

# 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:	Neligh-Oakdale Public Schools
County Dist. No.:	02-0009
School Name:	Neligh-Oakdale Eastward Elementary
County District School Number:	02-0009-005
Building Grade Span Served with Title I-A Funds:	3-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (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:	Ben Dempsey
School Principal Email Address:	bdempsey@nowarriors.org
School Mailing Address:	PO Box 149 Neligh, NE 68756
School Phone Number:	(402)887-5290
Additional Authorized Contact Person (Optional):	Tracey Richart
Email of Additional Contact Person:	trichart@nowarriors.org
Superintendent Name:	Ron Beacom
Superintendent Email Address:	rbeacom@nowarriors.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<p>_____</p> <p>Ron Beacom Ben Dempsey Tracey Richart Stephanie Wanek JJ Wagner Kenny Reinke Dana Klabenes Carrie Pitzer Becky Hurtig Angie Belitz Becky Dahl</p>	<p><u>Parent Administrator</u> Superintendent 3-12 Principal 3-6 Title I Teacher ESU #8 Representative 6th Grade Teacher N-O School Board Member Parent Community Member 3-6 Paraprofessional Parent K-2 Title I Teacher</p>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 121	Average Class Size: 15	Number of Certified Instruction Staff: 14
Race and Ethnicity Percentages		
White: 89 %	Hispanic: 9 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 54 %	English Learner: 2 %	Mobility: 3 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>NWEA MAPS</b>
<b>Acadience Reading</b>	<b>STAR Math</b>
<b>STAR Reading</b>	

*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**

<b>1.1</b>	<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>
	Acadience (Dibels NEXT) data, MTSS data, 3-6 NeSA test results, 2-6 NWEA-MAPS testing results, STAR Reading and Math Diagnostic test results, classroom teacher student evaluation of degree of concept mastery forms, and Reading Mastery student placement are used as part of the comprehensive needs assessment to identify the needs of at-risk students, or those struggling to meet State Academic Standards. The data helps classroom teachers determine how to differentiate instruction based on student needs. The data also helps determine MTSS Tier II pull out interventions used by Title I staff for at risk students.
<b>1.2</b>	<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>
	The school conducts a comprehensive parent survey every other year as part of the school improvement process. This survey is generally completed during parent teacher conferences. The surveys are used to help determine the schools public image, student assemblies, and ongoing professional development for staff. Prior to accreditation years, a stakeholders (parents, students, staff, and community members) survey is also distributed to gain key information and feedback on the district.  Feedback is also provided by the Title Advisory Committee which consists of parents, community members, and staff to identify the needs of the school.  Parent and Family Engagement Nights normally are utilized to gain feedback from families on what variety of activities are hosted each year for families and students. A Title I Parent Survey is also distributed yearly. This survey is normally handed out at a Spring family event. The results of the survey will help guide changes to the Title I program.
<b>1.3</b>	<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>
	The Neligh-Oakdale School district conducts monthly CIP (Continuous Improvement Process) meetings with all certified staff. These meetings are held to allow continuous improvement on various needs of the school district through professional development. The purpose of these meetings varies throughout the year from vocabulary instruction and implementation, Marzano training, Digital Citizenship and plagiarism, Close Reading, Suicide Prevention, School Improvement, Curriculum and Standards, Canvas & Seesaw training, PBIS training, and SRS (School Record System) training. Many of these CIP opportunities have been held in conjunction with the local Educational Service Unit #8. These professional learning opportunities help school staff to better meet the ever changing needs of our students.

**2. Schoolwide reform strategies**

<b>2.1</b>	<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>At Neligh-Oakdale Public Schools, we are continually monitoring and assessing our students’ growth and achievement levels to make sure they are able to meet the challenging state academic standards. In order to monitor our students learning levels, we do several testing opportunities throughout the school year. Acadience (DIBELS Next) is conducted in the fall, winter and spring (August, January and April respectively this year) each year with our students in grades Kindergarten through sixth grade. Students in grades 3-6 take a quarterly STAR Math and STAR Reading assessment, and students in grades 3-6 partake in NWEA MAPS Growth testing in the fall, winter, and spring, as well as NSCAS testing annually in the spring. In addition to the assessments and screeners, Reading Mastery placement level is also used to assess needs of students. All of these results combined are used to monitor a student’s learning level.</p> <p>When students are not meeting benchmarks or grade level goals on these tests the school district has several options to help the student meet state goals. One option is for the student to follow MTSS procedures where they first receive additional interventions within the classroom either with the teacher or a paraprofessional. The next step to help the student obtain achievement goals is to attend Title I. In Title I, students can receive additional assistance in Math and or Reading. Additional steps the district has to ensure student success is SAT (Student Assistance Team). With this process, teachers are able to collaborate with additional Team members and parents to collaboratively devise a plan to help the student academically. When additional services are required to help a student the school psychologist can be brought in for additional testing with parent permission.</p> <p>A Reading Intervention block has been set up in the daily schedule this school year. The MTSS team examines all data to make decisions on groupings as well as focus content of intervention groups.</p> <p>WIN Time (formally known as Warrior Time) is a tutoring service offered Monday through Thursday after school for students in grades 3-6 to get help from staff on homework needs.</p> <p>Teammates mentoring program, PBiS, ELL, and counseling services are also used at Neligh-Oakdale to help students with not only their academic needs, but also their social/emotional needs.</p>	

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

<b>3.1</b>	<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>The Neligh-Oakdale School district conducts monthly CIP (Continuous Improvement Process) meetings with all certified staff. Non-certified staff are encouraged to attending these meetings/trainings throughout the year as well. These meetings are held to allow continuous improvement on various needs of the school district through professional development. The purpose of these meetings varies throughout the year from vocabulary instruction and implementation, Marzano training, PBiS, Suicide Prevention, Curriculum and Standards, Data Review, School Improvement, and SRS (School Record System) training. Many of these CIP opportunities have been held in conjunction with the local Educational Service Unit #8. These professional learning opportunities help school staff to better meet the ever changing needs of our students.</p> <p>Certified Staff and non-certified staff are also encouraged to attend workshops throughout the school year to improve instruction and learning for all students.</p>	

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

<b>4.1</b>	<i>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.</i>
<p>The school, parent, student, teacher compact was developed using the Nebraska Department of Education guidelines and requirements along with the input from the Title Advisory Committee and parents. The compact is reviewed and revised annually by the parents at the annual parent meeting in the fall, which was divided into 3 separate Parent nights this year due to Covid-19. The Neligh-Oakdale Title I Advisory Committee also examines and discusses any changes that need to be made to the compact at a quarterly meeting in the spring. The Title advisory committee is made up of teachers, support staff, administrators, community stake holders, and parents of both Title and non-Title students. The committee helped to develop the verbiage of each section of the compact. At Neligh-Oakdale, we require parents, students, teachers, and the elementary principal to sign the compact agreement. A copy of the compact has been added to the student handbook so every parent, student, teacher, and the principal read and sign the compact annually.</p>	
<b>4.2</b>	<i>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.</i>
<p>The Title I Parent and Family Engagement Policy was developed by input from Title I Teachers, the Title I Advisory Committee, parents input from annual Title I parent meeting, and Staff Developers from the Educational Service Unit #8. The Nebraska Department of Education guidelines and requirements were used as a model for the final document. The Title I Parent and Family Engagement Policy, along with the compact, is reviewed and revised annually by the parents at the annual parent meeting in the fall, which was divided into 3 separate Parent nights this year due to Covid-19. The Neligh-Oakdale Title I Advisory Committee also examines and discusses any changes that need to be made to the Parent and Family Engagement Policy at a quarterly meeting in the spring. The Title advisory committee is made up of teachers, support staff, administrators, community stake holders, and parents of both Title and non-Title students.</p>	
<b>4.3</b>	<i>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.</i>
<p>At Neligh-Oakdale Public Schools, in normal years the annual parent meeting is held in conjunction with our yearly Back to School BBQ and Open House. Due to Covid-19, the Back to School BBQ and Open House were not held this school year. For smaller group attendance, Neligh-Oakdale held 2 separate Parent Informational meetings, divided by parent last name, before the start of the school year. At this meeting the Superintendent shared information and allowed for feedback on multiple topics. Some of the agenda items for this meeting were: Back to School Paperwork, Title I, new programs, handbook changes, and High School college class and work release information.</p> <p>For the Title I portion of the agenda items. The Superintendent covered the purpose of Title I and what a Schoolwide Title I program is. He shared the amount of Title I funding received and what the funding is used for. The Parent and Family Engagement Policy, as well as the Compact was reviewed. Comments and suggestions for change were given to the Title I teachers. The school improvement status was shared with the parents. The Elementary was not identified as Needs Improvement, but the Junior High was. The school is looking into the possibility of applying for Title I in the Junior High and High School. The Superintendent shared that 100% of the certified staff are highly qualified. All para-professionals are also highly qualified,</p>	

either by taking college credits or passing Project Para test. He finished this portion of the agenda by letting parents know that in addition to the online PowerSchool access, parents will receive regular communications from teachers on student status. This communication may come in the form of a phone call or letter. In addition to Parent Teacher Conferences, parents are encouraged to speak with their child's teacher(s) whenever concerns arise. At Neligh-Oakdale we strongly encourage Parent Involvement in the partnership educating students.

## 5. Transition Plan

<b>5.1</b>	<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>
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Eastward and Westward have a transition plan in place for our second graders leaving the Westward building and transitioning into the Eastward building for Third grade. Toward the beginning of May, the second graders spend half of a day in the Eastward building with the third grade teachers. They begin by being bussed to Eastward where they get to eat lunch with the current third graders. The third graders buddy up with the second graders and go through the remainder of the day with them. They get to take a tour of the Eastward building and discuss the daily schedule in third grade. The students also get the opportunity to meet both the third grade teachers, but will not know which teacher is theirs until the back to school BBQ in the fall.

At the beginning of the new school year, the students are given another tour to show them where their various specials will be held (PE, Music, Art, and Title I), where the playground is, location of restrooms, lunchroom, etc. In addition to the tour, they are shown "The Warrior Way." Expectations are shared on how to be positive, respectful, and responsible in the hallways, the restrooms, on the playground, lunchroom, and busses.

<b>5.2</b>	<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>
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## 6. Strategies to address areas of need

<b>6.1</b>	<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>
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Within the instructional day, the Title plan allows for student pull outs either individually or in small group for those that need additional assistance in Math. Reading intervention groups meet daily, Monday-Thursday for 30 minutes each day to work on Reading Skills or Enrichment activities. Within the school day students are also able to receive any additional support from ELL, Speech therapists, Occupational therapists or the school psychologist if needed for additional testing.

Outside of the regular school day, Neligh-Oakdale offers "WIN" (What I Need) time from 3:45 to 4:15 Monday through Thursday for students to get additional help with homework or a quiet place to read Accelerated Reader. Neligh-Oakdale also offers Summer School to all students for 1-2 weeks during the summer months. The Title teachers also send home additional math and reading packets during the summer for students to complete and return in the fall. These packets are meant to help keep students from regressing over the summer months.

At Neligh-Oakdale our students are also given several extended learning opportunities outside of the classroom setting including: visits to the Public Library, interact with senior citizens at the Willows Assisted Living Center, visits from the Volunteer Fire Department to discuss Fire Prevention, raise awareness for donating food to the local Food Pantry and making tray favors for patients at the Antelope Memorial Hospital along with many others.