

# CHESTER VALLEY ELEMENTARY SCHOOL TITLE I SCHOOLWIDE PLAN

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

2020 - 2021



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## Section 1 - Contact Information

School Information		
<b>Name of School</b>	<b>Name of Principal</b>	
Chester Valley Elementary School	Meghan McCarthy-Grant	
<b>Address (Street, City, State, Zip Code)</b>	<b>Telephone</b>	<b>Fax</b>
1751 Patterson St. Anchorage, AK 99504	907-742-0335	907-742-0350
	<b>Email</b> mccarthy-grant_meghan@asdk12.org	
District Information		
<b>Name of District</b>	<b>Name of Superintendent</b>	
Anchorage School District	Dr. Deena Bishop	
<b>Address (Street, City, State, Zip Code)</b>	<b>Telephone</b>	<b>Fax</b>
5530 E. Northern Lights Blvd. Anchorage, AK 99504	907.742.4312	
	<b>Email</b> Bishop_deena@asdk12.org	

## Section 2 - Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)		
<b>What is the school's current poverty rate?</b>	<b>Is the school's poverty rate above 40%? (Y or N)</b>	<b>If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N)</b>
78%	Y	N/A

  

Schoolwide Plan Information		
<b>New Plan (Y or N)</b>	<b>Initial Effective Date</b>	<b>Revision Date</b>
No	8.15.2020	5.25.2021

## Section 3 - 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.

Dr. Deena Bishop

*Printed Name of Superintendent*

*Printed Name of Principal*

*Signature of Superintendent*

*Date*

*Signature of Principal*

*Date*

## Section 4 - 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)).

## Section 5 - 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
<b>Principal:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Meghan McCarthy-Grant</li> </ul>	Monitoring Implementation
<b>Teachers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Paul Campbell</li> <li>• Melanie Campbell</li> <li>• Lydia Ossorgin</li> <li>• Katie Fish</li> <li>• Pamela Gilden</li> <li>• Amanda Doty</li> <li>• Lisa Schelig-Winter</li> </ul>	
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Georgiann Crosta</li> <li>• Helen Coker</li> </ul>	
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Sarah Terranova</li> <li>• Jamie Bushman</li> <li>• Qamar Scego</li> <li>• Murray Crookes</li> </ul>	
<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>• Briana McDougall</li> <li>• Haylee Donovan</li> <li>• Stephanie Asplund</li> </ul>	
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Administrators:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	

<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	
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\*Administrators of programs that are to be consolidated in the schoolwide plan.

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

All Title I principals completed the Comprehensive Needs Assessment (CNA) on January 27, 2020. On either February 24 or March 2, all Title I school leadership teams attended a schoolwide planning session. During this time, the leadership team reviewed the priorities identified in the CNA and developed their schoolwide plan for the upcoming school year.

**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 columns that apply)		
		Planning Team	All Staff	Parents/Community
2.10.20	Reviewed and completed Chester Valley Needs Assessment	X		
3.2.20	School wide planning Session	X		
3.20.20	Meeting with Staff to review SWP		X	
5.20.2020	Revise school compact/review SWP/Evaluate Plan	X	X	X
August 2020 Open House	Share SWP with community members and	X	X	X

**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.**

All information and requests for participation from the community is delivered via Blackboard, monthly newsletter, facebook, and the website. Informational meeting was held 5.13.20 in which the School Wide Planning team shared the process and planning steps taken for the 2020-21 school year. The community team evaluated the parent compacts, evaluated the current SWP, and reviewed the proposed SWP for 20-21. The team shared identified needs, baseline data, measurable goal and evaluation of the goal. This information will be shared with the community and parents during Open house In August of 2020(date TBA)



## Section 6 - Comprehensive Needs Assessment

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

Chester Valley Elementary is located in North East Anchorage off of Patterson Street. We are proud to be situated in a greenbelt area of Anchorage and boast amazing mountain views from our playground. Chester Valley Elementary is a welcoming community-based, neighborhood school serving a diverse group of students and their families. We serve 285 students in grades PreK - 6 as well as two Extended Resource classrooms. Our school population is made up of 55% males and 45% females. There is a wide range of demographics in our building. It consists of 8% African American, 10.5% Alaska Native, 8% Asian, 7% Hispanic, 22% Native Hawaiian/Pacific Islander, 19.5% caucasian and 25.5% of children that are 2 or more races. This creates a diverse multicultural environment for all students.

Common Core State Standards guide our instruction. (See curriculum tab for a specific list of curriculum and programs.) Our dedicated staff works as a team to promote academic achievement and personal growth for all students. Student safety and social and emotional well-being is at the forefront of all we do. Parts of every school day are dedicated to the teaching of social skills as well as Social and Emotional Learning.

### 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.

All schools participated in a CNA on January 27, 2020. During this time, the principal and a leadership team member reviewed academic, behavior, attendance, climate, professional development, family engagement, and leadership team data. Staff input was considered from both direct conversations and a staff questionnaire related to the areas of improvement. They used this information to reflect on and to identify the top priorities for school improvement. They then investigated ideas for improving each of these areas, then analyzed these initial ideas for impact and ease of implementation. After school wide planning, principals were invited to analyze how they spend their time based on the above mentioned areas, addressing current state and desired state. Lastly, they analyzed the effectiveness of their budget allocation to determine what is effective and what might need to change the coming school year.

### 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.

See attached CNA.

- 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.

Section 6D is embedded with Section 7. See below.

## Section 7 - Schoolwide Plan Strategies

- A. Describe the strategies that the school will use to upgrade the entire educational program in order to improve the achievement of the lowest-achieving students. Include a description of how and when the strategies will be implemented. Be sure these strategies are linked to the areas identified in the comprehensive needs assessment.

Key Area of Need 1			
1	Main Key Area of Need		
	Academic Improvement in Literacy and Math		
2	Specific Area of Need		
	Increase the overall school index score		
3	Baseline Data		
	18/19 school wide index score 27.49		
4	Data Source Used		
	FastBridge, HM Screener, MAPS, PEAKS, statewide index score		
5	Data Goal		
	Increase school wide index score by 2 points from 27.49 to 29.49		
6	Tier I (Universal) structures addressing this area of need		
	Provide comprehensive score and sequence awareness and planning to respond to data through Grade Level meetings.		
Key Area of Need 1: Strategies			
		Strategy 1	Strategy 2 (Optional)
7	Describe the improvement strategy.	GLM that focus on current data, review of skills, alignment with core curriculum, and adjustment plans.	
8	Who will do the work?	All staff	

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9	Who will monitor the work?	Principal Teacher Experts Grade Level Groups	
10	<b>What data will be used to monitor?</b>	Dependant on Grade Level FastBridge for K-2 MAP for 3-5	
11	When will it be monitored?	Three times a year	
12	How and when might you celebrate progress? Who might organize this?	Grade Level meeting Data section and celebration section monthly. Teacher Experts.	
13	<b>What professional development training and/or resources might be needed?</b>	Explicit Instruction, Implementation of Core Curriculum, CHAMPS, Collaborative Learning, and Academic talk.	
14	Who might need professional development?	All Staff	
15	Who might provide the professional development?	Principal and Teacher Experts.	
16	<b>How might you inform, support and involve families in the work?</b>	Leadership Team	
17	How might you engage the community to support the work toward the goal?	Social media, parent/teacher conferences, leadership team, and family events.	

Key Area of Need 2			
1	Main Key Area of Need		
	Climate/Behavior		
2	Specific Area of Need		
	Suspension rates		
3	Baseline Data		
	18/19 school year 138 suspensions , currently 19/20 school year		
4	Data Source Used		
	Q reports		
5	Data Goal		
	Reduction of suspensions by 10% or under 5% of student population that is suspended annually		
6	Tier I (Universal) structures addressing this area of need		
	Continue to implement tiered behavioral approach which is measured, discussed and action taken during monthly Grade Level Meetings.		
Key Area of Need 2: Strategies			
		Strategy 1	Strategy 2 (Optional)
7	Describe the improvement strategy.	<p>Tier 1 -Implement Leveled behaviors, CHAMPS, 3 to I ROI and Foundations school wide. Implement SEL curriculum through Second Step and Zones of regulations and provide a dedicated space in the master schedule for direct teaching of social emotional skills. (measure -pacing of lessons reported during GLM)</p> <p>Tier 2 - - Kid talk referral, teachers provide evidence of interventions and parent contact prior to referral. Alignment of behavioral needs with interventions and</p>	

		Progress monitoring. Tier 3 - Behavioral academy - intense intervention based on behavioral needs behavioral based progression from intervention back to class.	
8	Who will do the work?	Principal Teacher Experts Grade Level Teams Leadership Team	
9	Who will monitor the work?	Leadership Team	
10	<b>What data will be used to monitor?</b>	Suspensions	
11	When will it be monitored?	Monthly	
12	How and when might you celebrate progress? Who might organize this?	During GLM's organized by teacher experts.	
13	<b>What professional development training and/or resources might be needed?</b>	CHAMPS, ROI, SEL curriculum. Tiered process	
14	Who might need professional development?	All staff	
15	Who might provide the professional development?	Principal and Teacher Experts.	
16	<b>How might you inform, support and involve families in the work?</b>	Leadership Team	
17	How might you engage the community to support the work toward the goal?	Social media, parent/teacher conferences, leadership team, and family events.	

Key Areas of Need 3			
1	Main Key Area of Need		
	Climate/Attendance		
2	Specific Area of Need		
	Increase student Climate survey results in the area of safety, Increase 90% attendance rate		
3	Baseline Data		
	No baseline climate data, 70% of students attend 90% of the time (18/19)		
4	Data Source Used		
	Climate survey, Q report		
5	Data Goal		
	Increase student Climate survey results in the area of safety by 2 points,		
6	Tier I (Universal) structures addressing this area of need		
	Implementation of CHAMPS, Foundations, ROI 3 to 1 - Attendance incentives		
Key Area of Need 3: Strategies			
		Strategy 1	Strategy 2 (Optional)
7	Describe the improvement strategy.	Climate - Implement Leveled behaviors, CHAMPS, 3 to 1 ROI and Foundations school wide. Implement SEL curriculum through Second Step and Zones of regulations and provide a dedicated space in the master schedule for direct teaching of social emotional skills. (measure -pacing of lessons reported during GLM)	Attendance - calls to students who are at risk to identify barriers. Incentive programs such as traveling trophy for best attendance
8	Who will do the work?	All staff	All staff
9	Who will monitor the work?	Leadership Team	Leadership Team
10	What data will be used to monitor?	Climate Survey	90% attendance data

11	When will it be monitored?	Annually	Monthly
12	How and when might you celebrate progress? Who might organize it?	Annually at Staff meeting SWP evaluation	Teacher Experts during GLM
13	<b>What professional development training and/or resources might be needed?</b>	CHAMPS, ROI, SEL curriculum. Tiered process	CHAMPS, ROI, SEL curriculum. Tiered process
14	Who might need professional development?	All Staff	All Staff
15	Who might provide the professional development?	Principal and Teacher Experts.	Principal and Teacher Experts.
16	<b>How might you inform, support and involve families in the work?</b>	Leadership Team	Leadership Team
17	How might you engage the community to support the work toward the goal?	Social media, parent/teacher conferences, leadership team, and family events.	Social media, parent/teacher conferences, leadership team, and family events.



Section 8 - Financial Requirements

A. How will Title I funds be used to support increasing academic achievement?

Program funds used to implement components of the schoolwide plan.
Teacher Expert to support behavior, climate, and instruction
Interventionists to support instruction
Classroom Supplies to support engaging instructional processes