**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*

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| District Name: | | | | Loup CIty Public Schools | | | | | | | | |
| County Dist. No.: | | | | 82-0001 | | | | | | | | |
| School Name: | | | | Loup City Elementary School | | | | | | | | |
| County District School Number: | | | | 82-0001 | | | | | | | | |
| School Grade span: | | | | K-8 | | | | | | | | |
| Preschool program is part of the Schoolwide Plan. (Mark appropriate box.) | | | | | | | | | | | | Yes  No |
| Summer school program is part of the Schoolwide Plan. (Mark appropriate box.) | | | | | | | | | | | | Yes  No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | Reading/Language Arts  Math  Other  (Specify)\_     \_\_ | | | | |
| School Principal Name: | | | | Roger Reikofski | | | | | | | | |
| School Principal Email Address: | | | | roger.reikofski@lcpublic.org | | | | | | | | |
| School Mailing Address: | | | | PO BOX 628  Loup City, NE 68853 | | | | | | | | |
| School Phone Number: | | | | 308-745-0603 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Krystal Steinacher | | | | | | | | |
| Email of Additional Contact Person: | | | | krystal.steinacher@lcpublic.org | | | | | | | | |
| Superintendent Name: | | | | Blake Dahlberg (17-18) Angela Simpson (18-19) | | | | | | | | |
| Superintendent Email Address: | | | | blake.dahlberg@lcpublic.org | | | | | | | | |
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| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | | | | | | | | | | | | Yes  No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Lyndi FItzgerald  Jamie Lewandowski  Krystal Steinacher  Jan Peters  Lynette Lafferty  Brandon Stickley  Susan Evans  Roger Reikofski | | | | | | | Parent  Parent  School Board Member  ParaProfessional  Teacher 1st  Teacher SPED  Teacher 5th  External Expert ESU 10  Principal | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 199 | Average Class Size: 12.1 | | | | | Number of Certified Instruction Staff: 22 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 96 % | | | Hispanic: 3 % | | | | | | | Asian: \* % | | |
| Black/African American: \* % | | | | | American Indian/Alaskan Native: \* % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: \* % | | | | | | | | | Two or More Races: \* % | | | |
| Other Demographics Percentages | | | | | | | | | | | | |
| Poverty: 56 % | | English Learner: 0 % | | | | | | | | | Mobility: 18.5 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| MAP | NeSA (NSCAS) in coming years |
| AIMSWEB PLUS |  |
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*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**

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| **1.1** | *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.* |
| The profile committee, mtss core team and data committees collect district data. The data committee disaggregates the data into subgroups for gender, ethnicity, poverty, ELL, migrant, and SPED.  Universal screeners are used for reading and math three times a year. Students not meeting benchmark are reviewed by the school multi-tier system of supports, teachers, school psychologist, speech- language pathologists, and administration.  Teachers review the data and make instructional decisions at each of student, class, grade, school, and district levels. The MTSS Core team meets regularly with teachers to help in this process. The profile and data committees also meet to discuss the results regularly as part of the school improvement process. Those decisisons include grouping and interventions. Progress monitoring is used to determine the effectiveness of the interventions.  All teachers were trained to disaggregate data and interpret results. | |
| **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.* |
| Parents/ community members are given a school climate survery wich follows Rule 10 requirements. The surveys are distributed and collected at parent/teachers conferences at which we have at least 90% attendance. Parents not in attendance were sent a survey. The survey is also included in the school newsletter.  In addition, parents were surveyed on the core reading curriculum the year it was implemented. Results were shared at a follow up meeting, at a board meeting and in news articles. | |
| **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.* |
| The Loup City Public Schools (LCPS) Title 1 Schoolwide PLan for the K-6 Elementary School includes the required elements in the ESSA (Every Student Succeeds Act) and is incorporated in our NCA School Improvement Plan (SIP) and district wide strategic planning. The plan was developed by a team of teachers, administrators, and parents. The staff vote was 100% to support the plan. The school will be visted by a NCA External Review Team in April, 2018. The Target Area for NCA SIP Plan is Reading. The goal is "All students will improve Reading Comprehension scores". In addition to Reading , the elementary focuses on Math to reach the goal that all students are performing at grade level or above.  A strategic Planning Meeting is held annually for district wide planning. The planning session included parents, students, community memebers, staff members, administration, and board members. Board and district goals result from strategic planning. A district steering committee oversees the SIP process. Other staff committees include: school profile/ data collection, data, survey, ILCD, and target area. Title 1 planning is an integral part of the above.  An MTSS plan is in place and outlines procedures for team leadership, informing parents, scientifically based core curriculum, universal screeening assessement, progress monitoring, decision rules, intervention delivery, fidelity of instruction, and verification. | |

**2. Schoolwide reform strategies**

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| **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 plan includes strategies to address the needs of all children in the school. But paticularly the needs of low achieving chldren and those at risk of not meeting the state standards through counseling, student services, mentoring, after school program, and innovative teaching methods such as applied learning and team-teaching strategies and/or the integration of vocational and technical educational programs.  Strategies used on scientific research include 90 minutes of uninterruped reading activity time, direct instruction, flexible differentiated grouping at correct level of difficulty, outside consultants, universal screenings, progress monitoring, and positvie behavior. Students that do not make benchmark on the universals screeners are identified. Those students receive intervention and are progress monitored. Other interventions used include, but are not limited to: paired practice and additional practice with a para outside of the instructional time. Grouping is flexible and students may be moved to another group.  Students that are identified as either strategic or intensive based on universal screenings are matched to approprite interventions to address areas of concern. After 6 data points are plotted, progress graphs are examined by the MTSS team along with the classroom teacher, changes are then made as appropriate. | |

**3. Qualifications of instructional paraprofessionals**

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| **3.1** | *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.* |
| All paraprofessionals meet either the ESSA requirement of 48 semester credit hours or pass the Para Pro test. Para educators participate in some core curriculum training, this includes summers sessions. In addition, para- professionals attend the annual state para-educator conference. Cooperating teachers and principals regularly monitor and instruct paras working with students. | |

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

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| **4.1** | *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.* |
| Staff development is continuous, focused, and linked to teaching and student learning. Training is provided for all classroom teachers, Special Education teachers, para-educators, and administrators. A 2 year structured mentoring program is provided for all teachers new to the district.  Specific core program training is provided during the summer with national trainers. Specific training is provided for administrators, para- educators, and as well as all teachers.  Staff development is continuous, focused and linked to teaching and student learning. SIP staff devlopment is provided before the start of school and regularly throughout the school year.  Classroom teachers provide additional expertise and curriculum specific instruction. Outside consultants include ESU #10 and Nebraska Department of Education (NDE) as well as national experts.  Training is provided for all classroom teachers, SPED teachers, para-educators, and administrators. The school technology coordinator is trained in assessments, progress monitoring, and decision rules. Floating substitutes are hired so teachers may work with their grade level peers in the ALP training and discussion of data for their specific grade level. | |

**5. Strategies to increase parental and family engagement**

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| **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 strategic Planning Meeting is held annually for district wide planning. The planning session includes parents, students, community members, staff members, administration, and board members. Board and district goals result from strategic planning. A district steering committee oversees the SIP process. Other staff led committees include: school profile/ data collection, data, survey, ILCD, and target area. Title 1 planning is an integrated part of the above process.  Parent/ community involvement includes: strategic planning, regular parent meetings, bi-annual parent/ teacher conferences; quarterly report cards, universal screenings and progress monitoring reports, state assessment reports, monthly newsletters, school web site, student data system parent reports, classroom volunteers, honors banquet, athletic banquet, SCPC (Sherman County Prevention Coalition) through after school/ community library programs. The parental involvement policy is reviewed annually. | |
| **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 Stratgeic Planning Meeting is held annually for district wide planning. The planning session includes parents, students, community members, staff members, administration and board members. Board and district goals result from strategic planning. A district steering committee oversees the SIP process. Other staff lead committees include: school profile/ data collection, data, survey, and target area Title 1 planning is an integrated part of the above.  Parental/ community involvement includes: strategic planning, regular parent meetings, bi- annual parent/ teacher conferences, quarterly reports, monthly newsletter, school web site, student data system/ parent reports, classroom volunteers, honors banquet, athletic banquet, summer school programs, preschool advisory committee, and school/community library programs.  The parental involvement policy, learning compact, and handbook are reviewed annually. | |
| **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.* |
| A Strategic Planning Meeting is held annually for district wide planning. The planning session includes parents, students, community members, staff members, administration, and board members. Board and district goals result from strategic planning. A district steering committee oversees the SIP process. Other staff led committees include: school profile/ data collection, data, survey, MTSS, and target area. Title 1 planning is an integrated part of the above. The school's involvement in and use of Title I funds is included in this meeting.  Parental/ community involvement includes: strategic planning, regular parent meetings, bi-annual parent/teacher conferences, quarterly report cards, universal screenings and progress monitoring reports, state assessment reports, monthly newsletter, school website, student data system, parent reports, classroom volunteers, honors banquet, athletic banquet, SCPC (Sherman County Prevention Coalition) through after school and summer school programs, preschool (0-4) advisory committee and school/community library programs. The parent compact is a part of the K-12 handbook. The parental involvement policy is reviewed annually. | |

**6. Transition Plan**

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| **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.* |
| The preschool advisory committee plans transition to kindergarten activities. This committee includes parents, community people, CNCAP (Head Start), board members, kindergarten and preschool teachers, and administration. Transition planning is part of each quarterly meeting. Activities include preschool students visiting the kindergarten class throughout the year. This includes lunch and participation in activities such as music and PE as well as classroom activities. Kindergarten round-up is held annually. Another annual event is for incoming Kindergarten students to spend a half a day with the Kindergarten teachers.  The preschool advisory committee evaluates the Kindergarten transition plan quarterly. All transition plans are reviewed annually at the annual strategic planning meeting. | |
| **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.* |
| Transition plans are implemented and evaluated by involved parties at affected levels, to determine effectiveness at all grade levels and include, when appropriate, college and career awareness and preparation and/or integration of vocational and technical education resources.  Second grade teachers coordinate transition to the third grade including a tour of the building and lunch. K-2 visits the library weekly and eat lunch at the 3-12 grade building twice a year. Second grade visits the Middle school building twice a week for P.E.  Transition is reviewed annually at the strategic planning meeting. | |
| **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.* |
| Transition plans are implemented and evaluated by involved parties at affected levels, to determine effectiveness at all grade levels and include, when appropriate, college and career awareness and preparation and /or integration of vocational and technical education resources.  Transition to the 7th grade is done by the sixth grade teachers and the high school guidance counselor. Transition for graduation is coordinated by the high school principal and the guidance counselor. Career awareness is part of the vocational curriculum.  Transition is reviewed annually at the strategic planning meeting. | |
| **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.* |
| Not Applicable - This is an Elementary Schoolwide Plan | |

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

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| **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.* |
| Students that do not make benchmark are identified by the MTSS team which includes classroom teachers and administration. Those students who receive interventions are progress monitored. Interventions include but are not limited to daily checkouts, paired practice, six minute solutions, and additional practice with a para outside of the instructional time, in addition students use technological interventions such as Moby Max and Tier 2 and 3 Wonders interventions through ConnectEd.  Students that are identified through strategic and intensive based screenings are progress monitored. After 7 or 8 data points, graphs are examined by the classroom teachers and MTSS team. Decisions are then made to fade out, change, or end the intervention and/or goals.  An after school program is provided and a summer school program as well. Students with an IEP and students on interventions may be provided additonal summer school and after school time with speech/ language, Special Education teachers, and certified teachers. | |

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

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| **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.* |
| Funds are used to provide additional staff, both certified and classified to provide more instruction to all students.  To support student learning Loup City Public Schools and the community of Loup City share a library that is located in the 3-12 building. Access can be gained through the school during school hours and through an outside entrance for visitors to the library outside normal school hours. | |