



Arctic Light Elementary TITLE I SCHOOLWIDE PLAN

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

2023-2024



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Contact Information

School Information

Name of School: Arctic Light Elementary

Name of Principal: Thad Keener/ Rachel Blackwell

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District Information

Name of District: Fairbanks North Star Borough

Name of Superintendent: Karen Melin

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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?
51%	X 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 X No	[MM/DD/YYYY]	[MM/DD/YYYY]

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: Karen Melin

Name of Principal: Thad Keener

Signature: Karen Melin

Signature: Thad Keener

Date: [MM/DD/YYYY]

Date: [MM/DD/YYYY]

05/05/2023

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: <i>(required)</i>	<ul style="list-style-type: none"> Thad Keener 	Principal
Teachers: <i>(required)</i>	<ul style="list-style-type: none"> Timona Grogan Heather Sparks Shane McBurney 	Teachers & Title One Planning Team
Paraprofessionals: <i>(required)</i>	<ul style="list-style-type: none"> Daniela Schnering Amanda Yazzie 	Title One Tutor Administrative Secretary
Parents & Community: <i>(required)</i>	<ul style="list-style-type: none"> Samantha Scudder Ashlee Cotton 	Parents
School Staff <i>(required)</i>	<ul style="list-style-type: none"> Julia Scotese 	Student Behavior Support Technician
Technical Assistance Providers: <i>(as appropriate)</i>		
Administrators: <i>(as appropriate)</i>		
*Title Programs:	<ul style="list-style-type: none"> Jennifer Randall 	District Title I Support
*CTE:		
*Head Start:		
Specialized Instructional Support: <i>(as appropriate)</i>		
Tribes & Tribal Organizations: <i>(as applicable)</i>		
Students: <i>(if plan relates to secondary school)</i>		
Other: <i>(as needed)</i>		

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

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

The following activities support our schoolwide planning: Annual Title I Meetings, Principal and Pastry morning meetings, Family Engagement Evenings, Title I Meetings, Staff meetings, School Staff Professional Development Days, Educational Conferences, District Professional Development Days.

We survey staff, students, and parents for our successes and areas of need: School-Climate Survey, Spring & Fall Survey, TOP Survey, classroom surveys.

Principal communicates with Garrison Command to support needs they hear from their military families. Arctic Light supports community engagement which includes planning through summer Post activities like: National Night Out and the Educational Fair.

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)
02/17/23	Spring Planning Day	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
2/17/2023	Titlewide Evaluation and Needs Assessment Meeting	X Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
08/16/23	Meet and Greet Family Night	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff X Parents/Community
09/16/23	Open House Family Night	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff X Parents/Community
10/12/23	Pastries, Parents, and Principal	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff X Parents/Community
03/02/23	Literacy Night	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff X Parents/Community
04/11/23	Pastries, Parents, and Principal	<input type="checkbox"/> Planning Team <input type="checkbox"/> 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.

Informing all community stakeholders who were not part of the planning process is addressed through multiple lines of communication. We have Title I meetings, principal meetings, and school-wide events at which information is shared. We have newsletters, websites and our school Facebook page where we share information. At staff meetings and professional development days staff are informed about our plans which they are then told to share with their families through their newsletters and communications. Of course there are also countless one-on-one opportunities in person and over the phone where the plans are shared and clarified with community members who were not present at the larger events.

Comprehensive Needs Assessment

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

Arctic Light K-5 is located on Ft. Wainwright serving about 475 Army dependent students. Students live within walking distance making our school a rare neighborhood school in Alaska's Interior.

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.

Staff reflect on school sources of data during PLCs and share with other grade-levels. These ideas are discussed during Staff Meetings reflecting on our student sub-groups and especially students with low-achievement levels. In time, themes develop which are then merged with the parent input from meetings, events, and other communication. Themes that maintain priority during the school year become our High Priority needs.

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	AK STAR, MAP and AIMsWeb assessments show high need for improved reading instruction
	Mathematics instruction for all students	High	AK STAR, MAP and AIMs assessments show high need for improved math instruction
	Science instruction for all students	Medium	AK STAR and classroom assessments show medium need for improved science instruction
	Other content area instruction for all students	Medium	Classroom assessments show medium need for improved instruction other than reading, math and science.
	Support for students with disabilities	High	AK STAR, MAP, AIMs, and classroom assessments show high need for improved instruction for students with disabilities
	Support for migrant students	Low	AK STAR, MAP and AIMs assessments show low need for improved instruction for migrant students
	Economically disadvantaged or low achieving students	High	AK STAR, MAP, AIMs, and classroom assessments show high need for improved instruction for students from economic disadvantage

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	Access 2.0, AK STAR, MAP, AIMSWeb, and classroom assessments show medium need for improved instruction for students needing English language development support
Graduation & dropout rate	Ensure students will graduate from high school	Low	AK STAR and classroom assessments show low need for students identified at risk for graduating.
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	Medium	Chronic absenteeism is an issue especially with military families as they visit lower 48 families or PCS.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	AK STAR, MAP, AIMSWeb, classroom assessments and school level behavior data show high need for improved instruction especially for subgroups like foster care.
Curriculum	Core curriculum aligned vertically and with state standards	Medium	With instructional needs in Math and ELA and a new Reading Program 2023-2024 the staff need time to review curriculum
Instruction	Effective instructional strategies and tiered interventions	Medium	Our instructional needs in Math and ELA show targeted interventions are needed. With the Alaska Reads Act reading intervention progress will be communicated to families with below proficient K-3rd graders.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	The mCLASS assessment will identify proficient and non-proficient students for intervention groupings. The goal is for identified areas of beginning literacy (based SOR) are then targeted and reported to families.
Supportive Learning Environment	Safe, orderly learning environment	High	Our SEL goals align with a Safe and Orderly learning environment. Current Powerschool data as well as our DESSA data show this is a high level need.
Family Engagement	Family & community engagement	Medium	Parents are our co-educators and need instruction to be at their top performance. Family Engagement events teach family members to be the best co-educators for our students. We aim for consistent opportunities for family engagement opportunities as our student data report needs for improved academics and SEL programs.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	With new Reading materials, our staff need PD for optimal use.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Professional Development (PD) needs assessment	PD to support individual teacher skills	Medium	The goal is to have an Instructional Coach for 2023-2024 who can deliver individualized professional development support for teachers.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	The district provides these trainings.
Leadership	Recruiting, training & retaining qualified principals	Low	The district covers this need

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 Improvement	3rd Grade ELA -AK STAR 6/72 proficient students	3rd Grade ELA - AK STAR 50% or more students reading at grade level	AK STAR
Math Improvement	3rd Grade Math -AK Star 6/72 proficient students	3rd Grade Math - AK STAR 50% or more students at grade level for math	AK STAR
School Level Mis-Behavior Reports	3 or more daily mis-behavior reports logged in PowerSchool DESSA Impact Report	2 or fewer daily mis-behavior reports logged in PowerSchool DESSA: 80% of students in Typical or Strength for SEL	School Level mis-behaviors logged in PowerSchool DESSA

Schoolwide Plan Strategies

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

Arctic Light has a two pronged approach to meet our identified needs: SEL & Quality Instruction. Under our SEL program we have proactive policies for maintaining our safe learning environment: daily teaching of the Caring School Community Curriculum, DESSA Assessments, Weekly Life-Skill lessons, School-wide positive incentives, Restorative Justice practices with our Student Behavior Support Technician (SBST), Behavior tracking, and clear, consistent behavior expectations. Under our Quality Instructional programming we have: PLC, PD, and Staff Meetings to instruct and refine our staff's instructional practices; our assessments identifying students in need of additional support who are then placed in effective interventions; our Tutors support teachers who also use targeted small group interventions to meet student needs; our Family Events work with our families as our co-educators and provide them with teaching strategies at these events; and conferencing for students needing extra support. All of these strategies are communicated through our annual events, parent newsletters, Facebook Live videos and postings, our school website and consistent digital and face-to-face communication with community partners.

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.

All students receive instruction based on our stated strategies for success at Arctic Light. In the classroom, student needs are identified through state, district and teacher assessments. Students are grouped according to their learning needs and engaged by the teacher with scaffolded lessons. These lessons are tracked for effectiveness every six weeks. Interventions are changed if they are not showing success. Teachers review intervention success during PLCs (bi-monthly), with tutors (weekly), with parents (twice a year and for SST meetings), and during our Fall and Spring Data Days with the principal (instructional coach when hired). The Title I instructional coach will also support teachers in implementing evidence-based practices.

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.

Targeted Small Group instruction has been our academic focus for many years at Arctic Light. This instructional program provides quality student time with their teacher and consistent use of interventions for effectiveness. This strategy allows for easy inclusion of our tutors and it meets the needs of our students that need SST academic interventions. Data is reviewed weekly through progress monitoring for students who are academically behind (<10%) and for those receiving tutoring services.

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

Students not meeting state standards are supported through our targeted small group interventions outside of the regular instructional times. At Arctic Light it is normal for students to have tailored playlists that they engage with for their level of instruction as well as small group time with the teacher to meet their needs. Students that can extend their proficiency through independent work allow for more small group time for those students who are struggling to meet State expectations. Our Title I tutors and Instructional Coach are key for supporting these at risk students.

Annual Evaluation & Review Process

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

The schoolwide plan is assessed for its effectiveness through several layers of check-in processes. First, teachers use targeted small group instruction based on data. Parents receive their student data (informal formative assessments from the teacher, and formal assessments from AIMSweb & MAP) and are then shown how to track student success. Low performing students are brought up for SST meetings for possible academic disabilities. Teachers support other teachers through PLC data review meetings. Best practices are shared and teacher data is reflected upon in light of other grade-level data. Additionally, tutors support teacher data through weekly progress monitoring of their students. Lastly, teachers and the principal review student data through the Fall and Spring Data Days. Below proficient students need plans for success and they are monitored through the grade specific tests. Parents keep informed through family events, meetings, parents and principal meetings, Facebook Live meetings, and other forms of communication.

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 annual State assessment, AK STAR, and School Report Card is shared publicly on our school website, district website, and state website. We use weekly newsletters to keep our community informed about the upcoming testing and when the results are made available.

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.

Besides improving our use of targeted small groups we look for the best academic intervention programs. We are currently experiencing a boom in on-line tailored programs for identified student learning needs. While these are great for targeting the lessons they do not replace our teachers' use of data to target small groups for instruction. We are learning about new district adopted programs and there will be a focused effort in 2023-2024 through professional development to utilize these resources as intended. Regularly scheduled data team meetings and leadership team meetings will review the implementation of the plan and make recommendations for improvements.

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.

Our district Title One meetings, Data Days with principal, PLCs for grade-level data reviews, and parent meetings twice annually and SST meetings as needed support our continual efforts at revising our academic programs for all students. Our weekly progress monitoring for students receiving SPED services, tutoring and those assessed at <10% is reviewed every six weeks for the intervention's effectiveness. The mid-year Titlewide meeting allows the Title I team to review data and make adjustments for the current school year as well as identify needs for the upcoming school year. Arctic Light uses a continuous improvement cycle: data review, needs assessment, plan implementation and evaluation then back to data review.

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	\$425,741.77	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies \$421, 073.67 Basic (not including indirect) + 4668.10 Parent Engagement
<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.