

# 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:	Pender Public
County Dist. No.:	87-0001
School Name:	Pender Elementary School
County District School Number:	87-0001-003
Building Grade Span Served with Title I-A Funds:	P-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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:	Kelly Ballinger
School Principal Email Address:	keballi1@penderschools.org
School Mailing Address:	609 Whitney St. Pender, NE 68047
School Phone Number:	402.385.3244
Additional Authorized Contact Person (Optional):	Audra Miller
Email of Additional Contact Person:	aumille1@penderschools.org
Superintendent Name:	Jason Dolliver
Superintendent Email Address:	jadolli1@penderschools.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> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i> )	<u>Titles of those on Planning Team</u>
Kelly Schrunk Kelly Ballinger Kira Swinton Brittany Wolfgram Jason Dolliver Eric Miller Amy Bargholz Audra Miller Tiffany Beckman	<u>Parent</u> <u>Administrator</u> SPED Teacher Elementary Teacher Superintendent HS Principal Elementary Teacher Interventionist Paraprofessional

<b>School Information</b> (As of the last Friday in September)		
Enrollment: 260	Average Class Size: 15	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 2 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages (may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a> )		
Poverty: 46 %	English Learner: 3 %	Mobility: 8 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAP Growth
AimsWeb Plus	

*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>	<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>Pender Elementary staff collects and analyzes achievement data regularly from the following sources: Program Data from Guided Reading/Journeys (Fluency Checks, Running Records, Weekly Assessments), Aims Web Data (Reading/Math), Aims Web Progress Monitoring, NSCAS Data (ELA, Math, Science), MAP Data (ELA, Math, Science). In addition, information regarding attendance and mobility is also available.</p> <p>Norm-referenced, disaggregated data is reviewed annually and used as a guide for instructional decision-making.</p> <p>All K-6 students participate in dual core programming - Journeys Core Reading Series and the Guided Reading Program. Placement tests are given to all K-6 students in August of the current school year to determine placement. Those placement tests include Aims Web, MAPs Tests, F &amp; P Benchmark Assessment System and Teacher Recommendation. All students scoring below benchmark receive an intervention(s) matching the student's deficit area(s).</p> <p>Pender Public Schools has developed an 30-minute block of Intervention &amp; Enrichment time for each grade level (K-6) during which a majority of intervention can be delivered by teachers and teacher assistants. This time follows our Guided Reading block. These interventions are delivered by our reading interventionist, classrooms teachers and paraprofessionals.</p> <p>Each student's data is reviewed at regularly scheduled RTI Data Team meetings and information discussed is used to make intervention decisions. Following at least six data points, decisions will be made to maintain the program, change the program, or discontinue the intervention.</p> <p>Student growth rate and level of performance are reviewed and analyzed following progress monitoring. Consideration of progress monitoring data, classroom performance data, intervention accuracy/engagement data, and professional judgment will be used to determine effectiveness of the intervention.</p> <p>Evidence:</p> <ul style="list-style-type: none"><li>* Data retreat information (includes NeSA, MAP, Aims Web, Student Demographics)</li><li>* Google drive data team snapshot</li><li>* RTI Decision Rules</li></ul>	

*Running Record Sample *Aims Web Data Sheet *Progress Monitor Chart Sample	
<b>1.2</b>	<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>During each school improvement cycle, students, parents, staff and community members are given the opportunity to provide feedback to the school district via multiple survey tools. Parent survey information was collected at Parent-Teacher Conferences. These surveys are reviewed and discussed during our annual data retreats.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>*Climate Survey – Elementary Students</li> <li>*Climate Survey – Parent/Community</li> <li>*Climate Survey – Staff</li> </ul>
<b>1.3</b>	<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>Pender Public Schools maintains a cycle for continuous improvement. Following an AdvancEd external visitation held in October of 2020, the district reevaluated its school improvement goals for the next improvement cycle. Goals have been established in the areas of ELA improvement, addressing the social-emotional needs of students, and over-all performance on district-wide assessment.</p> <p>Each student's data is reviewed at regularly scheduled MTSS Data Team meetings and information discussed is used to make intervention decisions best for student improvement. Pender Public Schools has developed an 30-minute block of ELA Intervention &amp; Enrichment time for each grade level (K-6) during which a majority of intervention can be delivered by teachers and teacher assistants. This time follows our Guided Reading block. These interventions are delivered by our reading interventionist, classrooms teachers and paraprofessionals. Math interventions are also delivered on an individual, as-needed basis as determined by the MTSS Data Team.</p> <p>Student growth rate and level of performance are reviewed and analyzed following progress monitoring. Consideration of progress monitoring data, classroom performance data, intervention accuracy/engagement data, and professional judgment will be used to determine effectiveness of the intervention. Following at least six data points, decisions will be made to maintain the intervention, change the intervention, or discontinue the intervention.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>* School Improvement Goals</li> <li>* RTI Decision Rules</li> <li>* Intervention Schedule</li> <li>* School Improvement Documents</li> </ul>

## 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>The Pender Elementary MTSS process strives to meet the needs of all students within the district. Using student performance data, decisions are made regarding each student's need for instruction and intervention. Numerous scientifically based interventions are available and in use. Additional services are delivered through the Title I and Special Education programs as well as through the general population.</p> <p>Pender Elementary utilizes the Guided Reading Program. This allows multi-age student groups to receive instruction on their level. This also allows access to a large guided reading library which contains hundreds of titles all leveled for specific use.</p> <p>Pender Public Schools provide high quality teaching that incorporates technology into the daily instructional routine. Each P-6 classroom was equipped with an interactive Smart Board and two desktop computers. Teachers have exclusive access to 4 iPads in each classroom. A mobile lab of 30 iPads is also available. Wireless internet access is available throughout the building.</p> <p>Individual and group counseling services are also available to students. Heartland Counseling Service provides professional counseling to our students, in our building, 3 days per week. The elementary guidance counselor leads whole group sessions weekly in each K-6 classroom. Small groups participate in additional social skill training.</p> <p>Pender also utilizes a strong SAT/MTSS team, their own Teammates program, an after-school program and a backpack food program to service the needs of all students.</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>* RTI Decision Rules</li> <li>* Backpack Food Letter</li> <li>* After school program flyer</li> <li>* Pender Teammates Document</li> <li>* SAT Documentation</li> <li>* Intervention Schedule</li> <li>* Data retreat information (includes NeSA, MAP, Aims Web, Student Demo Data)</li> </ul>

### 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>Pender Public Schools maintains a cycle for continuous improvement. Following an AdvancEd external visitation held in October of 2020, the district reevaluated its school improvement goals for the next improvement cycle. Goals have been established in the areas of ELA improvement, addressing the social-emotional needs of students, and over-all performance on district-wide assessment. Norm-referenced, disaggregated data is reviewed annually and used as a guide for instructional decision-making.</p> <p>Pender Public Schools is committed to participation in ongoing, high-quality professional development for all staff. Teachers and teacher assistants are involved in training that directly relates to teacher effectiveness and</p>

student achievement. Staff development trainings also correlate specifically to our school improvement goals. Staff has also participated in specific training in the areas of direct and explicit instruction as it relates to historically underserved populations, such as special education, poverty, and ELL.

Professional Development Includes:

Marzano Institute - High Reliability Schools/Coaching Classroom Instruction

APL - The district made a commitment to train all teachers in the instructional skills and strategies promoted in The Teaching Book by Jean Anastasio, Dave Perry, & Tim Sharer of APL Associates. All teachers attend a 5-day training at Educational Service Unit #1.

Technology – The district has committed to train all teachers in the use of technology as an educational resource. iPads in the classroom training, Smart Board Training, and technology based curriculum software training have been provided.

Standards Based Grading - Standards-Based Grading is a refined way of reporting what students know and how they demonstrate their learning of state content standards. The primary goal of SBG is to better communicate specifically and clearly what each student knows and is able to do according to state/district content standards. All staff have received training on SBGR and the K-6 grade are in year eight of implementation.

Guided Reading/LLI Training & Observations – The elementary staff has participated in observations of local school districts who have implemented guided reading. Book studies were conducted and outside training was provided to all K-6 staff. Pender Elementary uses Guided Reading and Leveled Literacy Interventions. Ongoing training is provided to current/new staff.

Professional Instructional Rounds & PLC's - Instructional rounds are one of the most valuable tools that a school district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed; rather the primary purpose is for the observing teacher to compare their own practices with the practices of those they observe. Pender Elementary participates in professional rounds twice each school year. Once within the district and once outside of the district. (Out of district rounds were postponed during COVID)

Evidence:

- \* Verification of APL Training from ESU #1
- \* Data retreat information (includes NeSA, MAP, Aims Web, Student Demographics)
- \* Staff Development Schedule
- \* Guided Reading Training Agenda
- \* PPS Instructional Rounds Form

#### 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>
------------	---

<b>4.1</b>	Our Title One Team meeting (which included parents) reviewed the parent/student/teacher Compact. Input was given regarding changes necessary and procedures for distribution. The compact was given out/explained/signed during Parent- Teacher Conferences.
------------	--

Evidence: *Title One Team Meeting Agenda *Title One Team Meeting Agenda Sign In * Signed Compact Samples * BOE Policy regarding Title One Parental Involvement Policy	
<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>Our Title One Team meeting (which included parents) reviewed the parent/student/teacher Compact, Literacy Night activities, Title One Activities Calendar, BOE Policy, and RTI decision rules. Input was given regarding changes necessary and procedures for distribution of the compact. The compact was given out/explained/signed during Parent- Teacher Conferences.</p> <p>Evidence:  *Title One Team Meeting Agenda  *Title One Team Meeting Agenda Sign In  * Signed Compact Samples  * BOE Policy regarding Title One Parental Involvement Policy</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>Our Annual Title 1 Meeting is held in conjunction with Spring Parent-Teacher Conferences each year.</p> <p>Pender Public Schools believes in the importance of communication between teachers and parents. A weekly eNews (electronic newsletter) helps with communication. Numerous activities throughout the course of the year help us reach out to families and encourage parental participation. We plan to continue activities such as these to provide opportunities for parents to be involved in the education of their children. Activities Included our annual meeting, Back-2-School Night, Pendragon Literacy Night, Family Science Night, and Dr. Seuss/Read Across America Day.</p> <p>Parents are invited to conference with their children's teachers, including the Title I teacher, formally twice each year and informally as requested. In addition to these scheduled events, parents and grandparents also serve as guest readers. Parents and grandparents are invited to share lunch with their children at any time of the year, but especially during designated weeks. Parents are frequently asked to serve as resource people when a particular topic of study is being explored in the classroom. Parents are also called upon to volunteer as field trip chaperones as needed. Parents are encouraged to support their children through supervision of regularly assigned homework.</p> <p>Evidence:  *Annual Meeting Agenda  *Annual Meeting Sign In  *eNews sample  *Back-2-School Night Pictures  *Pendragon Literacy Night Flyer/Pictures  *Science Night Flyer  * Dr. Seuss Read Across Day Flyer</p>	

## 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>New families are encouraged to meet with the principal at the time of their enrollment. Families are given a tour of the facility and introduced to pertinent staff as opportunities present themselves. Within each classroom, teachers provide orientation for new students through a variety of means.</p> <p>Building secretaries also orient families through the distribution, completion, and submission of various forms including school calendars, handbooks, enrollment forms, insurance forms, medication permission forms, birth certificates, physical examinations, and immunization records. An interpreter is provided if needed at the time of enrollment.</p> <p>Our local chamber of commerce also provides us with “Welcome to Pender” bags, which do include an insert for local activities for children.</p> <p>Pender Public Schools provides a public preschool for 3- and 4-year-olds in the district. Preschool Registration Night provides parents new to the district with information about our preschool program and developmentally appropriate educational strategies.</p> <p>Through Kindergarten Round-up, held each April, open lines of communication are established between families of potential Kindergarten students and district personnel. Handouts outlining schedules and expectations are shared by the principal and Kindergarten teachers. Students spend time in the Kindergarten classrooms interacting with the Kindergarten teachers on that day as well. Parents spend time with the elementary principal, school nurse, speech pathologist, reading interventionist, special education teacher, and school secretary.</p> <p>6th grade students and parents also participate in 6th grade transition night. Students and parents meet with their 6th grade teachers as well as the High School principal, High School guidance counselor, and several high school teachers. Discussion regarding the transition, activities, and academics takes place.</p> <p>Junior and Senior students and their parents participate in special informational nights with the guidance counselor. They discuss college and career readiness, scholarship information, financial aid awareness and vocational and technical awareness.</p> <p>Evidence:</p> <ul style="list-style-type: none"><li>*Preschool Registration Letter</li><li>*Preschool Eligibility Sheet</li><li>*Pender Times Ad</li><li>*Kindergarten Round Up Letter</li><li>* Kindergarten Round Up Packet</li><li>* Back-2-School Night Flyer</li><li>* School Newsletter</li><li>* 6th Grade Transition Night Flyer</li><li>* Junior/Senior Parent Night Informational Flyers</li></ul>



<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>
<p>Kindergarten Round-up, held each April, helps establish a plan of transition for our preschool students moving on to Kindergarten. Handouts outlining schedules and expectations are shared by the principal and Kindergarten teachers. Students spend time in the Kindergarten classrooms interacting with the Kindergarten teachers on that day as well. Parents spend time with the elementary principal, school nurse, speech pathologist, reading interventionist, special education teacher, and school secretary.</p> <p>6th grade students and parents also participate in 6th grade transition night. Students and parents meet with their 6th grade teachers as well as the High School principal, High School guidance counselor, and several high school teachers. Discussion regarding the transition from elementary to secondary, activities, and academics takes place.</p> <p>Junior and Senior students and their parents participate in numerous informational nights with the guidance counselor. They discuss college and career readiness, scholarship information, financial aid awareness and vocational and technical awareness.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>*Kindergarten Round Up Letter</li> <li>* School Newsletter</li> <li>* 6th Grade Transition Night Flyer</li> <li>* Junior/Senior Parent Night Informational Flyers</li> </ul>	

## 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>
<p>The Pender Elementary PK-6 schedule is developed with the purpose of maximizing instructional time. Reading blocks for students in K-6 are at least 90 minutes. We have developed a 30-minute block of Intervention &amp; Enrichment time for each grade level (K-6) during which a majority of intervention can be delivered by teachers and teacher assistants. This time follows our Guided Reading block. These interventions are delivered by our reading interventionist, classrooms teachers and paraprofessionals.</p> <p>Students have the opportunity to come before/after school for our Pendragon Hour to receive additional help with their work. Pender Elementary also offers a comprehensive, free after school program from 3:30 – 5:00 each night. Homework help, snack, and fun extension activities are planned each week.</p> <p>PPS also provides students in grades 3-6 with extended learning opportunities through the High Ability Learner program. Students participate on Mondays and Thursdays each week from 3:30-5:00. The focus this year for HAL is high-interest, high-strategy, thought-provoking board games.</p> <p>Each summer Pender Public Schools offers Summer School to special education students who have not met benchmark or other performance goals. Summer School is offered for approximately three weeks in June and three weeks in July. The school also offers a Jump Start program for regular education students for two weeks prior to the start of the school year. Students are scheduled for morning sessions to work with teachers to review reading and/or math skills before school begins. The school makes every effort to schedule each student's learning period at a convenient time for the family.</p>	

Evidence:

- \*HAL Policy
- \*HAL parent letter sample
- \* HAL Student List
- \* Summer School/Jump Start Student/Staff List
- \* Intervention Schedule