

Thorne Bay School

TITLE I SCHOOLWIDE PLAN

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

2022-23



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Contact Information

School Information

Name of School: Thorne Bay School Name of Principal: Deidre Jensen

Address (Street, City, State, Zip): PO Box 19005, Thorne Bay, AK 99919

Phone: 907-828-3921 Fax: 907-828-3901 Email: djensen@sisd.org

District Information

Name of District: Southeast Island School District Name of Superintendent: Deidre Jensen

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

Phone: 907-828-8254 Fax: 907-828-8257 Email: djensen@sisd.org

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If the poverty rate is below 40%, does the school have an approved waiver on file with DEED?
42.67% (2023 Free and Reduced Price Comparison Report)	<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	[05/18/2022]	[1/19/2023]

Assurance Agreement for Schoolwide Plan

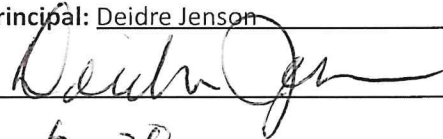
Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Deidre Jensen

Signature: 

Date: [6 / 6 / 20]

Name of Principal: Deidre Jensen

Signature: 

Date: [6 / 6 / 20]

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)	Deidre Jenson	Principal
Teachers: (required)	Sam White Sonya Cook Joel Jenson	MS/HS Teacher 3rd-5th Grade Teacher Kindergarten-2nd Grade Teacher
Paraprofessionals: (required)	Sarah Garrison Rose Mathis	Paraprofessional Paraprofessional
Parents & Community: (required)	Anthony Lovell Anne Lusted Kathryn Milton Korissa Oatman	Parent/ASC Chair Parent/ASC Treasurer Parent/ASC Secretary Parent/ASC Vice
School Staff (required)	Terri Kohn Amy Jennings Amanda Hotch	District Office Administrative Assistant District Registrar/School Secretary District Grants Clerical Assistant
Technical Assistance Providers: (as appropriate)		
Administrators: (as appropriate)	Deidre Jenson	Principal & Superintendent
*Title Programs:	Deidre Jenson Amanda Hotch	Superintendent District Grants Clerical Assistant
*CTE:	Deidre Jenson Sam White	Superintendent CTE grant coordinator
*Head Start:	Terry West	Early Education Coordinator
Specialized Instructional Support: (as appropriate)	Deidre Jenson Amy McDonald	Student Services Coordinator Counselor
Tribes & Tribal Organizations: (as applicable)		
Students: (if plan relates to secondary school)		
Other: (as needed)		

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

Describe the process used to develop the schoolwide plan.

Thorne Bay School Introduced the Plan Template to a Advisory School Council Meeting. Stakeholders were asked to review the plan, and provide any input they may have.

B. 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)
11/10/22	Introduction of the plan template to advisory School Council (ASC)	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
01/19/23	Discussion with ASC about comprehensive Needs assessment data needed	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
02/16/23	Presentation of 1st DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
05/18/23	Presentation of 2nd DRAFT schoolwide plan to ASC	X Planning Team <input type="checkbox"/> All Staff X Parents/Community
mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
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mm/dd/y		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

C. 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.

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

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

Comprehensive Needs Assessment

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

Thorne Bay School serves a predominantly Caucasian population in a community of approximately 428 in a school with about 70 students in PreK-12.

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.

Students were sent home with flyers inviting parents to ASC meetings held via Zoom so all could attend. The school's social media pages also invited parents and community members to be a part of the process. Announcements were posted on community boards. School calendars were sent home with reminders. The minutes and agenda were posted publicly and presented to the school board, another public community event.

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

C. Summarize the areas 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 21-22:</p> <p>2022-2023 PEAKS Awaiting Scores</p> <p>ELA: 22-23 N/A</p> <p>iReady (reading): Among students in grades K-8:</p> <p>20% mid or above grade level</p> <p>20% low grade level</p> <p>40% 1 grade below</p> <p>10% 2 grades below</p> <p>10% 3 or more grade levels below</p> <p><u>2022-2023 Statistics:</u></p>
	Science instruction for all students	UNK	Awaiting scores
	Other content area instruction for all students	Med	Variable; for the past 2+ years, staff turnover or migration to a different grade level along with a new influx of students transferring in with the main core of students transferring out has impacted content area instruction
	Support for students with disabilities	High	Transient nature of department; student support by staff; staff need more training and less turnover

	Support for migrant students	Low	We need to interview parents and students to determine needs Few if any students meet migrant status requirements
	Economically disadvantaged or low achieving students	Low	We need to interview parents & students to determine needs. (All school supplies provided, meals are free, no fees for classes)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		2022-2023 No ELP students
Graduation & dropout rate	Ensure students will graduate from high school	Low	2019-2020: 71.43% graduation rate & 3.57% dropout rate 2020-2021: 40% graduation rate & 9.38% dropout rate 2021-2022: 100% graduation rate & 0% dropout rate
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Low	2019-2020: 92.08% attendance rate 2020-2021: 92.49% attendance rate 2021-2022: 89.64% attendance rate
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	Homeless students are provided support by the school and the community agencies; foster care students are provided support from Community Connections and neglected and delinquent students are provided support by district counselor and outside agencies
Curriculum	Core curriculum aligned vertically and with state standards	Low	K-5 reading and math - all materials are available district-wide PreK-12 all core subjects - materials available district-wide. Curriculum committees routinely meet to analyze & update curriculum
Instruction	Effective instructional strategies and tiered interventions	High	Shortage of funds and staffing hinders the ability of the school district to provide effective RTI interventions;
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Time is not currently build in to the Professional development sessions to allow for staff to focus on analyzing data and applying this to instruction
Supportive Learning Environment	Safe, orderly learning environment	Med	Stakeholder input was utilized with updating the student handbook. Meetings with staff are held to support classroom management and school culture. Principal completes weekly check-ins of classes. Behavioral challenges with students on IEPs remains a concern.
Family Engagement	Family & community engagement	Med	ASC & school board meetings include the whole community, with the ASC board comprised totally of parents and school community members. School media sites garner a lot of attention. School calendar sent home monthly.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Staff need support in assessing their instruction with data driven assessments & in utilizing curriculum, especially in subjects outside of their content areas.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Staff answered the PD survey to ensure the 21-22 school year is more pertinent to their perceived needs.

Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Principal is supported by the superintendent and other expert staff in hiring qualified individuals
Leadership	Recruiting, training & retaining qualified principals	Low	Principal is enrolled in a mentorship program under a veteran principal.
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
Literacy	iReady MAPS PEAKs	Improve each student's performance in reading fluency by 10%	Embedded administrative records in iReady, MAPS, & PEAKs
Math	PEAKs MAPs	Improve each student's performance in math fluency by 10%	Embedded administrative records in PEAKs & MAPs
PD: Data Instruction in data informed practices	Need reflected in test scores & grades & by teacher request	100% of teachers will complete iReady, MAPs, and 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.

The school will implement data rich intervention in the form of assessments that are utilized to tailor instruction to students. Staff will be coached in professional development workshops in utilizing data effectively.

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.

Students will have academic instruction differentiated to support their individual needs. Students' schedules will reflect their classes that will support their academic progress (eg. preAlgebra vs. Geometry).

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.

Professional development will emphasize supporting staff in differentiating instruction for students based on data pulled from the assessments. The scheduling team will reflect on class schedules, ensuring students are enrolled in classes that will best support their academic progress. The principal will provide academic counseling as needed and include parents/guardians in the process.

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

Students will be provided opportunity and instructional support in going back to what they know and building from there in order to regain academic momentum. Student voice will be encouraged and integral to this process. Resiliency and trust will be built as staff encourage students to see failure as a teacher vs. a deterrent. WE will need to explicitly teach students about growth mindset in order to improve on this.

Annual Evaluation & Review Process

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

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

- B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.

The school will use applicable data in reporting to the state.

- C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.

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

- D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.

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

Financial Requirements

- A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" 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.

