**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*

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| District Name: | Morrill Public Schools |
| County Dist. No.: | 79-0011 |
| School Name: | Morrill Elementary School |
| County District School Number: | 003 |
| Building Grade Span Served with Title I-A Funds: | K - 6 |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | [ ]  Yes [x]  No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | [x]  Yes [ ]  No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | [x]  Reading/Language Arts[x]  Math[ ]  Other (Specify)\_     \_\_ |
| School Principal Name: | Eldon Hubbard |
| School Principal Email Address: | eldon.hubbard@mpslions.org |
| School Mailing Address: | 505 Center Avenue |
| School Phone Number: | 308 247-2176 |
| Additional Authorized Contact Person (Optional): | Barry Schaffer |
| Email of Additional Contact Person: | barry.shaeffer@mpslions.org |
| Superintendent Name: | Barry Schaeffer |
| Superintendent Email Address: | barry.shaeffer@mpslions.org |
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| Confirm all Instructional Paras are Highly Qualified according to ESSA. | [x]  Yes [ ]  No |
| Confirm Schoolwide Plan will be available to the School District, Parents and the Public. | [x]  Yes [ ]  No |
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| Names of Planning Team*(include staff, parents & at least one student if Secondary School)* | Titles of those on Planning Team |
| Ashley MorkheimEldon HubbardAmanda SmithRobin HoffSarah WalkerHolly MarkerLacy Burnhardt                                         | ParentAdministratorTeacherTeacherTeacherTeacherTeacherPara educator                          |
| **School Information*****(As of the last Friday in September)*** |
| Enrollment: 159 | Average Class Size: 11 | Number of Certified Instruction Staff: 19 |
| Race and Ethnicity Percentages |
| White: 66 % | Hispanic: 29 % | Asian: 0 % |
| Black/African American: 0 % | American Indian/Alaskan Native: 1 % |
| Native Hawaiian or Other Pacific Islander: 0 % | Two or More Races: 4 % |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* |
| Poverty: 75 % | English Learner: 03 % | Mobility: 4 % |

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| Assessments used in the Comprehensive Needs Assessment(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) |
| NSCAS | NWEA MAPS |
| DIBELS | DIBELS Math |
| iReady (math) | STAR |
| Really Great Reading |       |

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

*Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

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| **1.1** | *Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.* |
| Our staff members look at data from NSCAS (3rd through 6th), NWEA MAPS (3rd through 6th), iReady Math (Kindergarten through 6th), and STAR Reading (1st through 6th) and Really Great Reading (Kindergarten through 2nd Grade)DIBELS Reading and Math testing (Kindergarten through 6th Grade). The data is broken down by grade level and it is used to make instructional decisions. We have a mandatory 30 minute intervention time scheduled for grades 1-6 Monday through Thursday, in the area of reading. During this time, teachers get para support and have the opportunity to move students around based on skill level and need. Information from testing data is what drives the topics instructed during intervention times. This year we also added a 30 minute block of Math Intervention time on Fridays. Reading and Math intervention groups are fluid and are determined based on data. Periodically we review current data and re-group the intervention groups to ensure students are taught at an appropriate instructional level.As the data becomes available, teachers are given, or are able to make a copy of their student scores. This information is used to place students in intervention groups as well as tailor classroom instruction. We look at individual scores and growth as well as trends in subgroups, such as male, female, Hispanic students, and ELL or Special Education.We also do bi-weekly grade level meetings to look at student needs and data, change intervention placements as necessary and celebrate student growth. We have made trajectory lines to determine if students are making adequate progress toward their grade level benchmark scores. Attendance and behaviors are also discussed in Grade Level Data Meetings. Our goal is to maximize the time in the classroom for instruction and these two areas are important when teachers are determining if students were provided ample opportunities to learn the standards.  |
| **1.2** | *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.* |
| We have monthly PTO Meetings and a Community World Café event where community input was given. At the beginning of the year, we did have a Parent Meeting to discuss changes with masks, social distancing, temperature checks and other routines. Parent questions were taken at that time. Teachers introduced themselves and shared important information about the classroom. Information is also shared with parents at Kindergarten Round Up and Kindergarten Blast Off.We held our Title I Parent Meeting in April where we asked for parent input on the Compact, Parent Involvement Policy, and shared other information about curriculum and assessments.Our school has a Bloomz App that allows parents to communicate with staff and administration. Events and information can be shared directly with parents. |
| **1.3** | *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.* |
| Morrill Public Schools has been reviewed for PK-12 accreditation through Cognia, we are waiting for the final report and reccomendations. Our building is conducting ELEOT Observations in each classroom, once a quarter. This information is shared with teachers during Grade Level Meetings. We have also had district School Improvement meetings throughout the year. At the end of the year, the elementary school improvement team shares an End of the Year Report with the district committee.  |

**2. Schoolwide reform strategies**

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| **2.1** | *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.* |
| Our building has a RTI/SAT Team that meets as needed to review student needs. We use data to help drive decisions. The team looks at the test scores, regular school work, and gets teacher input. We utilize the school counselor and the district LMHP to work with students that have behavior difficulties. This is designed to help protect instruction time by assisting students who may have off task behaviors. We have a set intervention time for all students needing extra help and remediation. Teachers also give students instruction at their level by ability grouping students and instructing in small groups for reading. Para support is available for both math and reading. Grade level meetings are held bi-weekly. Adminstration, members of SAT, and the behavior team meet with teachers as needed to discuss student needs.  |

**3. High quality and ongoing professional development**

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| **3.1** | *Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.* |
| Our district belongs to ESU #13. We have professional development through them throughout the year, based on data of our students & staff. All staff, including para-educators attend a Mid-Winter Conference.Our district particpates in the Alicap trainings which are available to staff online and can be done when it is convenient to each staff member. Our building has implemented the Essential 55 and the House System from Ron Clark Academy. Some staff members have participated in virtual professional development through RCA Live.Morrill Elementary School is currently looking for a new ELA curriculum. The principal and a 4th grade teacher are working with NDE and Teaching Lab to find High Quality Instructional Materials. The information gained in the monthly sessions are shared with the rest of the staff.We have implemented a mentoring program for our new staff. One staff meeting time per month is designated to the mentor program. Our staff has weekly staff meetings where we discuss curriculum, teaching strategies, and collaborate with the entire staff to learn from each other.Paraproffesionals are encouraged to particpate in Project Para. |

**4. Strategies to increase parent and family engagement**

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| **4.1** | *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.* |
| We have parents on our Title 1 Team; they have reviewed the information and shared their thoughts. We held a Title I Parent Meeting in April to review the School-Parent Compact. In response to parent input in previous years, we have simplified the compact. The compact was sent home with an informational letter to parents with the beginning of the year paperwork. The compact is sent home at the beginning of the year and is also posted on the website.School and classroom newsletters are sent home regularly, this is different in individual classrooms. We have a school wide subscription to Bloomz and we use that to communicate with parents. Individual teachers have their own classrooms to post information and events on. Notes and events are also cross-posted on Facebook, Instagram, and Twitter. The elementary school also has a section on the district website. The principal writes a weekly article for the local newspaper. We encourage parents to volunteer in classrooms, attend field trips, and participate in family events. Open House and Parent Teacher Conferences are held and parents are invited. Parents are invited to attend lunch with their children. |
| **4.2** | *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.* |
| Discussion about the policy was held during the Title I Parent meeting in April. The policy can be found in the student handbook. The policy is also posted on the webpage.  |
| **4.3** | *Please provide a narrative below describing how and when 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.* |
| A parent meeting was held in April. Parents were given information and had the opportunity to review and discuss parent policies and offer input on school issues. The event was published on Bloomz.  |

**5. Transition Plan**

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| **5.1** | *Please provide a narrative below describing the school’s transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).*  |
| Kindergarten Round-Up and Kindergarten Blast-Off activities are offered to parents and students to help with transitions into Kindergarten. This year both events were held in August, allowing students a chance to come and meet teachers prior to school starting. Parents and students get to meet the teachers and tour the classroom and building. Notification about events is shared through the regular mail, Bloomz, & other social media. This year we decided to enroll students but have our Round Up event later in the spring because we liked this format better than what we were previously doing. Our district has an Early Childhood Building for students birth-4 years. They walk over to the cafeteria everyday for breakfast and lunch. The also join in on several activities throughout the year with the older students. We invite the students over for Step-Up Day in May.We have started a House System in our building. We are calling them Dens, because our mascot is a Lion. This provides kindergarteners and other new students with support outside of their own classmates and teacher. They are able to interact with students and teachers from other grades and areas of the building. We meet several times a month for Den activities. THis building a great sense of community amongst the students.When new students come to register for classes they are given a tour by the secretary and/or principal. Students meet their classroom teacher and classmates the day before they start. A student mentor is assigned to the student from his/her new classroom, this person assists them to become familiar with the school layout and procedures during the day. They also help introduce the new child to adults around the building and play with them on the playground. Parents are given an orientation packet that includes the handbook, supply list, school rules, and other important information. Questions are answered for parents and they are given contact information for the teacher, school and administration. The new student is "sorted" into a Den on their first day of school.We hold a Step-Up Day for students in Kindergarten through 5th grade. This event gives students a chance to meet the teachers in the upcoming grade.This event is held in May, before school gets out.  |
| **5.2** | *Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).*  |
| The elementary school holds an annual step-up day. Each grade level visits the classrooms in the grade they will move into. Teachers come up with activities for the students to do. In addition, some classes write letters to the grade below them to give a sneak peak into their new grade. Our 6th grade students have several opportunities to visit the junior high and shadow other students in their 7th grade classes. They participate in their own step-up day (Transition Day) that lasts for half a day. Students also have the chance to attend orientation provided by the JR. High the first evening of their new school year.  |

**6. Strategies to address areas of need**

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| **6.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*  |
| In the past, students have been allowed to go to the computer lab or the library for technology based interventions & homework help. This year, because of Covid-19, we have students go directly to the classroom at 7:30 where they can get additional help as needed while they eat breakfast in the classroom. Our school offers 4 weeks of summer school to students who need extra support in reading and math.We have para support and make adjustments throughout the year to ensure student needs are met. The daily schedule of paras has changed as we encounter student needs. Each grade level has a mandatory 30 minute intervention time each day. Teachers and paras use this time to work with small groups and target specific skills. The topics instructed change based on student data. This year we continued with 30 minutes of Math Intervention on Fridays.  |