



MULDOON 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		
Name of School	Name of Principal	
Muldoon Elementary School	Leroy Grant	
Address (Street, City, State, Zip Code)	Telephone	Fax
525 Cherry Street Anchorage, AK 99504	907-742-1460	907-742-1477
	Email grant_leroy@asdk12.org	
District Information		
Name of District	Name of Superintendent	
Anchorage School District	Dr. Deena Bishop	
Address (Street, City, State, Zip Code)	Telephone	Fax
5530 E. Northern Lights Blvd. Anchorage, AK 99504	907.742.4312	
	Email Bishop_deena@asdk12.org	

Section 2 - 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%? (Y or N)	If poverty rate is below 40%, does the school have an approved waiver on file with DEED? (Y or N)
88	Y	N/A
Schoolwide Plan Information		
New Plan (Y or N)	Initial Effective Date	Revision Date
Y	8.15.2020	2.14.21

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
Principal: (required)	<ul style="list-style-type: none"> Leroy Grant 	Implement, develop, and review the plan
Teachers: (required)	<ul style="list-style-type: none"> Lauren Payne Sofia Petroni Emily Glatt Juan Medina Allyson Small Tiffany Wilson Lindsey Smith 	Leadership team, implement instruction, communicate with staff,
Paraprofessionals: (required)	<ul style="list-style-type: none"> Shaw McDonald 	Communicate with Paraprofessionals
Parents & Community: (required)	<ul style="list-style-type: none"> Shaw McDonald Tina Starr 	Share with PTA and community leaders
School Staff (required)	<ul style="list-style-type: none"> Diana Carter Kaitlin Brown 	Leadership team, implement instruction, communicate with staff,
Technical Assistance Providers: (as appropriate)	<ul style="list-style-type: none"> 	
Administrators: (as appropriate)	<ul style="list-style-type: none"> Mary Wood 	Implement, develop, and review the plan
*Title Programs:	<ul style="list-style-type: none"> 	
*CTE:	<ul style="list-style-type: none"> 	
*Head Start:	<ul style="list-style-type: none"> 	
Specialized Instructional Support: (as appropriate)	<ul style="list-style-type: none"> Abby Watson Devon Schweidel 	Leadership team, implement instruction, communicate with staff, lead staff and professional development, assist in staff learning
Tribes & Tribal Organizations: (as applicable)	<ul style="list-style-type: none"> 	
Students: (if plan relates to secondary school)	<ul style="list-style-type: none"> 	
Other: (as needed)	<ul style="list-style-type: none"> 	

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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
2.24.20	Comprehensive Needs Assessment (CNA)	X		
Feb-March 2020	School Wide plan development	X		
March 2020	School wide plan finalized by Title I planning committee	X		
April 2020	Share SWP with site staff	X	X	X
April 2020	Share SWP with community during Family Engagement Night	X		X
May 2020	Evaluate SWP	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.

The Leadership Team will present during an end of the year staff meeting (May 2020) our goals and reform strategies for the 2020-2021 school year. The Leadership Team will create the powerpoint presentation and all necessary handouts to be provided at the Open House. We will invite all staff members and community/business partners to the 2020-2021 Open House. The principal will present a powerpoint with a bulleted list of our goals/reform strategies and how we will meet these goals. The Leadership Team will create a poster that displays the schools goals and reform strategies. In addition, we will present this information to all returning and new staff during a staff meeting in the fall of 2020.

Section 6 - Comprehensive Needs Assessment

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

Muldoon Elementary School is 20 years old and houses approximately 461 students annually. We have 18 general education classroom teachers, 6.6 specialist teachers, three special education resource teachers, two instructional coaches, one AP intern, one full time counselor and one intern, three extended resource classroom teachers, one bilingual teacher, eleven special education teaching assistants, three bilingual tutors, four kindergarten teacher assistants and one Indian Education tutor. We have a gifted program. 88% of our population is eligible for free and reduced lunch. The demographic break-down is as follows: 3% African American, 13% Alaska Native/American Indian, 36% Asian, 10% Caucasian, 9% Hispanic, and 16% are identified as belonging to two or more ethnic groups. The high rates of poverty and the growing population acquiring English language (51%) put our students at risk for achieving learning targets.

Struggling learners in reading, writing and math are identified at the start of the year based on standards based assessments. Fast Bridge is used to progress monitor students. Teachers/special education/bilingual staff implement small group interventions based on these data. These services are provided in small group settings during literacy and math blocks. We use additional grant money to provide before and after school tutoring for identified students who are below proficient in reading or math.

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 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 schoolwide 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 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
2	Specific Area of Need
	Language Arts and Math
3	Baseline Data
	Overall School Index Score of 49.76 on PEAKS from 2018-2019 school year
4	Data Source Used
	State of Alaska Index Score (PEAKS, ACCESS, Attendance)
5	Data Goal
	Increase overall school index score by 2 points from 49.76 to 51.76 for 2019-2020 school year and maintain the 2 point increase (at 53.76) for the 2020-2021 school year
6	Tier I (Universal) structures addressing this area of need
	<ol style="list-style-type: none"> 1. Targeted Math and/or Reading instruction (possible "walk to" model) among grade levels based on students needs and assessment data 2. Principal, Assistant Principal, Coach & Class Room Teachers will participate in Collaboration Meetings every 4-6 weeks where every student's data is discussed, responses to data are planned and implementation/PD timeline is created.

	<div>3. Enhance SST Process. Improvements in the areas of clear guidelines, what data is utilized, and how that data is used. PD will be provided for staff on the new and improved processes and revisited regularly.</div> <div>4. Tiered Intervention Groups (WIN), led/overseen by Certified teachers or classified staff members that support intervention groups.</div> <div>5. Training for all staff on 1) Reading and writing for purpose 2) PM in FastBridge conducted by classroom teachers & trained classified staff.</div> <div>6. Consistent progress monitoring test in grade 3-5 through FastBridge for ELA & Math.</div> <div>7. After School Tutoring (21st Century) provided by teachers hired by 21st Century program, as well as after school tutoring through United Way and Indian Ed programs</div> <div>8. Addenda for staff to participate in leadership team, SST and principal to support student learning.</div> <div>9. Fund extra help in reading 5.5 hr/day position</div> <div>10. Fund supplies to support student learning</div> <div>11. Targeted writing instruction based on student and classroom needs through writing city, step up to writing, etc.</div>		
Key Area of Need 1: Strategies			
		Strategy 1	Strategy 2 (Optional)
7	Describe the improvement strategy.	Instructional framework(described above)	
8	Who will do the work?	All staff	
9	Who will monitor the work?	Leadership Team	
10	What data will be used to monitor?	Fastbridge(benchmarks and PM), MAPS, curricular assessments	
11	When will it be monitored?	weekly, monthly, 3-time yearly	
12	How and when might you celebrate progress? Who might organize this?	Staff, collab and grade level meetings. Leadership team will organize it.	
13	What professional development training and/or resources might be needed?	<div>1. PD for all staff regarding ELL best practices</div> <div>2. ELL staff as support with Kindergarten at the beginning of the year</div> <div>3. PD for all staff on invention supports</div>	

		<p>that exist for literacy and math</p> <p>4. Early Return PD jump start training for all staff</p> <p>5. Collaborative planning with coaches</p>	
14	Who might need the professional development?	All staff	
15	Who might provide the professional development?	Principal, instructional coaches, and Teacher Experts	
16	How might you inform, support and involve families in the work?	<p>Parent Teacher Conferences/Open Houses - Parents and teachers meet to discuss student progression and share ideas for relationship building, student connection, and engagement.</p> <p>Literacy & Math Night - for the purpose of high interest family activities, providing a place and time for meaningful conversations between home and school.</p> <p>Newsletter - updated information for parents and community regarding school activities, celebrations, and upcoming events.</p> <p>SeeSaw/Remind - interactive student portfolio platform. Remind provides updated information for parents regarding classroom and school activities.</p>	
17	How might you engage the community to support the work toward the goal?	Parent Teacher Conferences/Open Houses - Parents and teachers meet to discuss student progression and share ideas for	

		<p>relationship building, student connection, and engagement.</p> <p>Literacy & Math Night - for the purpose of high interest family activities, providing a place and time for meaningful conversations between home and school.</p> <p>Newsletter - updated information for parents and community regarding school activities, celebrations, and upcoming events.</p> <p>SeeSaw/Remind - interactive student portfolio platform. Remind provides updated information for parents regarding classroom and school activities.</p>	
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Key Area of Need 2	
1	Main Key Area of Need
	Climate/Behavior
2	Specific Area of Need
	Increasing the number of students identified as “not at risk” for Behavior
3	Baseline Data
	SAEBRS data for 19/20 school year is 77% overall “not at risk” in Fall 2019 to 85% overall “not at risk” for Winter 2019
4	Data Source Used
	Fastbridge SAEBS
5	Data Goal
	Increase the percentage of students identified as “not at risk” by 10% from Fall to Spring of the 2020-2021 school year
6	Tier I (Universal) structures addressing this area of need
	<ol style="list-style-type: none"> 1. Full time counselor and instructional coach 2. SAEBS completed by all classroom teachers in Fall, Winter, Spring 3. Connections Program or CICO taught by interventionist and implemented by teachers and staff 4. Morning Meetings conducted by classroom teachers 5. Most Wanting students identified quarterly by all staff 6. Power of 3 implemented by all staff - monitored by outside observations which are reported. 7. Behavior Interventionist - support coaching for staff in PBIS, classroom management, behavioral management as well as lead behavioral teams and support behavioral interventions. 8. Grade level planning sessions with coaches during Grade Levels. 9. Goal setting with teachers. 10. Community partnership with a military unit or high school kids to come and connect/mentor with kids at recess. 11. Community partnership with United Way for boosted attendance and behavior supports 12. Conscious Discipline Training opportunity given to staff to sign up for credit 13. Staff meetings agenda items based around SEL and behavior twice a month

Key Area of Need 2: Strategies			
		Strategy 1	Strategy 2 (Optional)
7	Describe the improvement strategy.	Behavior support process (see above)	
8	Who will do the work?	All staff	
9	Who will monitor the work?	Leadership Team	
10	What data will be used to monitor?	SAEBRS screening data	
11	When will it be monitored?	Fall, Winter, Spring	
12	How and when might you celebrate progress? Who might organize this?	Staff, collabs, and grade level meetings. Leadership team will organize it.	
13	What professional development training and/or resources might be needed?	<ol style="list-style-type: none"> 1. Twice monthly staff meetings with SEL agenda items 2. Accountability for Leadership team disseminating information 3. Training for noon-duties, teacher aides, and paraprofessionals regarding PBIS, active supervision, zone coverage at recess, conscious discipline and deescalation 4. Lanyards with Zones, sentence stems for problem solving, etc. for all staff to wear 	
14	Who might need the professional development?	All Staff	
15	Who might provide the professional development?	Principal and instructional coaches, counselor, teacher experts	

16	How might you inform, support and involve families in the work?	Family - SEL nights , monthly positive phone call; share 3:1 positive to corrective with families	
17	How might you engage the community to support the work toward the goal?	Family - SEL nights , monthly positive phone call; share 3:1 positive to corrective with families	

Key Areas of Need 3		
1	Main Key Area of Need	
	Attendance and Chronic Absenteeism	
2	Specific Area of Need	
	Decrease our rate of chronic absenteeism	
3	Baseline Data	
	PEAKS data from Spring of 2019 school year shows 24.08% of total students are considered chronically absent. Current chronic absenteeism percentage is 23.37% of total students are missing 10% or more of the school days as of February 2020.	
4	Data Source Used	
	Q attendance located in Data Dashboard and PEAKS	
5	Data Goal	
	Decrease chronic absenteeism by 5% (about 6-7 students) by the end of the 2020-2021 school year	
6	Tier I (Universal) structures addressing this area of need	
	<ol style="list-style-type: none"> 1. Walking Buddies or positive mentors to walk with to school- send letters home to families at the beginning of the year asking for involvement and wants 2. Targeting individual families to survey needs and look at data between siblings (how we can help improve attendance based on school resources) 3. Positive notes written by students and teachers to send home for “wishing well” 4. Give out surveys for the staff to brainstorm ideas for improvement for attendance, SEL. 5. Leadership each week review attendance data 6. Maintain school wide attendance interventions including attendance team, United way partnership, PAWS awards, lunchtime awards, grade level and class competitions, door identification of absences and tardies, phone calls home from office, welfare checks and home visits 	
Key Area of Need 3: Strategies		
	Strategy 1	Strategy 2 (Optional)

7	Describe the improvement strategy.	Attendance process (see above)	
8	Who will do the work?	All staff	
9	Who will monitor the work?	Leadership committee	
10	What data will be used to monitor?	Monthly Q attendance report, Data Dashboard, and PEAKS	
11	When will it be monitored?	Monthly and Yearly (PEAKS)	
12	How and when might you celebrate progress? Who might organize it?	Staff, collab and grade level meetings. Leadership team will organize it.	
13	What professional development training and/or resources might be needed?	Safe and Civil Schools Attendance PD, school attendance team, WEbinars and echo sessions, SEL at all staff meetings, training for noon-duties regarding PBIS, active supervision, zone coverage at recess, United Way partnership	
14	Who might need the professional development?	All staff	
15	Who might provide the professional development?	Principal, coaches, attendance team, and Teacher Experts	
16	How might you inform, support and involve families in the work?	Family - SEL nights , monthly positive phone call; share 3:1 positive to corrective with families.	
17	How might you engage the community to support the work toward the goal?	Family - SEL nights , monthly positive phone call; share 3:1 positive to corrective with families.	

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.
Assistant Principal
Instructional and Behavioral Coach
Noon Duty
Added Duty (Admin, leadership team, SST team, Extended Day programs)
Interventionists
Sub days for Collaboration
Classroom Supplies
Addendums for PD (Professional Development)
Addendums for before school clubs or student activities
Attendance incentives for chronically absent and or improved attendance
Registration/membership for RTI/ASTE/Jim Knight
Office Supplies