

Title I Schoolwide Plan

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

District Name:	Cozad		
County Dist. No.:	24-0011		
School Name:	Cozad Community Schools		
County District School Number:	Dawson 11		
Building Grade Span Served with Title I-A Funds:	K-5		
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:	Mr. Kyle Hoehner		
School Principal Email Address:	kyle.hoehner@cozadschools.net		
School Mailing Address:	420 East 14th Street Cozad, NE 69130		
School Phone Number:	(308) 784-3462		
Additional Authorized Contact Person (Optional):	Mrs. Bailey Dahlgren		
Email of Additional Contact Person:	bailey.dahlgren@cozadschools.net		
Superintendent Name:	Mr. James Ford		
Superintendent Email Address:	james.ford@cozadschools.net		
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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>	

Mrs. Monica Henrickson
Mr. Kyle Hoehner
Mrs. Jill Arnold
Mrs. Amber Ross
Mrs. Pam Laird
Mrs. Debbie Neill
Miss Megan Buss
Mrs. Vickie Gilbert
Miss Hannah Gilg
Mrs. Caitlin Smith
Miss Heidi Cover
Mrs. Ashley Simpson
Mrs. Kim Smock
Mr. David Squiers
Mr. Connor Williams
Mrs. Stephanie Rush
Mrs. Bailey Dahlgren

Parent
Administrator
Technology
1st Grade
1st Grade
2nd Grade
3rd Grade
3rd Grade
3rd Grade
Special Education
5th Grade
Special Education
ELL
Physical Education
Director of Teaching and Learning
Kindergarten
Title

School Information

(As of the last Friday in September)

Enrollment: 439	Average Class Size: 73	Number of Certified Instruction Staff: 36
Race and Ethnicity Percentages		
White: 76.5 %	Hispanic: 15.7 %	Asian: 1.1 %
Black/African American: 2.5 %	American Indian/Alaskan Native: 0.9 %	
Native Hawaiian or Other Pacific Islander: 3.2 %	Two or More Races: 0 %	
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 50 %	English Learner: 7 %	Mobility: 7 %

Assessments used in the Comprehensive Needs Assessment

(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NSCAS	
MAPS	
Fastbridge	

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

1.1	<p><i>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.</i></p> <p>The Cozad Elementary teaching staff including the Multi-Tiered System Support Team (MTSS), Professional Learning Communities (PLCs), will continually collect and analyze student achievement data for needs assessment in reading and math to determine strengths, challenges, and priority areas. Reading and math are the primary focus of the elementary school improvement goals. This data may be accessed through the MAP website, FastBridge, and NE Dept. of Education and is disaggregated by Title 1 required subgroups for reading and math. The following items will be considered when determining the instructional needs of students:</p> <ul style="list-style-type: none"> a. MAP (norm-referenced test; current and previous years for reading/math) b. NSCAS (reading and math) c. Report cards and reading grade cards d. Teacher recommendations, checklists, and parent surveys e. Parental input f. MTSS decision rules for reading g. Envision math assessments—some groups are piloting Envision during the 2022-23 school year. h. FastBridge universal screener and progress monitoring data for reading i. SPED data j. Summer school assessments when available <p>Teachers, specialists, counselors, and administrators will analyze this data to aid in the decision making process. The qualifications, experience, and professional development activities of the Cozad Elementary School staff will also be considered when planning professional development to meet student and staff needs. PLCs will be implementing common grade level assessments in reading and math. All initial training was completed at the beginning of the 2013-2014 school year for Reading Mastery, our core reading program. Ongoing training was offered during the 2021-2022 school year by consultants provided by ESU 10. Tier 2 reading interventions continue to be implemented since 2011. Our MTSS Reading Team adopted a new reading curriculum resource which is Core Knowledge Language Arts (CKLA) in the spring of 2022.</p>
1.2	<p><i>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.</i></p> <p>A parent survey is utilized to determine needs, allow input on the Parent-Student-Teacher Compact, as well as ask for volunteers to help develop the School Wide Plan. This process will be revised yearly, or as needed to reinforce and support the district and MTSS goals and action plans.</p>
1.3	<p><i>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.</i></p> <p>Cozad Elementary has implemented a Multi-Tiered System Support plan (MTSS), which meets monthly for reading, math, and SS curriculum discussions. Our MTSS Reading Team had ten formal meetings, and Social Studies has begun meeting this spring. The MTSS Math Team met four times; in addition to attending a math cadre at ESU 10. The Integrated MTSS Team will have met 5 times at the conclusion of the 2022-2023 academic year. The integrated team has been integral in developing our school improvement goals, in correlation with our district goal. The team will also create an action plan to help meet these goals within the school improvement cycle. In addition to these academic teams, a MTSS Behavior Team was formed and convened seven times at the end of the school year. Amplify CKLA was adopted and implemented at the beginning of the 2022-23 school year. This rich curriculum resource is founded in the Science of Reading and features two parts. Amplify CKLA is a unique core curriculum for PreK–5 ELA grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. CKLA is built on decades of research including the research of Hollis Scarborough best illustrated through The Reading Rope. CKLA has two strands: Language</p>

Comprehension known as the Knowledge Strand and Word Recognition known as the Skills Strand. In grade K-2, students receive two 90 minute periods of instruction. In grade 3, students receive 120 minutes. In grades 4 and 5, they receive 90 minutes of instruction. An additional daily thirty minute intervention time is also utilized for our Tier 2 and 3 students. FastBridge is the universal screener, and is used to monitor progress as well as assess benchmarks to identify student needs. PLCs will review data from reading assessments as well as FastBridge information. All students are progress monitored according to MTSS decision rules.

Envision Mathematics is our scientifically researched based math series that is our new math curriculum resource for the 2023-2024 school year. MAP testing results are used to assess and evaluate data, in addition to continuous assessments within the Envision resource.

Areas to consider for placement and implementing reform are:

- a. Alignment of curriculum and instruction to local, NE standards, and school improvement goals.
- b. Classroom teachers report opportunities to learn for all academic standards on lesson plans and curricular documents.
- c. Teacher recommendations, PLC's and MTSS teams will review data.
- d. Integration/identification of special student needs i.e., special services, counseling, assistive technology, ESL, SAT, and MDT. These students may also receive individual or small group assistance outside of the regular classroom and/or support within the classroom setting.
- e. PLCs have been implemented and met to review student progress in both reading and math to make decisions to help meet the needs of all students. Teacher concerns in all areas are documented and addressed
- f. Parents/guardians of students failing to meet academic standards will be contacted by their classroom teacher, counselor, or principal to review progress and discuss ways to improve student performance. Fall and spring parent-teacher conferences are additional opportunities to discuss student progress and/or parental concerns.
- g. IRIP's (Individual Reading Improvement Plans) and progress reports will provide quarterly updates.
- h. Teachers communicate through parent letters, emails, school/district webpages, BLOOMZ and telephone calls.
- i. Counseling services will be provided as deemed necessary or requested by students, parents and/or staff. Our school counselor assists students, parents, and teachers with plans and strategies to meet the needs of our students.
- j. Students not making acceptable academic progress during the school year, or in need of additional academic support will be offered to attend "Jump Start," just prior to the start of the academic year in August. Students will be nominated based on teacher recommendations, report card grades, and attendance records, as well as parental input when necessary.

2. Schoolwide reform strategies

2.1	<i>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.</i>
	<p>Students in grades K-3 receive focused instruction in early reading skills such as phonemic awareness, phonics, reading fluency, and reading comprehension.</p> <p>These foundational skills are essential to building a strong foundation for future learning. Because early literacy is critical to a successful school experience, it is important that all students meet grade-level benchmarks for reading proficiency. As such, Cozad Elementary is committed to identifying strengths and weaknesses early and frequently so that instruction can meet the needs of individual students.</p> <p>In 2018, the legislature passed the Nebraska Reading Improvement Act, which is designed to address student reading needs in grades K-3. The law requires that all students in grades K-3 are screened three times during the year in an effort to identify potential areas of struggle and determine supplemental instruction and intervention.</p> <p>Parents of children not meeting mandated benchmarks will be notified with an individual reading improvement plan, which will be revisited on specified dates and updated every eight weeks.</p>

3. High quality and ongoing professional development

3.1	<i>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.</i>
	<p>Cozad Elementary staff are highly encouraged to attend professional development opportunities through ESU 10 in their field(s) of expertise, as well as pursue other facets involved in their instruction of our students. A variety of workshops/meetings are available and attended by staff during the calendar school year as well as summer break.</p>

In addition to certified staff taking part in professional development, we also have incorporated a paraprofessional development plan in place to help meet the needs of all students with whom they will serve. Paraprofessionals take the 'Para-Pro' assessment, participate in a course called 'Project Para,' or have 48 hours of credit or an associate degree from an accredited college. A paraprofessional evaluation tool is also in place.

Paraprofessionals are included and/or invited to attend many of the same professional in-services as other staff members.

All Cozad Elementary staff are certified and endorsed in the area of their assignment, and consists of several teachers who are master teachers. These experts, along with the experience of other staff will be utilized to provide support to all teachers. Grade level PLC meetings allow teachers time to plan, evaluate instruction, and share ideas among colleagues. Teacher qualifications and student needs will be considered when making student classroom assignments. Several strategies will be utilized to ensure that staff at Cozad Elementary will be able to provide integrated, high quality instruction to all students within the school-wide project.

- a. Formative and/or summative evaluations with criteria based upon Marzano's Instructional framework.
- b. Classroom visitations and observations will provide support to staff.
- c. Workshops and in-services provided by a variety of sources: (ESU 10, NDE, grants, and visitations to other schools)
- d. Professional growth: Board policy stipulates that all staff will be required to earn 24 growth points over a six year period by completing graduate courses, supervising student teachers, attending workshops and in-services, presenting at professional conferences, and developing school curriculum.

4. Strategies to increase parent and family engagement

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.

A Title 1 School-Parent Compact has been developed, outlining commitments made by parents, students, and staff to ensure educational progress throughout the curricular school year.

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.

The written Title 1 Parent and Family Engagement Policy has been developed jointly with and updated periodically. Parents and family members are encouraged to become involved with their child's school and education. This also includes guardians as well as those members that have limited English proficiency. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format and language the parents can understand.

In the fall of 2023, we utilized our open house evening to present curricular goals at each grade level, as well as offer suggestions as to how to best help students achieve our academic goals.

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 Title 1 Parent/Family Engagement night was held in November and March in conjunction with our AfterZone Family night. During this, parents were informed as to the role of Title 1 in our district, as well as encouraged and given the opportunity to be in attendance when developing our Title 1 School Wide plan.

In the fall of 2023, we utilized our open house evening to present curricular goals at each grade level, as well as offer suggestions as to how to best help students achieve their academic goals.

5. Transition Plan

5.1	<i>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).</i>
	<p>An early intervention program serves children from birth to age four and includes home visits by qualified staff. Cozad Community School Preschool partners with Head Start and Cozad Child Care to prepare early childhood candidates for entering all-day kindergarten. The Cozad Preschool and kindergarten staff will coordinate activities to transition students from pre-kindergarten to kindergarten. Preschool family night, kindergarten health screening in the spring and kindergarten night enable staff to meet with parents and help transition children from home to school. Parents are informed about expectations, specific services, and curriculum. On April 20th, 2023 preschool students will come to the elementary school to be shown around, and they will get the opportunity to sign a letter of intent.</p> <p>The kindergarten classrooms are housed in the same building as the elementary and share the same facilities such as the library, cafeteria, gym and playground. The preschool classes visit the kindergarten classrooms in the spring to help aid in the transition from building to building.</p> <p>New students to our district are enrolled by the school secretary, given a tour of the building and provided with pertinent information in a parents' packet. Students are introduced to their new teacher, and paired with a peer to help the new student on their first couple of days of school.</p> <p>Bilingual applications are available when limited or non-English speaking students and/or parents require services or assistance. Bilingual forms are also available when students are enrolled.</p>
5.2	<i>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).</i>
	<p>The elementary guidance counselor provides a variety of lessons which focus on transitioning our fifth grade students to middle school. These lessons include concerns, questions and encouragement as they move to the next level in their academic career. In the spring, our fifth grade students visit for half a day, and are paired with a middle school peer to shadow for a portion of the day. An open house and orientation are provided in the fall at the middle school just prior to the first day of school for all parents and students. At that time, the middle school counselor and principal may visit with them about student congress and other opportunities which are available.</p>

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
	<p>Daily 40 minute intervention blocks are being utilized to increase both instruction as well as opportunities to learn. Specialized staff also have schedules set up which allow for students to be pulled out for one on one/small group instruction on an as needed basis. We continue to maintain a strict schedule for English language arts block which goes as follows: two 60 minute blocks in Kindergarten-2nd grade, one 120-minute block in 3rd grade, and one 90-minute block in 4th and 5th grade. We also have a 60 minute block set aside for math. Cozad Elementary offers students a chance to participate in our HAL program if they meet requirements. This allows them the chance to expand their knowledge on a topic of their choosing and then present to their peers, family, and administration. We currently have 30+ students enrolled in our HAL program. In addition, Cozad Elementary offers an extended time after school that provides students with a productive space to complete any missing school work and/or receive help from teachers. After school, we offer a program called Afterzone where students have a place to stay until parents are able to pick them up. During this time, students have many opportunities to complete homework and engage in learning activities.</p> <p>Cozad Elementary again is providing opportunities for learning outside of the calendar year. July 17-August 3 have been designated as, "Jump Start." These dates will provide additional learning opportunities in the areas of both reading math.</p>

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
N/A	