

2018-2019
Cozad Community Schools
Elementary
Title I School-Wide Plan
Grades K-5

Cozad City Schools Mission Statement

Learning for all, Learning for life.

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Elementary
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School-Wide Planning Team

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The School-Wide Planning Team will meet yearly to discuss and determine the revisions that need to be made to the School-Wide Plan. All elementary teachers will be invited to attend via school email. Parents, who indicated on the Parent Survey that they are interested in being on the Planning Team, will be called and invited to attend. The meeting information will also be posted on the Cozad City School Website, Cozad City Schools Facebook page, grade-level Facebook pages and classroom newsletters. The revised School-Wide Plan will be emailed to the staff and a copy put in the school lounge, in order that they will have the opportunity to review the revised plan before voting. A vote sheet will be placed in the teacher's lounge and teachers will be able to vote 'yes' or 'no' for the School-Wide Plan. On Wednesday, March 22, 2018 97% of the staff voted to accept the 2015-2016 School-Wide Plan. (One teacher was on maternity leave.)

This page addresses Part B1 and C1 on the rubric.

Comprehensive Needs Assessment

The Cozad Elementary teaching staff, including the Multi-Tiered System Support Team (MTSS/RtI), Professional Learning Communities (PLCs), and the Continuous Improvement Process (CIP) team, will continually collect and analyze student achievement data for needs assessment in reading and math to determine strengths, weaknesses, and priority areas. Reading and math are the

primary focus of the elementary school improvement goals. This data may be accessed through the MAP web site, AIMSweb, and NE Dept. of Education and is disaggregated by Title I required subgroups for reading and math. The following items will be considered when determining the instructional needs of students:

- a. MAP (norm-referenced test; current and previous years for math and reading)
- b. NeSA-R, NeSA-M
- c. Report card grades and reading grade cards
- d. Teacher recommendations, checklists, and parent surveys
- e. Parental input
- f. Reading Mastery Placement tests and Rtl Decision Rules for reading
- g. Saxon Math assessments
- h. FAST Universal Screener and progress monitoring data for reading
- i. Core Phonics Assessment, as needed
- j. SPED data
- k. Summer School Assessments when available

Teachers, specialists, counselors, and administration 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 2013-14 year for our core reading program, Reading Mastery. Ongoing training will be offered during the 2018-19 school year by Reading Mastery consultant, Meralee Hoffelt. Tier 2 reading interventions were started in 2011-12. Tiers 1 and 2 in math have been implemented.

A survey will be sent home annually at the end of the school year to determine needs, allow input on the Parent-Student-Teacher Compact and to determine which parents are interested in helping to develop the School Wide Plan. Those parents who indicate an interest will be invited to become involved in developing the School-Wide Plan the next year. Data on returned surveys is recorded and used for Title and CIP.

This process will be revised yearly or as needed, to reinforce and support the district CIP and Rtl goals and action plans.

This page addresses numbers 1.1, 1.2, 1.3, 1.4, and 1.5 on the rubric.

School-Wide Reform Strategies

Cozad Elementary has implemented a Multi-Tiered system Support plan (MTSS/Rtl). The MTSS/Rtl team meets every month to support the Rtl plan and is co-working with NDE representatives and ESU 10 staff. The NDE and ESU10 staff will continue to consult with us, however, their role has been minimized at this time as we implement Reading Mastery as our core reading curriculum.

A Reading Mastery Program was purchased for the 2013-2014 school year. Outside consultants were hired to guide us through the implementation of the Reading Mastery program and also trained a team of teachers to give the Reading Mastery placement tests. Fidelity in implementation of this core reading program will continue to be the focus of the staff for the 2018-2019 school year. Reading instruction for grades K-5 will take place during a 1 hour and thirty minute reading/language art block, in addition to a thirty minute intervention/enrichment block. FAST is used as the school's universal screener. PLCs will review data from reading assessments and FAST benchmark assessments to identify student needs. All students are progress monitored, based on reading levels and according to Rtl Decision Rules. Reading Mastery and progress monitoring data will be collected for all students and will be submitted to our Reading Mastery coaching team, who uses it for student placement and movement. Corrective Reading has been implemented for Tier 3 students.

Saxon Math is our scientifically research based math series. Tier 2 will be implemented in the 2018-19 school year. Grade-level PLCs have identified essential learnings. The MAP web site is used to assess and evaluate data, in addition to ongoing Saxon assessments. Another PLC goal is to work on common math vocabulary to ensure consistency across grade levels.

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 will document opportunities to learn for all reading, math and science standards on lesson plans and curriculum documents.
- c. Teacher recommendations, on site coaches, and our reading team will review data.
- d. Integration and identification of special student needs i.e. special services, counseling, assistive technology, ESL, SAT and MDT. Some of these students also receive individual or small group help outside of the regular classroom and/or support within the classroom.
- e. Professional Learning Communities (PLC) have been implemented. They will continually review student assessments in reading and math in order to make adjustments to meet the needs of all students.
- f. In addition to regular fall and spring Parent-Teacher conferences, parents of students failing to meet academic standards will be contacted by the classroom teacher, elementary counselor or principal to review progress and to discuss strategies to help students improve performance. Parents are also encouraged to view student grades online.
- g. Teachers communicate through parent letters, emails and school and district webpages.
- h. 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 students. TeamMates, a mentoring program, is also in place for 4th and 5th grade students.
- j. Students not making acceptable academic progress during the school year, or in need of additional academic support, will be offered summer school when funding allows. Students will be offered this opportunity based on teacher recommendations, testing, report card grades, attendance records, and formative and/or normative assessments. Parental input will also be considered.

These pages address numbers 2.1, 2.2, and 2.3, on the rubric.

Instruction by Highly Qualified Staff

All Cozad Elementary staff are certified and endorsed in the area of their assignment. Our staff also 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 district job description.
- b. Classroom visitations and observations will provide support to staff.
- c. Workshops and in-services provided by a variety of sources: (ESU 10, Nebraska Department of Education, grants, and visitation to other schools)
- d. Professional growth: Cozad's board policy stipulates that all staff 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.
- e. Other training as needed, such as Reading Mastery and MAP training.
- f. Teachers requesting and receiving iPads have opportunities for training.
- g. Teachers will continue to receive training in Reading Mastery from a qualified consultant.
- h. The school has a paraprofessional development plan in place to meet NCLB requirements. Paraprofessionals take the 'Para Pro' assessment, participate in a course called 'Project Para', or have forty-eight hours of credit or an associate degree from an accredited college. A paraprofessional evaluation tool is also in place.
- g. Paraprofessionals are included or invited to many of the same professional in-services as

other staff members.

This page addresses number 3.1 and 3.2 on the rubric.

Strategies to Attract Highly Qualified Teachers

Teaching vacancies are filled in the district through an interview process. Vacancies are advertised in the Omaha World Herald, Teach in Nebraska and on the Cozad Community Schools' webpage. Job fairs may be attended by administrators to attract new teachers to the district.

Recommendations of potential candidates are investigated by administrators. In addition, present and former employers are contacted regarding each candidate's professional qualifications.

New teachers are provided three or more days of introductory training and in-service at the beginning of the school year and are assigned a mentor. New staff are also assigned to grade level Professional Learning Communities (PLC).

This page addresses number 4.1 on the rubric.

Professional Development Activities

Research based professional development activities will be provided for the staff at Cozad Elementary to improve overall academic instruction. Professional development will be determined by input from PLC teams and staff, including needs identified by administration and CIP.

- a. The professional development activities will be consistent with the Nebraska state requirements for reading, writing (Six Traits), and math, with the goal of enabling all students to meet the state standards.
- b. The professional development activities will also be consistent with district curriculum, Rule 10 and AdvancED Accreditation, and the Nebraska Department of Education.
- c. Improving Learning for Children with Disabilities is the Special Education component of CIP that will monitor Special Education programs and student progress.

Administration will support staff in monitoring daily instructional practices and provide professional development within identified areas. These areas will be determined by teachers, Rtl, CIP, and administration. Resources to fund the professional development activities will be drawn from the general school budget, Title IIA and Special Education. ESU 10 provides multiple opportunities for ongoing professional development, which are available at a teacher's request and approval by administration.

The professional development opportunities will include opportunities for technology training sessions, 6-Traits Writing, Check4Learning, Corrective Reading and Reading Mastery.

This page addresses numbers 5.1 and 5.2 on the rubric.

Strategies to Increase Parental Involvement

Parents will be encouraged to become involved in program activities that support the school-home relationship. Ideally, parents will view the school as a friendly place where caring staff are partners in promoting students' self-esteem and academic success.

At the beginning of the year, parents are provided with a school calendar and parent handbook, which includes school policies. Parents and students are invited to an Open House to visit their rooms and meet with their teacher before school starts. Parents will be informed about the school's Title I program and be told about their right to be involved in their child's education.

Links to Continuous Improvement Process information, the NE Department of Education State of the Schools Report and assessments are available to parents on the Cozad Community Schools' web site. The district has a Facebook page and iPad app to help keep parents and stakeholders informed. Each grade level also has a Facebook page.

MAP and FAST test results, if available, are reviewed with parents at Parent-Teacher Conferences. Grades are available online through PowerSchool. Classroom newsletters are sent home weekly and AfterZone, an after school program for students, sends home monthly newsletters. The AfterZone Advisory Board includes parents, community representatives, the director, elementary principal, and superintendent. Parents complete an annual survey for their grant, which includes questions about the program, as well as the school

A copy of the Parent Involvement Policy and the Title I School-Wide Plan are available in the school office and on the school website. Parents will be asked to provide feedback to the school via the annual parent survey, which will be sent home with students towards the end of the school year. We will continue sending Math Connection and Reading Connection newsletters home for grades 1-5, with reading and math activities and suggestions.

Several strategies will be utilized to increase parent and community involvement and to keep them informed about school activities:

- *The Cozad Community Schools Webpage and Facebook
- * Parent-Teacher conferences, which are offered twice a year
- *Grandparents' Day
- *Open House with a planned parent/child activity
- *First grade Muffins for Moms
- *Second grade Mother's Day Tea
- *Book-It
- * Destination Imagination coaches
- * Invitations to various classroom activities throughout the year
- * Joining students for lunch
- * Grade level BLOOMZ web pages
- * Online access to student grades
- * Written and electronic communications to keep the parents informed of important activities or happenings at school
- * Grade level field trips
- * Parents reading to students during Dr. Seuss week is planned for this year
- * Kindergarten and Elementary track meets, with a parent/child activity planned for this year
- * Elementary Vocal Concerts
- * Selected students are participating in the TeamMates program
- * A parent organization, Cozad Elementary Parent Organization
- * Bouncy House/Slushy Friday's sponsored by the Cozad Elementary Parent Organization
- * Members of the Administration also write articles for the Scope, a local newspaper newsletter, keeping stakeholders informed and up to date on school happenings.
- * Administration and principals visit the local Rotary Club.

* School Activities may be shared on the local radio station

* AfterZone also provides opportunities for parents to be involved through various activities, such as Parent Night.

This page addresses number 6.1, 6.2, 6.3, and 6.4 on the rubric.

Transition Plans from Early Childhood to Middle School

An Early Intervention program serves children from birth to age four and includes home visits. Cozad Community Schools Preschool partners with Head Start and Cozad Child Care to prepare early childhood candidates for entering an 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 each enable staff to meet with parents and aids in transitioning children from home to school. Parents are informed about expectations, specific services, and curriculum at those times.

The Kindergarten classes are located in the same building as the elementary classes and share the same facilities such as the library, cafeteria, gym and playground. This helps to make the transition from preschool to kindergarten very smooth. The Kindergarten classes will visit the First Grade rooms in the spring of each year to prepare for students' transition to 1st grade.

During the school year new students are enrolled by the school secretary, given a tour of the building and their parents are provided with school information in a parent's packet. They are shown their classrooms and are introduced to their new teacher. Classroom teachers ensure new students feel welcomed and choose a 'buddy' to help a new student on their first day of class.

Bilingual translators are available when limited or non-English speaking students and/or parents require services or assistance. Bilingual notes and forms are available when needed.

The elementary guidance counselor provides a guidance lesson for fifth graders that focuses on middle school concerns. These students will then visit the middle school for half a day and are paired with a Middle School student to shadow and have lunch with. An open house and orientation are provided in the fall at the Middle School, before school starts, for all students and parents, where the Middle School Counselor may visit with them about Student Congress and middle school life.

This page addresses number 7.1, 7.2, 7.3, and 7.4 on the rubric.

Teacher Participation in Assessment Decisions

Teachers assess skills in the areas of reading, writing, math, and overall student achievement. The Cozad Elementary staff meets cooperatively to review core programs as part of the textbook adoption process. New textbooks are evaluated and chosen by a team of teachers that align to state standards and support the curriculum. The Administration has an open door policy allowing teachers to present new ideas and suggest materials.

The Continuous Improvement Process team has implemented Professional Learning Communities for the past eight years. The Cozad Elementary staff meets weekly through PLCs to discuss revisions of curriculum, teaching strategies, student achievement, and instructional needs.

Vertical PLCs meet to coordinate curriculum alignment and goals as needed. Smart goals have been written. PLCs are looking at test data, with an emphasis on math and reading data.

Teachers are involved in the MTSS/Rtl process. Based on the MTSS/Rtl model, AIMSweb has been chosen as the universal screener to monitor students' progress in reading. Other assessments include text book assessments; staff generated assessments, CORE Phonics Survey, required MAP assessments and Reading Mastery assessments. Staff participate in professional development to improve reading and math instruction and student outcome.

Weekly e-mail bulletins, from the principal, keep teachers informed and up to date on information, needs, and concerns.

This page addresses number 8.1 on the rubric.

Activities to Assist Students in Mastering the Standards

Services will be provided to help students meet the standards set at the district and state levels. The Rtl model has been implemented for all students in reading and math.

- a. Tier 1 has been implemented in reading with a 90 minute reading block. Fidelity to the reading core will continue to be the focus of the 2018-19 school years.
- b. Students will be grouped according to their Reading Mastery placement scores, Reading Mastery data, AIMSweb Benchmarks and Progress Monitoring data and MTSS/Rtl Decision Rules. Students performing well below grade level or at risk are placed in smaller groups. Many of these are assisted by SPED and Title personnel.
- c. All students are progress monitored and receive additional intervention or enrichment time for 40 minutes, five days a week for reading.
- d. Tier 2 specific reading interventions for all students below grade level or at risk are in place for 2018-19.
- e. Math Tiers 1 and 2 are in place for 2018-19.
- f. Students will be identified for special education and intervention needs using SAT/MDT recommendations, parent referrals, AIMSweb benchmarks, Reading Mastery assessments and progress monitoring and MAP assessments.
- g. Special Education teachers and para-educators also provide classroom support in core subject areas.
- h. Title School-Wide funds are utilized to reduce class size, reading class size, and/or assist in the classroom during reading blocks and support the Rtl model.
- i. Other specialists are provided as needed to assist students with special needs. This includes a school nurse, vision specialist, occupational therapist, physical therapist, speech and language pathologist, elementary counselor, and school psychologist. An ELL interpreter is available as needed.
- j. The guidance counselor meets with students, staff, and parents to assist the students in meeting their academic potential.
- k. The after school program, AfterZone, provides students additional study time for homework as well as academic enrichment activities.

- I. Teachers offer extra help and study time outside of the scheduled classroom time. This may be before school, after school, during specials classes, or recesses.

This page addresses numbers 9.1 and 9.2 on the rubric.

Coordination and Integration of Federal, State and Local Services and Programs

Title I funds will be used to support the School Wide Plan in several ways: to reduce class size, provide services for students not meeting academic and/or state standards and to support the Rtl model.

Other specialists are provided as needed to assist students to improve their academic and social achievement. These specialists are funded through Federal, State and other local services and programs. This includes Special Education teachers, a school nurse, vision specialist, occupational therapist, physical therapist, speech and language pathologist, elementary counselor, school psychologist, and ESL services as needed. A complete and detailed report on the use of federal funds may be found at the Grant Management System (GMS).

AfterZone is funded with a Federal 21st Century Community Learning Center Grant, local donations, and the Cozad Community Schools general budget.

A breakfast and lunch program is available to students through state and federal funding during the school year.

A federally-funded summer lunch program is available during the summer months.

Community resources also support the school system in many educational ways including:

- * The library summer reading program and board game days during the school year
- * 4-H Enrichment
- * Team Mates
- *Dental health education by local dentists.
- *Books for K-1st Graders (United Way)
- * Dictionaries for 3rd Graders (Rotary)
- *Pizza Hut Book-It
- *High School Pen Pals (4th Grade)
- *Elks-Coloring contest, Drug Awareness Poster Contest, American Essay Contest
- *Ag Day sponsored by local Ag related businesses and banks alternating every other year with
- *Dawson County Ag Fest (5thGrade).
- *Summer Arts Program sponsored by the United Way and Arts Council
- *Savings curriculum provided by local banks (3rd Grade).
- *The Fire Department presents a Fire Safety Program during Fire Safety Week

This page addresses numbers 10.1, 10.2, and 10.3 on the rubric.