

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:	Cozad Community Schools
County Dist. No.:	24-0011
School Name:	Cozad Elementary
County District School Number:	Dawson 11
School Grade span:	K-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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:	Dale Henderson
School Principal Email Address:	dale.henderson
School Mailing Address:	420 East 14th Street Cozad, NE 69130
School Phone Number:	308-784-3462
Additional Authorized Contact Person (Optional):	Sondra Terry
Email of Additional Contact Person:	sondra.terry@cozadschools.net
Superintendent Name:	Joel Applegate
Superintendent Email Address:	joel.applegate@cozadschools.net
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>
<p>(Three parents said they would come to the meetings. Reminders were texted to them, but they didn't show up.)</p> <p>Dale Henderson Kathy Halouska Jill Arnold Teresa Savick Sondra Terry Stephanie Rush Debbie Neill Susan Armstron Heidi Cover</p> <p>_____ _____</p>	<p><u>Parent</u></p> <p>Principal Counselor Media Special Resource Teacher Title/ELL First Grade Teacher Second Grade Teacher Third Grade Teacher Fifth Grade Teacher</p> <p>_____ _____</p>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 383	Average Class Size: 18	Number of Certified Instruction Staff: 33
Race and Ethnicity Percentages		
White: 77 %	Hispanic: 19 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: .5 %	Two or More Races: 0 %	
Other Demographics Percentages		
Poverty: 60 %	English Learner: 4 %	Mobility: 10.53 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA-R	AIMSweb-Reading & Math
NeSA-M	Reading Mastery Assessments
MAP	Saxon Math Assessments

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>
The Cozad Elementary teaching staff, including the Multi-Tiered System Support Team (MTSS), Professional	

<p>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. Cozad Elementary has implemented a Multi-Tiered System Support plan (MTSS). The MTSS team meets every month to support the MTSS/RtI plan and is co-working with NDE representatives and ESU 10 staff. MTSS teams include reading, math, behavioral/social/emotional teams and an integrated team.</p> <p>PLCs will review data from NeSA-R, Map, Reading Mastery and AIMSweb benchmark assessments to identify student needs. All students are progress monitored, based on reading levels and according to MTSS Decision Rules. Reading Mastery and progress monitoring data will be collected for all students and will be submitted to our reading coaches, who will use it for student placement and movement. Corrective Reading has been implemented for Tier 3 students.</p> <p>Saxon Math is our scientifically research based math series. We hope to have Tier 2 implemented by the 2019-2020 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. AIMSweb Math Benchmarks will be used in the 2017-18 school year.</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 parent survey will be sent home annually at the end of the school year to determine needs and allow input on the Parent-Student-Teacher Compact. Data on returned surveys is recorded and used for Title and CIP.</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>In response to the External Team Review and recommendation for a comprehensive instructional framework, Cozad Community Schools has implemented the Marzano framework for effective instruction. (See page 33 of AdvancED report.) Staff were given Marzano's book, The Art and Science of Teaching, to read. ESU 10 staff have provided inservices throughout the year on the chapters. Steps have been taken to begin instructional rounds. At the Elementary, the first instructional round will be on Thursday, April 6. The Elementary MTSS Integrated Plan identifies ongoing improvement efforts at the elementary level.</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>TServices will be provided to help students meet the standards set at the district and state levels. The MTSS/RtI model has been implemented for all students in reading and math.</p> <p>a. Tier 1 has been implemented in reading with a 90 minute reading/language art block. Fidelity to the reading core will continue to be the focus of the 2017-18 school years.</p> <p>b. Students will be grouped according to their Reading Mastery data, AIMSweb Benchmarks, Progress Monitoring data, and MTSS/RtI 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.</p> <p>c. All students are progress monitored and receive additional intervention or enrichment time for 30 minutes, 3-5 days a week for reading.</p>	

- d. Tier 2 specific reading interventions for all students below grade level or at risk are in place for 2017-18.
- e. Math Tier 1 is in place for 2017-18. Students in grades 3-5 are grouped according to their MAP, Saxon Math, and AIMSweb Math Benchmark Assessments. Tier 2 to be implemented by 2019-20.
- 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 MTSS/RtI 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/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.
- l. 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.
- m. 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.

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>
<p>The school has a paraprofessional development plan in place.</p> <p>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.</p> <p>Paraprofessionals are included or invited to many of the same professional in-services as certified staff members.</p>	

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>
<p>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.</p> <p>a. Classroom visitations and observations will provide support to staff.</p>	

- b. Workshops and in-services provided by a variety of sources: (ESU 10, Nebraska Department of Education, grants, and visitation to other schools)
- c. 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.
- d. Other training as needed, such as NeSA, Reading Mastery, MAP, and ESL training.
- e. Teachers will continue to receive training in Reading Mastery and Adventures in Language as needed.
- d. Marzano Instructional Rounds

5. Strategies to increase parental and family engagement

5.1

Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.

A parent survey will be sent home annually at the end of the school year to determine needs and allow input on the Parent-Student-Teacher Compact. Parents also have the opportunity to provide input on the back of the compact when it is completed by them at the beginning of the school year. The compact will be reviewed annually at the Title I Planning meeting. 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 classrooms and meet with their teacher before school starts. Parents are informed about the school's Title I program, as well as their right to be involved in their child's education, at the AfterZone and Title I Fall Family Night.

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 be informed. Apps such as Bloomz may also be used.

MAP and AIMSweb 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, superintendent and student advisory board. Parents have the opportunity to 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 K-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 Web Site and Facebook
- * Parent-Teacher conferences, which are offered twice a year
- *Grandparents' Day
- *Open House with a planned parent/child activity
- *Runza Night
- *Second grade Mother's Day Tea

- *Book-It
- * Destination Imagination coaches
- * Invitations to various classroom activities throughout the year
- * Joining students for lunch
- * 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
- * Guest readers during Dr. Seuss week
- * Kindergarten and Elementary track meets, with a parent/child activity
- * Elementary Vocal Concerts
- * Selected students are participating in the TeamMates program
- * Cozad Elementary Parent Organization
- * Activities 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.
- * Upper level Science Fair
- * Book Fair Activities
- * History Speaks event (2nd)

5.2 *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.*

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. The Parent Involvement Policy is updated annually to meet Title I requirements at the Title I planning meeting. Parents will also be able to provide feedback at this time if they attend.

5.3 *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.*

Parents are informed about the school's Title I program, as well as their right to be involved in their child's education, at the AfterZone and Title I Fall Family Night Tuesday, November 8, 2016. The elementary principal, Dale Henderson informed parents of the school's participation in the Title I program, explained the requirements of Title I and the rights of parents to be involved. A second AfterZone and Title I Spring Family Night was also held on February 28, 2017. A translator was available.

6. Transition Plan

6.1 *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*

	<i>documentation may also be placed in the corresponding folder.</i>
	<p>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 preschool. Preschool Family night enables staff to meet with parents and aids in transitioning children from home to school. Parents are informed about expectations, specific services, and curriculum at that time.</p> <p>Kindergarten health screening in the spring enables preschoolers to visit the school. The Cozad Preschool and Kindergarten staff will coordinate activities to transition students from pre-kindergarten to kindergarten. During the fall Open House Kindergarteners are able to visit their classrooms and meet their teachers before the beginning of the school year.</p> <p>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 Kindergarten to First Grade very smooth.</p> <p>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.</p> <p>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.</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>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 and are paired with a Middle School student to shadow. They attend classes and have lunch at the middle school cafeteria. An open house and orientation are provided in the fall at the Middle School for both students and parents. At that time the Middle School Counselor may visit with them about Student Congress and middle school life.</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>
NA	

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>
NA	

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>Services will be provided to help students meet the standards set at the district and state levels. The MTSS/RtI model has been implemented for all students in reading and math.</p> <ol style="list-style-type: none"> a. Tier 1 has been implemented in reading with a 90 minute reading/language art block. Fidelity to the reading core will continue to be the focus of the 2017-18 school years. b. Students will be grouped according to their Reading Mastery data, AIMSweb Benchmarks, Progress Monitoring data, and MTSS/RtI 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 30 minutes, 3-5 days a week for reading. d. Tier 2 specific reading interventions for all students below grade level or at risk are in place for 2016-17. e. Math Tier 1. Third, fourth and fifth grades group students based on MAP and Saxon assessments. Tier 2 is to be implemented by 2019-20 school year. 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 MTSS 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/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. A study hall time is available daily for students needing extra time or behind on their assignments. l. The after school program, AfterZone, provides students additional study time for homework as well as academic enrichment activities. m. 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. n. 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. 	

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 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 MTSS/RtI model.</p> <p>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/ language pathologist, elementary counselor, school psychologist, and ELL services as needed. A complete and detailed report on the use of federal funds may be found at the Grant Management System (GMS).</p> <p>AfterZone is funded with a Federal 21st Century Community Learning Center Grant, local donations, and the Cozad Community Schools general budget.</p> <p>A breakfast and lunch program is available to students through state and federal funding during the school year.</p> <p>A federally-funded summer lunch program is available during the summer months.</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>Community resources also support the school system in many educational ways including:</p> <ul style="list-style-type: none"> * Wilson Public Library summer reading program in addition to board game days during the school year * Runza Night * 4-H Enrichment * Team Mates *Dental health education by local dental health professionals *Books for K-1st Graders (United Way) * Dictionaries for 3rd Graders (Rotary) *Pizza Hut Book-It *High School Pen Pals (4th Grade) *Coloring contest, Drug Awareness Poster Contest, American Essay Contest by various organizations *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 *Heartland of NE Backpack program *Concrete 101 sponsored by Paulsen Inc. *Greenhouse donations *Donation by Walmart to the Fourth Grade Blanket Program *Support by local businesses and Veterans for Community Service Day Activities *Santa letters written by students are published the local newspaper, The Tri-City Trib (3rd) *Wellness Center Nerf Wars 	

