrant students, parent engagement nights about literacy, individualized reading plans, including the development of such plans, and professional development for staff to attend a Reading conference or READS Act training and Dibels training.

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 staff at the school will teach the curriculum for understanding of the concepts, they will provide homework that reinforces the lessons learned and they will track what standards the students are meeting and those they need to work on. Staff will encourage students to participate in extracurricular activities that will help them with their learning including homework club, tutoring, providing the supplies needed to help students learn, family engagement nights, BBRCTE and cultural activities.

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

The school will address the needs of those at risk of not meeting the challenging State academic standards by providing the appropriate interventions and extra educational assistance. Staff will attend reading conferences, READS Act training and Dibels training to assist them with helping all students. Staff will host literacy parent engagement nights.

Annual Evaluation & Review Process

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

By looking at the 2024 Fall MAP scores to see if there was a decrease and by looking at the 2023-2024 AKStar test results to determine the percentage of students who need support and the percentage of students who answered all the questions.

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.**

By reporting the percentages of students who increased their Reading score on the 2023 MAP test and by reporting the percentages of students who are no longer identified and Need Support and the percentage of students who answered all the questions. Parents will get a report stating the percentage of students who answered all of the questions versus the percentage of students who did not answer all of the questions

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.**

We will evaluate the results by determining what actions need to be taken in the classroom and at home to continue to assist the students who decreased their MAP reading score, who identify under the category Need Support on the AKStar assessment, and for if we don't see a 40% increase in the number of questions answered fully.

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 results of the annual evaluation to determine if the effectiveness of the schoolwide plan was successful or if revisions will need to be made to the plan. Depending on the success of each area of need, that area may be reintroduced, revised or even removed if it was wholly successful.

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	$28,852	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
☐		Title I, Part C: Education of Migratory Children**
☐		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☐		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
X	$431,875	State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

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