

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Niobrara Public Schools
County Dist. No.:	54-0501-000
School Name:	Niobrara Elementary School
County District School Number:	54-0501-002
School Grade span:	PreK-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Margaret Sandoz
School Principal Email Address:	msandoz@esu1.org
School Mailing Address:	247 N Highway 12 Box 310 Niobrara, NE 68760
School Phone Number:	(402) 857-3323
Additional Authorized Contact Person (Optional):	Chelsea Wagner
Email of Additional Contact Person:	cwagner@esu1.org
Superintendent Name:	Margaret Sandoz
Superintendent Email Address:	msandoz@esu1.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Jodi Henry Chelsea Wagner Penny Reynolds Margaret Sandoz Hilary May Janell Ruda Valerie Mullanix Kandi Eisenhauer Dianne Kalkowski Nephys Justo Jennifer Bauer Jaime Guenther Heather Barron-Galvin	<u>Parent</u> Title I Teacher Paraprofessional / Parent PK-5 Principal/ PK-12 Superintendent PK-2 Special Education Teacher 3-5 Special Education Teacher Kindergarten Teacher 1st Grade Teacher 2nd Grade Teacher 3rd Grade Teacher 4th Grade Teacher 5th Grade Teacher School Psychologist

School Information <i>(As of the last Friday in September)</i>
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Enrollment: 121	Average Class Size: 17	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 29 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 71 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 80 %	English Learner: 0 %	Mobility: 3.6 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAPs	Dibels NEXT
NeSA	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
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<p>The disaggregated data from the State of Schools Report and Dibels NEXT disaggregated data are used. Niobrara Public Elementary continues to work with Nebraska MTSS Implementation Support Team on creating a new Title I/SIP/MTSS action plan. Niobrara Public Elementary looks at Dibels NEXT, MAPS, and NeSA data to make the best decisions to meet all students' academic needs.</p>	
1.2	<p><i>Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>A beginning of the year survey is distributed and collected from all parents through the first parent-teacher conferences. A final attempt is made during family fun night.</p>	
1.3	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
<p>Administration and MTSS Team analyze individual data. Once an area is discovered, an action plan is created and goals are set. At the beginning of the year, we review our improvement goals and present them during a staff in-service to get feedback from all staff. The school is working with Nebraska MTSS Implementation Support Team through Nebraska RTI and Adolescents Literacy for Learning. Decision rules action plan is reviewed and updated monthly at MTSS meetings.</p>	

2. Schoolwide reform strategies

2.1	<p><i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i></p>
<p>Multiple strategies based on scientific research are used to provide additional assistance to all students ranging from advanced academic levels to below grade level. Summer school is offered to all students who need additional assistance in reading, writing, and math.</p> <p>Adventures in Language (whole or small group) is used with primary grades as a supplemental curriculum in addition to our core reading program, which is Reading Mastery. Reading Mastery Signature Edition is continued as an intervention ranging from 30-45-minute blocks for those not meeting grade-level benchmark goals in addition to their 45-90 minute instructional time based on their reading level. Fidelity of the program is monitored by reading coaches bi-monthly, with outside assistance from Amy Mundil from ESU1, Loretta Tabor from the NEMTSS Implementation Support Team, and Terry Dodds from Novel Ideas, Inc. For those well below benchmark pre-teaching, re-teaching, and additional intervention time is provided. DibelsNEXT is administered 3 times per year as a way to determine whether or not a student is on grade level. Progress monitoring is done weekly for those who are below grade level.</p> <p>Saxon Math has been implemented as our core math program for K-5. For those below benchmark pre-teaching, re-teaching, and additional intervention time is provided. EasyCBM is administered to students 3 times per year to determine whether or not they are on grade level.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
Niobrara paraprofessionals are listed on documentation enclosed. District paraprofessionals, both Title I and non-Title I, are required to be highly qualified. They meet the NCLB requirements. Paraprofessionals perform the same fidelity checks as required. Paraprofessionals are utilized in classrooms based on the needs of the students.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.</i>
The district supports qualified staff development and believes it is important to have a successful educational environment. Reading coaches have been implemented this year providing individual and group training in Reading Mastery Signature Edition. Data collected from bi-monthly fidelity checks by reading coaches helps determine professional development needs. Staff members participate in scheduled in-services at the beginning of the year, end of the year, as well as during Friday's throughout the school year. In addition, PreK-5 staff members meet bi-monthly after school for MTSS meetings. Topics for in-services are centered on meeting the students at their ability level and working with them individually. We continue to work with Amy Mundil (ESU1), Terry Dodds (Novel Ideas, Inc.), and Loretta Tabor (NEMTSS).	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
Niobrara Public Elementary formed committees and invited parents to become involved in a variety of ways with the school. Parents are invited to come into the school for student-led programs as well as teacher-led programs. Parent-Teacher Conferences and Family/Community nights are utilized to help involve parents in their children's academic life. Planned educational activities demonstrate to parents how they learn by interacting with their children.	
5.2	<i>Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.</i>
Niobrara Public Schools formed committees and invited parents to become involved in a variety of ways with the school. Parents are invited to come into school for student-led programs as well as teacher-led programs. Family/Community Night to help involve parents in what their children are learning. Planned educational activities demonstrate to parents how they learn by interacting with their children.	
5.3	<i>Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>

Annual parent meeting was held at the end of prior school year to review and update the parent and family engagement policy and compact. The meeting was held in the school library coinciding with Niobrara Public School handbook review.

6. Transition Plan

6.1	<i>Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>The Niobrara Public School is in partnership with Northeast Nebraska Community Action Partnership, Inc. Head Start Program (NENCAP) and the Santee Sioux Nation Head Start Program. PreK, K, and PK-2 SPED teachers, along with administration, meet as needed. In the spring, children transitioning into kindergarten the following school year are invited to attend kindergarten roundup. The Family Service Worker helps parents with this transition as well.</p>	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Fifth graders participate in a middle school orientation day. In the spring, parents of any child(ren) entering into 6th grade are able to meet the 6-12 Special Education teacher.</p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>X</p>	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>X</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>Students not reaching benchmark goals are given an additional 45-minute reading block per day, five days a week. Additional time is available before and after school, at recess, or during specials as needed. Teachers meet bi-monthly at lunch and the MTSS team (all elementary staff) meet bi-monthly after school to discuss any student concerns or individual program changes.</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I funds are used to employ staff and purchase instructional materials to meet our students' needs. Ongoing instructional support is available from the Midwest Equity Assistance Center, UNL, and ESU #1. Two local reading coaches collect fidelity and reading data, organize and collectively we utilize resources of personnel and materials to meet student needs.</p>	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Niobrara Public School works with multiple outside resources to provide our students supplies, adequate health, and additional educational opportunities. Health and nutrition are integral to successful student achievement. We ensure students are mentally and physically healthy through outreach with our local resources.</p>	