

Jeffery A. Bader Memorial School
Holy Cross, AK
TITLE I SCHOOLWIDE PLAN

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

2021-2022



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Contact Information

School Information

Name of School: Jeffery A. Bader Memorial School Name of Principal: Arlyne Labadan

Address (Street, City, State, Zip): 102 Main Street, Holy Cross, AK 99602. (PO Box 210)

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District Information

Name of District: Iditarod Area School District Name of Superintendent: Helen Cheek

Address (Street, City, State, Zip): 90 Chinana Ave McGrath, Ak 99627

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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?
80%	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10-06-21	03-04-22

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: Helen D. Cheek

Name of Principal: A

Signature: *Helen D. Cheek*

Signature: *Arlyne Labadan*

Date: 10-06-21

Date: 10-06-21

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: <i>(required)</i>	<ul style="list-style-type: none"> • <u>Arlyne Labadan</u> 	Principal/Teacher
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> • Fritzie Sillabe 	Teacher
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> • Dawn Ladeira 	Team Member
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> • Rebecca Turner 	Collaborator
School Staff <i>(required)</i>	<ul style="list-style-type: none"> • Lavern Turner 	Collaborator
Technical Assistance Providers: <i>(as appropriate)</i>	<ul style="list-style-type: none"> • Chris Romine 	Tech
Administrators: <i>(as appropriate)</i>	<ul style="list-style-type: none"> • Helen Cheek 	Team Member
*Title Programs:	<ul style="list-style-type: none"> • Helen Cheek 	Budget Administrator
*CTE:	<ul style="list-style-type: none"> • Jesse Carnahan 	Tech Instructor
*Head Start:	<ul style="list-style-type: none"> • N/A 	
Specialized Instructional Support: <i>(as appropriate)</i>	<ul style="list-style-type: none"> • Texas Gail • Joyce Turner 	Team Advisors
Tribes & Tribal Organizations: <i>(as applicable)</i>	<ul style="list-style-type: none"> • Eugene Paul 	Collaborator
Students: <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> • Samuel Edwards 10th grader 	Collaborator
Other: <i>(as needed)</i>	<ul style="list-style-type: none"> • 	

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

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

Principal Teachers were notified about the need for a new updated School Wide Plan. The Principal Teachers then created a timeline and asked for teacher, parent, and community member input. The teachers and district office staff gathered data and information to help with creating the plan. The first meeting was held October 6, 2021. The plan was finalized before the start of the 2022 school year. Meetings are already schedule throughout the school year to review the plan and make sure that it is being put into effect in each classroom.

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)
10-06-21	Began discussing ESSA and other school stuff	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
10-06-21	Team begins ground work for Schoolwide Plan	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
11-19-21	Team gathers data	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03-04-22	Parent meeting to offer opportunity for family and community input	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03-04-22	Parent & Family Engagement Policy discussed at Community Meeting	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
03-04-22	Migrant Ed discussed	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
04-15-22	Finalize Plan	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
04-15-22	Parent and Community Meeting Scheduled to discuss ESSA	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
08-15-22	Assess how well the plan is working.	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
08-15-22	Evaluate the plan	<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.

Parents and Community Members were notified that the school was creating a Schoolwide Plan. Notices were sent with the dates and times of future meetings, which would allow them to actively participate and learn about the plan as it was being developed. Information was also available on the school website. Parents are also sent results of all state assessments after they are completed.

There is a meeting scheduled for October 6th to further discuss the plan as well as other information pertaining to ESSA. Parents have been sent a notice of the upcoming meeting and are always welcome to meet with the Principal Teacher to discuss the plan.

Comprehensive Needs Assessment

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

Holy Cross has 21 full time students. Our students have an attendance rate of 92.52%.

With a 2020 population **of 156**, it is the 113th largest city in Alaska and the 17349th largest city in the United States. Holy Cross is currently declining at a rate of -2.50% annually and its population has decreased by -12.36% since the most recent census, which recorded a population of 178 in 2010.

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.

We use DIBELS K-5, MAPS, PEAKS and Sylvan Learning Assessments to formally assess students in grades K-12. These results have given us an idea of areas that need more focus. We also do Child Find each year, which helps us make sure we are providing the necessary resources and assistance needed for all our students to succeed.

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	After the data was collected and assessments complete, we came to the conclusion that our students were lacking a strong Literacy Foundation. 90% of our students are below proficient in Language Arts according to the PEAKS assessment, MAP assessment, and Sylvan assessment.
	Mathematics instruction for all students	High	After the data was collected and assessments complete, we came to the conclusion that our students were lacking a strong Literacy Foundation. 90% of our students are below proficient in Language Arts according to the PEAKS assessment, MAP assessment, and Sylvan assessment.
	Science instruction for all students	Low	We feel that Science will become a higher priority once the students learn how to read.
	Other content area instruction for all students	Low	We feel that Social Studies will become a higher priority once the students learn how to read.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
	Support for students with disabilities	High	Support staff need to be better equipped to support our students with disabilities.
	Support for migrant students	Medium	Need to work on training parents and families so they fully understand the needs of their students and find new ways to support our students who are absent because of their migrant lifestyle.
	Economically disadvantaged or low achieving students	Medium	Incorporate more life skills classes to help students prepare for their future. Need to support CTE programs.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	All of our students speak English and English is their first language.
Graduation & dropout rate	Ensure students will graduate from high school	High	High School students need a counselor to guide them through all the possibilities that Alaska has to offer to graduates.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	Need to find new exciting ways to engage students at school so they learn to enjoy learning. Find new ways to get parents actively engaged.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Have better working relationship with OCS.
Curriculum	Core curriculum aligned vertically and with state standards	Low	All teachers are trained on State Standards and IASD has regular meetings to assess students' progress in correlation to state standards.
Instruction	Effective instructional strategies and tiered interventions	High	Teachers need to be evaluated throughout the year for effectiveness. Teacher strategy meetings district wide
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Opportunities to review data with teachers at the school as well as district wide.
Supportive Learning Environment	Safe, orderly learning environment	Low	Need to ensure all teachers in the school (Including Head Start) are on the same page about safety policies and procedures.
Family Engagement	Family & community engagement	High	Need to find creative ways to get parents involved
Professional Development	PD to support curriculum,	Medium	ALL staff will attend Professional Development provided by the district throughout the year.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
(PD) needs assessment	instruction & assessment		
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	After data has been analyzed opportunities should be found that will be most beneficial to each individual teacher.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	Need to make sure that assessments are relevant to the environment and completed regularly and in a timely manner.
Leadership	Recruiting, training & retaining qualified principals	Medium	Continue to support principal/teachers and encourage them to obtain their Administrative Certifications.

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	Less than 10% of our students are proficient in English and Language Arts	At least 20% of our students will be proficient by May 2022	MAP Assessment Sylvan Learning Assessment
Assessments	Not all staff use formative assessment data to determine the effectiveness of their instruction.	All staff consistently and regularly determine the effectiveness of their instruction using data from a variety of formative assessments.	All Student Assessments and grades (PowerSchool) MAP And Sylvan
Curriculum	Assessments have not been given in every grade for baseline data. PEAKS has never required testing in Science and Social Studies. Reading and Math have sufficient curriculum.	The schools implemented curricula are the same as the district approved curricula, which have been aligned with all the Alaska Content Standards, are researched based, and are fully implemented by all of the staff.	MAP Assessments Grades in PowerSchool Sylvan Learning Assessments
Family and Community Engagement	Baseline will be established in the fall of 2021.	Team will have Parent Meet and Greets at least once a quarter.	Calendar of events and participation and attendance rates.

Schoolwide Plan Strategies

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

This year's teacher in service has been tailored to address the district wide goal areas. A lot of time will be taken to emphasize the importance of Community Engagement, Literacy, and math. Not only will there be time to discuss Assessments at in service, but throughout the school year we will be taking the time to review and assess ourselves and our assessments on a regular basis to ensure that all teachers are aligning their lessons with the state standards and assessing students properly. The School District has recently created a Family Engagement Policy, which we are hopeful, will increase family and community engagement and also give our teacher new ideas on how to involve families and community members on a more regular basis. Sylvan Learning software will be used throughout the district to increase student's readiness in reading and math.

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.

This year we are asking that all of our teacher aids and paraprofessionals are certified, which will better equip them to help all of the students that they work with. We are also working to make sure that ALL teachers understand the State Standards and how to teach them. All teachers will also understand the importance of Assessments and will be shown how to use the data from the assessments to enhance their teaching to ensure ALL students are meeting the standards and are succeeding in school.

C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The school district curriculum committee has worked together to make a list of curricula that meets the state standards. ALL teachers will be using the approved curriculum and are encouraged to supplement the curriculum with local and cultural activities that their students are interested in. This year as a school we are going to focus more on the basics; literacy and math in order to get all students up to the level they need to be and focus less on some of the extra things that we have done in the past. This does not mean that we will not be doing other fun activities, we are just going to make sure that the extra activities do not take away, but instead add to the foundational subjects.

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

As mentioned above we have been made aware of our student's failure to meet the State academic standards in Literacy and Math. This is why we have taken steps to rearrange our school year calendar and daily class schedules in a way that will allow all students to learn and build on these foundational skills. Our School has hired two new aides that meet qualification requirements. Our aides were offered training and had the paraprofessional exam administered while attending our district in-service. All aides and elementary teachers on site will receive reading intervention instruction and continued professional development throughout the school year.

Annual Evaluation & Review Process

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

Roughly every six weeks there is an in-service day scheduled. This in service day already has times scheduled for all staff to review their assessment tools and discuss with other teachers in the district their assessments. There are also meetings scheduled where we will discuss amongst ourselves the effectiveness of our plan. We will also take the time to review the results of our assessments to see if our plan is having a positive effect on our students.

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.

All data from MAP will be gathered into our PowerSchool Program. From there we will be able to see it and access all students' progress and have an idea of what worked well and what still needs to be improved.

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.

This year we are using Sylvan Learning Center software to create an Individual Learning Plan for every student. Each child will have at least one (1) hour of one-on-one tutoring with a certified Sylvan Teacher every day. Assessments will be given in August/September and again in December and April to measure growth.

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 plan is to regularly review the plan to make sure that we are following it. We also plan to use it as a tool to assess us as teachers and then each spring review it to see what has worked well and what parts need to be changed in order to achieve more success for our students.

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 checked="" type="checkbox"/>		Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input checked="" type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input checked="" type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input checked="" type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input checked="" type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input checked="" type="checkbox"/>		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input checked="" type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>		State Funds
<input checked="" type="checkbox"/>		Local Funds
<input type="checkbox"/>		Other:

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