East Elementary

TITLE I SCHOOLWIDE PLAN

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

2023-2024

Contents

Contact Information

School Information

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District Information

Name of District: Kodiak Island Borough School District   **Name of Superintendent:** Dr. Cyndy Mika

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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?
47.8 %	**X Yes**	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
X☐ Yes ☐ No	09/01/2023	05/01/2024

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: Dr. Cyndy Mika   **Name of Principal:** Melissa Griffin

Signature: **Signature:** Melissa Griffin

Date: [MM/DD/YYYY]   **Date:** 11/06/2023

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)).

- 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)*	• Melissa Griffin	Prinicipal
Teachers: *(required)*	• Pam Grey • Jessica Skonberg • Ceirra Ruckman • Sarah Austin • Roy Thomas • Connor Whiteside • Sarah Coburn • Samantha Trosvig • Josh Elle • Kelly Nash • Jessie Madrigal • Taylor Holen • Lindsy Lopez • Monica Claridge • Tim Wolcott • Julie Hargraves • Christine Vidal • Jemuel Vidal • Calista Pruitt • Jamie Finley •	• Instructional Coach • Kindergarten Teacher • Kindergarten Teacher • Second Grade Teacher • Second Grade Teacher • Second Grade Teacher • Third Grade Teacher • Third Grade Teacher • Fourth Grade Teacher • Fourth Grade Teacher • Fourth Grade Teacher • Fifth Grade Teacher • Fifth Grade Teacher • PE Teacher • Music Teacher • ELAP • SPED • SPED • SPED • SPED
Paraprofessionals: *(required)*	• Susan Patrick • Brandy Reed • Melissa Magnuson	Paraprofessional
Parents & Community: *(required)*	• April Mc Bride	Parent
School Staff *(required)*	• Natasha Kutchick • Ericka Shauff • Lisa Cooper	• Secretary • Secretary • School Nurse
Technical Assistance Providers: *(as appropriate)*	•	
Administrators: *(as appropriate)*	• Todd Burton	
***Title Programs**:	•	
***CTE**:	•	

Representation	Name of Team Member	Roles/Responsibilities
*Head Start:	•	
Specialized Instructional Support: *(as appropriate)*	• Laura Griffin • Tania Silva Johnson	Federal Programs Social Work Kodiak Island SD Social Work
Tribes & Tribal Organizations: *(as applicable)*	• Melissa Magnason	Migran Education- Family Engagment committe
Students: *(if plan relates to secondary school)*	•	
Other: *(as needed)*	•	

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

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

- Ongoing Foundations Team meetings that focus on school-wide behaviour expectations
- Regular staff meetings provide a venue for professional development, make data-driven decisions, get feedback, ect.
- Collaboration Blocks-common time is provided for grade level teams to meet on a weekly basis to collaborate, review students data, develop common formative assesments, and plan instruction.
- Surveys- including the district-wide School Climate and Connectedness Survey and surveys addressing specific needs and topics designed by the Foundations team
- PTA meetings.

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)
July 23	Common Area Expectations & Protocols Expectation for Supervisors Classroom Expectations	X P lanning Team X All Staff X Parents/Community
August 23	Common Area Expectations & Protocols Expectations for Supervisors Classroom Expectations Rolled out Foundations Manual to all staff	X Planning Team X All Staff X Parents/Community
September 23	Defining Roles of the Leadership Team Constructing and Maintaining a Positive Climate Reestablished School-Wide Guidelines for Success for Teachers, Students, and Parents Grade Level Teams set up progress monitoring groups Review 3 levels of misbehavior and make edits based on feedback Revised policies Collected data from common areas	X Planning Team X All Staff X Parents/Community
October	Review current skills, traits, and attitudes in our school Reteach our Guidelines for Success and how they relate to our Common Areas and Classrooms Sent our parent communication to inform them of our Guidelines for Success Grade Level Teams revised progress monitoring groups Recess expectation poster creation Updated recess policy	X Planning Team X All Staff X Parents/Community
November	Finalized Guidelines for Success lesson plans Monitored understanding of student understanding of our Guidelines for Success	X Planning Team X All Staff X Parents/Community

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
January	Wrapped up Guidelines for Success Work Consciously creating a positive culture through Ratios of Positive Interactions Guiding staff and teachers through understanding ratios of interaction and how to avoid the criticism trap Grade Level Teams set up & revised progress monitoring groups All staff reboot on 3 levels of misbehavior	X Planning Team X All Staff X Parents/Community
February	Guiding staff and teachers through understanding ratios of interaction and how to avoid the criticism trap Examined our approach to data driven approach to instruction Revise 3 levels of misbehavior based on feedback	X Planning Team X All Staff X Parents/Community
March	Identify ways to increase positive interactions Fine tune our positive and corrective interactions	X Planning Team X All Staff X Parents/Community
April	Create a plan to continuously work on ratios of positive interactions	X Planning Team X All Staff X Parents/Community
May	Create a plan on improving attendance with staff and students Administer May Benchmark and analyze data to prepare for upcoming school year Virtual Parent Meeting	X Planning Team X All Staff X 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.

Flyers that were posted on School Facebook page, emailed to parents and sent to parents on Seesaw. Information is included in the monthly newsletter

Comprehensive Needs Assessment

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

East Elementary is a school that serves Preschool-5th grade students. We have 14 general education teachers, 4 special education teachers, 1, ELAP teacher, 3 preschool teachers, 1 music teacher, 1 gym teacher, 1, instructional coach, 1 remote speech pathologist, and 1 part time occupational therapist. In addition we have a paraprofessional team of 47 who work with our preschool team, ELAP students, and general education students. We have a school psychologist, a conselor, and an instructional coach who work with all teachers in student identification, instructional practices, and classroom management.

We have 277 students of varying backgrounds and soci0-econominc status with 47% on free reduced lunch status.

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.

During building in-service in August and after benchmark assessments, teachers met in grade level teams to discuss and analyze their data. They placed students in intervention groups.

After benchmark testing, our special education teachers have been working with grade level teams to ensure that students are in core, as well as receiving their interventions at a time that does not interrupt their core instruction with their peers. Our ELAP program pushes in to support students during core classes and pulls to work on language development throughout the day.

Students who were placed on IRIPs are receiving a 40 minute intervention each day and are monitored with the district progress monitoring measure twice a month. All parents of children on an individual reading plan were informed of their students performance by mail and a phone call. Progress will be shared with parents at the parent conferences in the fall.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	61 % of students in grades Kindergarten through third grade were below benchmark in early reading skills. We need to focus on foundational skills matery by the end of first grade so students can begin practicing to read for content by third grade. 47% of students tin 3-5th grade were below proficiency in reading comprehension skills and 52% wer below profiecency in language usage.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Mathematics instruction for all students	High	According to fall benchmark data, East Elementary was 62% below profieciency in math in grades 3-5.
	Science instruction for all students	Medium	The improvements in math and literacy will help with this
	Other content area instruction for all students	Low	East Elemenatry's primary focus is in reading and math. All other content areas can benefit from the emphasis in this ara.
	Support for students with disabilities	HIgh	All students in special eduation continue to receive their core. We need to ensure that core instruction is protected.
	Support for migrant students	Low	Students in migrant ed receive specialized instruction from our Migrant Ed paraprofessional as well as social emotional support through the use of lunch bunches.
	Economically disadvantaged or low achieving students	Medium	
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	There is a need to better integrate ELAP WIDA standards into core instruction to support our students in general education classoloms. Reading and writing are high areas of need.
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	We have about a 6 percent of our students with chronic absenteeism.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	This is a consistent focus in data analysis in all discussions.
Curriculum	Core curriculum aligned vertically and with state standards	High	We have continued to adapt our curriculum to meet the needs of our students based on data. We continue to pursue reading curriculum that supports the science of reading
Instruction	Effective instructional strategies and tiered interventions	High	Teachers have access to an instructional coach as well as ongoing professional development.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	We have a consistent approach to progress monitoring. We have inconsistent formative assessments across grade levels.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Supportive Learning Environment	Safe, orderly learning environment	Medium	Through the Foundational Leadership Team, we are working on solidifying a framework to support student learning.
Family Engagement	Family & community engagement	High	We are redeveloping our PTA and hoping to offer more oppurtunities for family engagement.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	This is an ongoing need for all staff.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	The instructional coach supports all staff.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	
Leadership	Recruiting, training & retaining qualified principals	Low	
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
Reading Foundational skills	According to fall benchmark East Elementary was 61% below proficiency in foundational reading skills and 47% % below proficiency in broad reading skills.	Decrease the amount by ½ over the next 2 years by build a framework to support Tier I instruction, and continuing to consistently implement interventions for Tier II and Tier III.	Amplify

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Math Foundational Skills	According to Fall Benchmark data, East Elementary was % below proficiency in Early Math Skills and 62 % below proficiency in broad math abilities	Decrease the amount by ½ over the next 2 years by build a framework to support Tier I instruction, and continuing to consistently implement interven	Fastbridge
Supportive Learning Environment	According to parent and staff surveys, they report they would like more supportin in Tier 1 behaviour support. They also indiciated a need to have structures in place for Tier 2 and Tier 3 behaviour support	Continue to build our Tier 1 behavour schoolwide approach to school and classroom management through the Foundations Leadership Team	Decrease in the amount of Tier 2 and Tier 3 behaviour plans.

Schoolwide Plan Strategies

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

Academic Intervention goal: To further develop and refine our building intervention processes in both reading and math by creating clear expectations for small group instruction to include process, progress monitoring and interventions.

Tiered Behavior Framework goal: To continue to develop the tiered approach to behavior by refining and building behavior tiers

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.

Develop and consistently follow the Tier I instruction framework and put interventions in place for students needing Tier II and Tier III supports in the challenging State academic standards.

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.

Develop and consistently follow the Tier I instruction framework and put interventions in place for students needing Tier II and Tier III supports in the challenging State academic standards. Provide weekly collaborative team meetings to discuss and plan for each Tier.

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

Develop and consistently follow the Tier I instruction framework and put interventions in place for students needing Tier II and Tier III supports in the challenging State academic standards. Provide weekly collaborative team meetings to discuss and plan for each Tier.

Annual Evaluation & Review Process

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

Regular review and discussion of work towards that overall goals of the Foundations Leadership Team and staff. We will use our school data to inform our decisions. Surveys out to staff, students and parents will be sent to assess how they feel we are doing in moving towards our goals.

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.

Our Foundations Leadership Team meets weekly and we meet with the entire staff monthly to discuss progress. We hold parent meeting(s) throughout the year to discuss progress on our goals. It is also summarized in our board reports and in our school newsletter.

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 weekly progress monitor all students who are in need of additional support based off the benchmark data. Grade level teams use that data to flexibly group their students in skill groups. These groups meet on a daily basis for targeted interventions.

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.

As mentioned above, we analyze our benchmark data three times per year and discuss how we are reaching our building goals and how this feeds into classroom and group goals. We make sure to rate of improvement for all students, this way we are not missing the target group.

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	126,532.66	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
x	70,000.00	Title I, Part C: Education of Migratory Children**
x	14,000	Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
x	5,000	Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
x	10,000	Title IV, Part A: Student Support and Academic Enrichment Grants
X	17,000	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☐	69,453.00	State Funds- combined with local funds
☐		Local Funds- combined with state funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

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