

# Title I Schoolwide Plan

(for Spring 2018)

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:  | Shelby-Rising City  |
| County Dist. No.:   | 72-0032   |
| School Name:  | Shelby-Rising City Public School  |
| County District School Number:  | 72-0032   |
| 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 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<br><input type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Denise Glock  |
| School Principal Email Address:   | dglock@shelby.esu7.org  |
| School Mailing Address:   | P.O. Box 218<br>Shelby, NE 68662  |
| School Phone Number:  | 402-527-5946  |
| Additional Authorized Contact Person (Optional):  | Kelly Willis  |
| Email of Additional Contact Person:   | kmwillis@shelby.esu7.org  |
| Superintendent Name:  | Chip Kay  |
| Superintendent Email Address:   | ckay@shelby.esu7.org  |
|   |   |
| 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   |
|   |   |

| Names of Planning Team<br><i>(include staff, parents &amp; at least one student if Secondary School)</i> | Titles of those on Planning Team |
|--|----------------------------------|
| _____  | _____                            |
| _____  | _____                            |
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**School Information**  
*(As of the last Friday in September)*

|  |                                     |   |
|--|-------------------------------------|---|
| Enrollment:<br>153                             | Average Class Size:<br>15           | Number of Certified Instruction Staff: 15 |
| <b>Race and Ethnicity Percentages</b>          |                                     |   |
| White: 84 %                                    | Hispanic: 15 %                      | Asian: <1 %                               |
| Black/African American: 0 %                    | American Indian/Alaskan Native: 0 % |   |
| Native Hawaiian or Other Pacific Islander: 0 % |                                     | Two or More Races: 2 %                    |
| <b>Other Demographics Percentages</b>          |                                     |   |
| Poverty: 41%                                   | English Learner: <1%                | Mobility: <1 %                            |

| Assessments used in the Comprehensive Needs Assessment<br><i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |        |
|--|--------|
| MAP  | DIBELS |
| ELPA 21  | NeSA   |
|  |        |

*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**

|            |   |
|------------|---|
| <b>1.1</b> | <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> |
|------------|---|

**Needs forms, AENs (Assessment of Educational Need forms), are completed by classroom teachers each spring in order to review the overall reading and math progress of every student K-4. We find the continued use of these forms a helpful way to look at several key data for each student (MAP scores, DIBELS spring benchmark testing results, high frequency word recognition scores, and classroom teacher anecdotal observations). The Needs Composites generated from the AEN forms provide a ranking of all students. The Needs Composites are utilized at team meetings in order to plan for leveled reading groups and staff assignments. Students who show evidence of reading difficulties are selected for intervention instruction. Teachers also use this compilation of student data to form tentative ability-based groups for regular classroom reading and math instruction.**

**Once spring scores from the State Standards tests are available for incoming fourth and fifth grade students the scores are analyzed to be certain students with the greatest needs are being provided intervention support. Fall DIBELS benchmark scores, and MAP scores for each class are also reviewed. Regular classroom instructional groupings may be changed if indicated by student data. Reading intervention groups are adjusted as needed to be certain those students most in need of practice are being served.**

**Upon the completion of fall testing, needs forms are completed by kindergarten classroom teachers to review the reading needs of all kindergarten students. Those students showing most need of practice begin participating in a reading intervention group.**

**Math MAP scores are analyzed in the fall by our math interventionist and principal. Anecdotal observations of student performance in math lessons are also submitted by classroom teachers. Students showing need of math support are selected to participate in math intervention groups. The math interventionist reviews student progress with classroom teachers on a regular basis.**

**DIBELS Progress Monitoring is used on a regular basis to ensure students in reading intervention groups continue to make the needed growth for success. The reading intervention groups are evaluated periodically based on classroom progress and the completion of DIBELS benchmark assessments.**

**Students' winter benchmark scores for DIBELS are analyzed by the Title I teacher and classroom teachers to determine if support groups need to be adjusted. Winter MAP scores for all students are reviewed to determine areas of weakness and improvement. Intervention groups and regular classroom ability groups are adjusted as needed.**

**School Improvement Data Teams use fall testing data to develop SMART Goal plans for any area that shows need for intervention and identify target groups of students. Those interventions may be delivered by the intervention groups or the regular classroom teachers.**

**1.2**

*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.*

**School needs are recognized and addressed through AdvancED School Improvement surveys. Parents completed AdvancED surveys in the fall of 2016. The survey was offered in both English and Spanish via on-line and paper access. Reports from AdvancED were reviewed by administration and staff. The next surveys for parents, students, and staff, are scheduled for the fall of 2018. The school Continuous Improvement System Committee plans to use surveys available from the Nebraska Department of Education.**

**In the spring of 2017 parents completed surveys as part of our High Reliability School initiative. Parents were able to access the survey through a link shared via text messages, Facebook & Twitter posts, and our school website. Administrators reviewed this survey data in September of 2017 with the support of our ESU. This data was also reviewed by all staff as part of our annual district data retreat in the fall of 2017. Staff reviewed the survey reports and submitted observations regarding parent feedback. This feedback was reviewed by our CIS (Continuous Improvement System) Committee and administration. Staff surveys have been completed as a part of our work on Level 2 of the HRS process.**

**A bond passed by our community in the spring of 2016 has resulted in a wide variety of improvements and changes for SRC. It was exciting for the district to have all students in all grades on one campus in Shelby when school began in the fall of 2017. Many previous Strategic Planning goals have been completed, hence a new Strategic Planning Committee was**

formed in the winter of 2017. This committee is composed of a variety of staff and community members. Many areas are being evaluated by the Strategic Planning Committee as they consider new goals to guide our continued district progress. Committee members are evaluating our mission and vision statements, sharing and evaluating feedback and prioritizing district needs for the new Strategic Plan. This committee meets every other year to reevaluate goals.

The district held a large Back-to-School Kick-off event for all families and community members in August of 2017 in order to celebrate the campus improvements. Parents visiting the elementary wing were invited to complete a brief survey to help plan family involvement events for the 2017-18 school year. Parents used iPads to complete a Google Form to provide feedback about their family engagement activity preferences. This feedback was used by the Title I Planning Committee to determine the structure of our fall family involvement event.

**1.3** *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

**We completed our first School Improvement cycle with the AdvancED process and our External visit took place in January of 2016. The Report of the External Review Team identified two Improvement Priorities which the district began to address in the fall of the 2016-17 school year and our work during the 2017-18 school year has continued in these areas. A report of improvement is due to AdvancED in May 2018 (APR). These two areas are:**

**\*align, integrate, and implement recently adopted initiatives including instructional framework, technology integration, and curriculum mapping**

**\*establish a systematic research based protocol for data analysis to inform instructional and organizational decision-making**

**These improvement areas have been the focus of the current continuous school improvement efforts. With the support and guidance of ESU 7 personnel, staff development during the 2017-18 school year has included continued training in the Marzano instructional model and High Reliability Schools process, Curriculum Trak, and data analysis by staff.**

**The Continuous Improvement System (CIS) Committee members are overseeing our data teams process during this second year of the teams. All teaching staff in all grades are members of a data team. Various**

assessment data were reviewed by data teams to determine their focus goals including ACT, MAP, and DIBELS reports. The process includes teams choosing interventions based on the area of student need and monitoring student progress. Teams develop SMART Goals. They will review data again in the spring following the administration of DIBELS, MAP and/or content-specific post-tests to determine areas of need to address at the beginning of the 2018-19 school year.

A yearly fall Data Retreat has been initiated. All staff kindergarten through 12th grades take part in this event. Staff rotated through a series of stations which included the following: HRS survey data from parents, staff and students, MAP science data, MAP reading and language data, MAP Math data, ACT data. ESU staff supplied data analysis video links to view at each station. Staff reviewed the data entering feedback on a provided Google Form. This feedback was reviewed by the CIS Committee.

The CIS Committee has recently finalized the APR for AdvancEd regarding our progress on the two areas of improvement. The APR reflects our Action Plan focus since the January 2016 AdvancED evaluation. As we continue with the current improvement cycle, there will be three district goals. The CIS Committee worked with our superintendent to select an academic goal for the current cycle. The three goals that have been confirmed for the current cycle include a science goal, a PBiS goal and a technology goal. The district PBiS and Technology Committees will be working closely with the CIS Committee as the new action plans are designed for these areas. A joint CIS-Technology Committee has been formed to develop a technology curriculum and scope and sequence of skills for students in grades kindergarten through eighth grades in order to be prepared for high school expectations. Creating our new Action Plan reflecting the new goals and obtaining teacher feedback to design the technology curriculum will be the focus of CIS Committee work for the remainder the current school year.

## 2. Schoolwide reform strategies

2.1

*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.*

**The needs of struggling students are met through the use of a variety of strategies. Reading needs are met primarily through pull-out assistance provided by the Title I teacher. An additional part time elementary math interventionist also provides pull-out support for students.**

**A variety of intervention materials and strategies are used based on the needs of the students being served. These materials include K-2 ninety minute reading blocks staffed by multiple personnel, 6 Minute Solution, Read Naturally Live, Ashlock Publishing Templates and Lesson Maps that support the Macmillan McGraw-Hill 2005 Core Reading Program and training to instruct using these tools, the implementation of Reading Mastery as a parallel core, consistent Progress Monitoring for those students below benchmark goals, immediate instructional intervention as needs are identified, creating lower student to teacher ratios, especially targeted at K-2, bi-weekly elementary team meetings to discuss classroom and student needs, and increasing instruction time for struggling students in the areas of reading and math as well as increasing the intensity of the instruction as needed to catch students who are falling behind their peers. The Accelerated Reading Program and Math Facts in a Flash technologies continue to be implemented to encourage independent growth in the areas of reading comprehension and math number sense. Currently teachers of Third and Fourth Grades, Resource and Title I provide individualized work with Read Naturally - Read Live, a program which focuses on vocabulary, reading fluency and comprehension. Teachers have received training and guidance in the use of Check 4 Learning and now are learning to utilize Test to support understanding and developing reading and math strategies necessary to become successful on NeSA and MAP assessments of knowledge. The elementary math series, Go Math! is in the second year of implementation.**

**Scheduling has allowed for ability grouping for reading and math core instruction in order to better meet students needs. Teachers reviewed results the 2017 spring math AEN forms, results of state testing, and fall MAP data in order to evaluate the students' needs.**

**When student needs indicate that advanced placement is appropriate, elementary students have participated in cross-grade groups for math and reading. This year some kindergarten students are receiving first grade reading and spelling instruction based upon review of the students' fall MPG and DIBELS scores, and classroom work.**

**Students with special needs receive services as addressed in their IEPs. Both inclusion and pull out instructional opportunities are provided to students. Staff members are provided opportunities to attend workshops that address the educational needs of resource students (ie: Autism Conference). Discussions take place each May to address the needs of students that will be advancing to the next grade level to prepare teachers regarding teaching strategies that have shown success, IEP goals, differentiated lessons, accommodations and modifications, and additional information to make the transition successful for the student. The elementary SAT team is composed of the elementary principal, resource teacher, Title I teacher, two elementary classroom teachers, and elementary guidance counselor. The elementary principal serves at the SAT Coordinator and attends SAT Train the Trainer meetings and follow-ups offered through ESU7. SAT meetings are scheduled every other week. Staff members are instructed in the SAT process by the coordinator. This is the fourth year that SRC has employed a full-time ELL/HAL teacher. Pull-out instruction is provided to students who qualify through Migrant status or ELPA21 results. A bi-lingual paraprofessional is available to assist with ELL needs. Parents are invited to all SAT meetings and follow-ups. Students are referred for resource testing with the consulting ESU 7 psychologist when classroom interventions and strategies do not show success. Extended learning opportunities are offered to those students who are eligible to participate in the High Ability Learner program.**

**Our new elementary building addition allows all co-teachers' classrooms to be physically close to one another rather than spread out around the building. Having each section of each grade right across the hall from each other is making it easier for teachers to group students for math and reading instruction with more efficient transitions making better use of instructional time.**

**Data teams implemented through our CIS (Continuous Improvement System) Committee are structured to meet the needs of the elementary. Specialist teachers are part of these data teams. Currently there are K-1, 2-3, and 4-5 data teams. These teams of teachers work together to analyze testing data and determine an area of need for their grade levels. The teams create SMART Goals to guide their work with students on the identified skill area.**

**Summer instruction continues to be available for all Migrant and Resource students as identified in their IEP/ELL goals. Title I summer instruction continues to be evaluated from year to year with district's available budget.**

**Our school Curriculum Committee has approved the departmentalization of third, fourth, and fifth grades for the 2018-19 school year as well as the adoption of a new reading core for kindergarten through fifth grades. As scheduling is completed and new materials are evaluated our schoolwide plan will be revisited and changes in core and intervention services made as needed.**

### **3. Qualifications of instructional paraprofessionals**

|   |   |
|---|---|
| <b>3.1</b>  | <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> |
| <b>***Paraprofessionals have been trained utilizing Project Para or currently hold the requisite number of college hours. Paraprofessionals are included in district in-service training needed to meet the requirements of their position, such as the online Kognito At-Risk training and first aid and safety courses. A special paraprofessional training session was included in our district staff development this year. Paraprofessionals rotate attendance at the NDE paraprofessional training. Autism training has been completed by those paraprofessionals working with such students.</b> |   |

### **4. High quality and ongoing professional development**

|   |   |
|---|---|
| <b>4.1</b>  | <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> |
| <b>***The board encourages employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board maintains and supports an in-service program for employees. Days are included for pre-school workshops and for post-school activities. The administration develops and schedules staff development workshops as appropriate to the needs of the district. The current school year has focused on continuing to provide staff with Marzano Instructional model trainings and High Reliability Schools</b> |   |

process, Continuous School Improvement data review and analysis. ESU 7 training in the review of MAP scores and reports has been provided for teachers. Staff are involved in prioritizing standards as part of the High Reliability Schools work. Funds are appropriated in the district's budget to allow staff to attend seminars, workshops, and conferences with administrative approval.

Staff continue to attend a full professional development day organized by York Public Schools. Educational professionals present sessions on a variety of content area teaching strategies. ESU 7 and the Nebraska Department of Education provide extensive opportunities for professional development in early childhood education, distance learning, special education, technology opportunities, behavior management, and additional educational areas.

## 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.*

Parents are asked to provide input in the review and improvement of the Learning Compact at the annual Parent Meeting. A feedback station is available for parents to provide anonymous comments. Staff input is also shared with the parents at this meeting. We coordinate this meeting with a family activity. Translators are made for parents as needed. The classroom teachers of third, fourth, and fifth grade students ask students to contribute ideas for possible revisions each spring. The compact is included in our SRC Student Handbook which is distributed to families each fall following any revisions. Parents and students are required to return a signed form stating that they have read and understand the contents of the student handbook. The teachers have the Learning Compact posted in their classrooms where it is visible for students and parents who may visit.

**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.*

Parents are asked to provide input for revisions to the Parent Policy at the annual Parent meeting. A feedback station is available for parents to provide anonymous comments. Staff input is also shared with the parents at this meeting. We are now coordinating this meeting with a family activity. Translators are made available for parents as needed. The English and Spanish copies of the Parent Policy are distributed to families

**each fall following any revisions that are recommended by parents, staff, or the ESU personnel.**

**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.*

**The Title I coordinator works with the Title I Planning Committee and elementary staff to plan the parent involvement meeting. Additionally, coordination for sending meeting invitations and sharing information regarding this meeting is the responsibility of the Title I department. ESU7 works closely with this department to provide guidance with parent involvement. Our parent meeting was coordinated with a family activity as per the suggestions of parents and staff on the Title I Planning Committee.**

**The Parent Meeting for the 2017-18 school year was combined with a Family Fun and Fit Night. Preschool families were included in the activity in order to introduce the Schoolwide Plan to our preschool parents. Kelly Willis, Title I teacher shared information with parents regarding the Learning Compact, Parent Policy, and the Schoolwide Planning Committee. A feedback station was made available to parents with English and Spanish copies of the documents. Everyone who attended was given a bag of study skills tips, stress reduction tips, healthy snacks and fitness activity handouts to take home.**

**There are multiple activities which bring parents into the building and classrooms throughout the elementary during the school year. Some of these activities include: back to school night, parent teacher conferences (fall and winter), music programs (winter and spring), monthly Morning Math with parents participating the classroom, and reader's theater presentations.**

**We are hoping to have a Read Around the World event for elementary families later this spring. This event will allow parents to visit stations with educational activities related to various cultures that are represented by our students and their families (Japan, Sweden, Mexico, and Germany).**

## **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 documentation may also be placed in the corresponding folder.*

**Shelby-Rising City has a preschool program to support the education of three and four year-olds in the district. A transition plan for preschool includes visits by the kindergarten teacher in the preschool setting, a parent/student Kindergarten Roundup experience, and input meetings with the preschool staff. Preschool students have fourth and fifth grade reading buddies that partner with them on a regular basis throughout the school year. Visits to the elementary classrooms and specialty departments (art, PE, and music) are made toward the end of the preschool year to familiarize students with the processes of the elementary day. Preschool students and parents are invited to have lunch at school together early in May. Preschool parents and students complete a scavenger hunt each spring at the close of preschool. This activity allows them to visit various staff and locations throughout the building (lunch room, library, specials teachers).**

**The individual needs of preschool students determine any additional transition plans. Students with special education, migrant, or behavioral needs may require a transition plan based on their eligibility. Services are assigned and provided based on the best actions needed to support students. MDT, IEPs, and SAT involvement are components that are included when creating transition plans. Parent, staff, and special education personnel opinions are critical in the constant revision and updating of these plans.**

**Kindergarten teachers provide welcome letters and information to students in early August. The preschool families are invited to the Schoolwide Annual Parent Meeting and any other family engagement activities. As of January 2017 with the completion of our new elementary building addition, the preschool classroom is now located by the kindergarten classrooms and the elementary office. Preschool students frequently see various elementary staff and students during daily activities. Preschoolers participate in the elementary Morning Meetings where they become familiar with other teachers and students and join in PBIS positive paw recognition and other special announcements.**

**The district held a large Back-to-School Kick-off event for all families and community members in August of 2017 in order to celebrate the campus improvements. Parents and students were able to visit with teachers and become familiar with the facility.**

**A parent-student breakfast on the first day of kindergarten was one transition suggestion from the Schoolwide Planning Committee this year. This idea will be considered by administration for the future.**

**6.2** *Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs) Supporting documentation may also be placed in the corresponding folder.*

**Staff of all the elementary grades meet as a team to discuss the needs of individual students and way to create a smooth transition to the next grade and/or building level. Classroom teaching staff, resource staff, Title I and ELL personnel meet to share information concerning student performance, behavior, and interventions that are currently in place. These discussions are part of the spring review of the AEN forms (needs assessment forms). IEP goals and services are reviewed.**

**The Schoolwide Planning Committee has suggested that students in grades K-4 have "Meet Your Teacher" or "Check-out Your Classroom" visits each spring to find out about special activities and new learning goals for the next year.**

**Elementary Morning Meetings take place each day as part of our PBiS program. These daily gatherings provide the elementary students with repeated experiences seeing all elementary staff. Students receive special recognition from the principal for earning Positive Behavior Paws at each Morning Meeting. Classes and special student groups, such as Circle of Friends and Character Council make special presentations periodically. Our new elementary building addition includes a lower elementary wing with preschool through second grade classrooms located in one hallway together. The third, fourth, and fifth grades are located near one another in a second wing. This allows for more visibility and exposure to classrooms and staff.**

**Each spring the secondary guidance counselor visits the 5th grade students and shares information with the students about the Middle School schedule, teachers, and activities. The 5th grade students have a Middle School visit which allows them to meet staff, ask questions, and learn about 6th grade classes and activities.**

**The district held a large Back-to-School Kick-off event for all families and community members in August of 2017 in order to celebrate the campus**

**improvements. Parents and students were able to visit with teachers and become familiar with the new Middle School wing.**

**Students entering Grade 6 and their parents attend a middle school orientation night every August prior to the first day of school. The middle school administration introduces students to learning and behavior expectations and guidelines, Student Council members provide a tour of the classrooms, and faculty and staff meet with students and parents to answer questions and further explain classes and schedules.**

**6.3**

*Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary) Supporting documentation may also be placed in the corresponding folder.*

**N/A**

**6.4**

*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.*

**N/A**

## **7. Strategies to address areas of need**

**7.1**

*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.*

**Extended learning opportunities are offered to those students who are eligible to participate in the High Ability Learner program.**

**Community volunteers assist with one-on-one high frequency word practice and reading decodable texts with the Title I intervention students prior to the beginning of the instructional day. These materials are coordinated by the Title I teacher according to the students' needs. Currently there are volunteers working with students in first, second, and third grades for two mornings weekly.**

**An after school program, Kids Kampus, was initiated in the fall of 2016, and has continued this year with the assistance of a poverty grant. Eligible elementary students in third, fourth, and fifth grade are being provided with homework support and extended learning opportunities. Classroom teachers provide input and guidance to meet the learning needs of those students participating in Kids Kampus.**

**Our local branch of Pinnacle Bank partners with our fifth grade classroom to select student tellers for the weekly Bank. Tellers are selected through a “hiring” process. Students are using math skills to work with money and encouraging peers to value saving while experiencing banking right at the school.**

**An after school math program for kindergarten, first, and second grade students is being held once a week second semester of the 2017-18 school year. The Crazy 8s program from Bedtime Math was made available to all families of students in the targeted grades. Sixteen spots were available and students were chosen by a lottery process. Hands-on math activities and explorations are provided for extended student learning.**

**Summer instruction continues to be available for all Migrant and Resource students as identified in their IEP/ELL goals. Title I summer instruction continues to be evaluated from year to year with district’s available budget.**

## **8. Coordination & integration of Federal, State and local services & programs**

**8.1**

*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.*

**Students who have been identified through the Title I Needs Assessment as requiring additional reading services and practices, receive intensified assistance through a variety of strategic interventions. In addition to the ninety minute reading block provided in the primary grade classrooms, students receive an additional thirty minutes of intense instruction through Title I services. Reading instruction with a parallel core is also used to support resource students. Extra phonics and high frequency word practice is embedded into the instruction strategies. These additional practices are provided by volunteers, the SLP, media specialist, guidance counselor, ELL teacher, and others, who are available throughout the school day.**

**The Shelby-Rising City Public School Title I program is supported through the district budget, Title I – Part A funds, Title IIA funding, and Rule 3 (High Ability Learner) funding. The program is supported through human resources by district certified and non-certified staff, Senior Citizen volunteer readers, Polk County Health Department, Educational Service**

**Unit 7, Pinnacle Bank volunteers, local Fire and Rescue workers parents, and community members.**