

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:	Paxton Schools
County Dist. No.:	Dist. #6
School Name:	Paxton Elementary
County District School Number:	510006002
School Grade span:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" 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:	Melissa States
School Principal Email Address:	melissa.states@paxtonschools.org
School Mailing Address:	Paxton Schools 308 N. Elm P.O. Box 368 Paxton, NE 69155
School Phone Number:	308-239-4283
Additional Authorized Contact Person (Optional):	Lisa Mitchell
Email of Additional Contact Person:	lisa.mitchell@paxtonschools.org
Superintendent Name:	Del Dack
Superintendent Email Address:	del.dack@paxtonschools.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 <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Tania Fox</u> <u>Del Dack</u> <u>Melissa States</u> <u>Erin Kuenning</u> <u>Dana Merrill</u> <u>Jordan Lovitt</u> <u>Tomas England</u> <u>Kendra Jay</u> <u>Megan Mullen</u> <u>Jerri Luedke</u> <u>Lisa Mitchell</u> <u>Brittany Brott</u>	<u>Parent</u> <u>Administrator</u> <u>Elementary Principal</u> <u>Pre-K/1st grade teacher</u> <u>1st grade teacher</u> <u>2nd grade teacher</u> <u>3rd grade teacher</u> <u>4th grade teacher</u> <u>5th grade teacher</u> <u>MS ELA</u> <u>Title I</u> <u>Resource</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 219	Average Class Size: 16	Number of Certified Instruction Staff: 29
Race and Ethnicity Percentages		
White: 87.7 %	Hispanic: 11.0 %	Asian: 0.46 %
Black/African American: 0.91 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages		
Poverty: 45.5 %	English Learner: 0 %	Mobility: 12.02 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS- Reading	NSCAS
DIBELS- Math CBM	
NWEA MAP	
Reading Mastery- reading fluency and test scores	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1

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 instruction. Provide supporting documentation in the corresponding folder.

For our K-6 concerns, our needs assessments documents include DIBELS benchmark scores (Reading and Math), DIBELS progress monitoring scores (Reading and Math), and NWEA MAP testing (2-6). We utilize Reading Mastery test scores and Reading Mastery reading fluency data to evaluate reading progress. As all Nebraska schools, we use the NSCAS assessments in the content areas to ascertain percentages of mastery. All of these evaluation pieces give us information regarding setting up reading groups and establishing intervention groups.

Comprehensive Needs Assessment (NWEA-MAP) Paxton Consolidated Schools utilizes the NWEA-MAP testing system as our norm-referenced test. The tests are given to all students in grades 2-11 in our district (Elementary grades 2-6).

Comprehensive Needs Assessment (NSCAS) We have complied with the requirements established for statewide testing in the areas of reading, math, writing, and science. The tests are given at the required levels to all students.

Comprehensive Needs Assessment (DIBELS-Reading) Scores on the DIBELS (Oral Reading Fluency) assessments show a general increase in reading rate from fall to spring. We implement progress monitoring through our Rtl team.

Comprehensive Needs Assessment (DIBELS-Math CBM) Overall, the number of students meeting benchmark levels increased from fall to spring. This year we began progress monitoring a select number of students who we are tracking for our ILCD requirements.

Comprehensive Needs Assessment (Dropout Rate) Paxton's drop out rate is extremely low. Our numbers are masked on the State of the School Report as we qualify as an extremely small school by definition.

Comprehensive Needs Assessment (School Mobility Rate) Our mobility rate for the last few years has decreased from 14.78% to 12.02%.

Comprehensive Needs Assessment (School Attendance) The attendance rate at Paxton Schools is consistently in the 95% range and above. Our district has a rate of attendance that is higher than the state average.

Comprehensive Needs Assessment: Disaggregated Data

Overall, our student enrollment numbers have remained fairly consistent over the years. Our number of white students remains significantly higher than any other ethnic groups. Because of our small variance in ethnicity, it is difficult for us to disaggregate data in this manner. Confirming this data would be our percentage of ELL students and migrant status students (0.46%).

For these reasons we disaggregate our DIBELS data into categories regarding SPED qualifications, gender, and poverty (free/reduced). Our NSCAS data is disaggregated by gender, ethnicity, free/reduced, ELL, and SPED.

1.2

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.

Comprehensive Needs Assessment: Parent/Community Survey

We provide an informal parent surveys at each of our Family STEM Night functions. Information is presented regarding the Title I program (i.e. Parent Policy), and then the informal survey is distributed to the parents. We ask the parents to complete and leave the survey on the table as they exit the meeting. The survey helps to provide us with feedback regarding our Title I services.

In the Spring of 2017, a Perceptual Data survey was electronically distributed to all of Paxton's district stateholders. The survey was emailed and the data was collected digitally. The data was used to identify areas of strength and areas that need improvement, for the school. Additionally, the survey results were posted on the school website.

We also, distribute a survey to the parent(s) or guardian(s) of a student who enters our Student Assistance Team (SAT). When a student first enters SAT, and every year to follow, the parent or guardian of the child is given a survey to complete. When the survey is completed, the parent or

guardian, return it to the SAT team. The information from the survey helps the SAT team identify the students areas of concern and strength and areas of need to develop the student's individual assistant plan.

1.3 *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.*

Comprehensive Needs Assessment: School Improvement Plan

Paxton Consolidated Schools has an active school improvement committee known as the STEPS (Stepping Towards Excellence in Paxton Schools) Committee. The group, consisting of administrators, teachers, school board members, students, and community members. The team meets collectively once per month to review and implement the action plan. Our school held its external review in the spring of 2018. (We follow the basic five-year school improvement cycle format.) Our current school improvement goal is to improve student achievement in math, specifically in the area of number sense.

We are still in the process of completing our formal Action Plan, with the inclusions of the recommendations of our external review, which was conducted in the Spring of 2018. Our STEPS team has established a Math Data Team, which is made up of an administrator, a resource teacher, a high school/middle school math teacher, the title I coordinator, and an elementary teacher. The Math Data team meets in addition to the STEPS committee. Additionally, we are utilizing the DIBELS Math data, in grades K-2, and the MAPS Data, in grades 3-12, more resourcefully to drive instruction and implement intervention. With a greater focus on providing interventions to build our lower elementary's number sense.

The committee targets our concerns regarding meeting the goals established via MAPS, DIBELS, and State Standard goals. Professional development goals are explored and curricular needs are examined.

2. Schoolwide reform strategies

2.1 *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.*

Schoolwide Reform Strategies: Needs Assessment

Our school utilizes our MTSS team to analyze our DIBELS data after each set of benchmark testing periods. Progress monitoring groups are established and re-adjusted as needed per the changes in student strength areas (i.e. fluency, decoding). DIBELS data can be disaggregated into gender, free/reduced and SPED categories and adjustments can be made regarding groupings, etc. Our schools utilizes charts (below benchmark vs. meeting or exceeding benchmark goals) to track achievement through the year in reading and mathematics.

This fall the ESU 16 staff met with each grade level teacher (3-11) to review and analyze their students' MAPS data. The MAPS data shows strengths and areas of improvement for each of their students in math, reading, science, and language. Through the revision of the MAPS data, the teachers along with their students have established subject/content specific learning goals. We also used the MAPS data to identify students for Math interventions.

Comprehensive Needs Assessment: Strategies

All reading students are placement tested for accurate reading instruction in our core reading series (Reading Mastery). So, all students “walk to read” during our 70 minute reading instruction block. This allows for all students to make progress at their instructional level. All of our classroom teachers (elementary), along with the SPED teacher, take a reading group during this session. Our paraprofessionals are trained to present the Reading Mastery program. Our reading coach oversees the instructional fidelity of the program. Our speech pathologist assists in some rooms as needed for qualifying speech needs. Our occupational therapist has assisted us with suggestions for slower writers, and students with fine motor skill problems. Our counselor is available for emotional or behavioral issues of our student body.

Students not meeting the standards or achievement levels needed are placed in an intervention group. Targeting our at-risk groups. This targeted instruction is in addition to the regular core instruction session. Students significantly below the benchmarks are placed in more intensive intervention programs.

Intervention groups are allowed to utilize only research-based materials presented to us through our service unit consultant. We are currently using Reading Mastery for kindergarten and West Virginia Reading First

Phonics Lessons provided through ESU training for our 1-2. Grades 3-6 use REWARDS: Multisyllabic Word Reading Strategies or QuickReads.

Our intervention groups meet four to five times per week, for a 30-minute time period. Student placement in these groups is adjusted through the progress monitoring system (DIBELS).

Our classroom teachers, our SPED teacher, and our Title I teacher are all utilized to assist with intervention groups.

Spelling Mastery is also implemented during a “walk to spelling” block. Again, these students were given a spelling placement test in order to accurately guide instruction for “on level” instruction.

Our Title I teacher also assists in the elementary classrooms as time allows for students who are at-risk of failing to meet our school and state standards. Most of this time is spent with students in the math content area.

Paxton Schools utilizes the Student Assistance Team (SAT) process for further analysis of any student performance falling below the requirements, or behavioral issues impeding success.

All of our students in the required grade levels have access to educational opportunities like Future Problem Solving, Science Olympiad, and Accelerated Reading.

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

Instruction by Highly Qualified Paraprofessionals

All our staff is 100% ESSA qualified. Our paraprofessionals meet the ESSA requirements by being endorsed as certified teachers, qualifying through the Project Para or WorkKeys program, or by obtaining an Associate’s or Bachelor’s degree.

Throughout the school year, all paraprofessionals have continued training and conferencing with our reading consultant as needed for their areas of

instruction. Paraprofessionals attend local staff sessions when data needs to be reviewed, or additional training needs to be provided by our reading coach.

4. High quality and ongoing professional development

4.1

Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

High Quality and Ongoing Professional Development

Paxton Consolidated Schools offers professional growth to all staff members (certified and classified) in a variety of ways throughout the entire year. We schedule four in-service days per year for this purpose. We also free our teachers for conference sessions with the reading consultant during her visits, and schedule additional training days for teams such as our MTSS group, ILCD team, and school improvement leadership groups.

Our focus for professional development over the past few years has been to implement the Marzano Instructional Strategies in the classroom setting. A group of teachers has attended the Marzano Academy with the responsibility of training the other staff members regarding the model.

This Fall, all certified staff members attended the 2018 NETA conference, featuring technological advancements. The purpose of this training is for all staff members to gain a deeper understanding of the technological advancements. With this understanding, our staff will be able to further implement resourceful technology in their classrooms.

Our certified staff joined and attended the ESU 16 regional Professional Learning Community (PLC) in August, October, and February of the 2018-2019 school year. While attending the PLC days our staff has been trained on how to effectively and efficiently establish and maintain collaborative teams within their school and with teachers and administrators from their region. The PLC training was facilitated by representatives from the Marzano Research Institute.

Last summer, our elementary certified staff attended a two day, New Science Standards workshop. The workshop was presented through the ESU by Brett Moulding. Moulding educated our teachers on how to

productively plan and implement science lessons from a phenomena-base, using the newly adopted Nebraska State Standards.

Furthermore, our new certified staff members attended, New Teacher Workshop Series, provided by the ESU, throughout the 2018-2019 school year. This year we had two new staff members who attended. The workshops help our new staff members enhance their knowledge on the various topics presented.

During the past two school years, our district has developed an active and fully functioning MTSS team. The team consists of two elementary teachers, two high school teachers, our district Title 1 coordinator, our school counselor, a parent representative, and two administrators. Together, we have attended training in Scottsbluff, North Platte and Ogallala, along with holding regularly scheduled meetings of our own. In September, we will be adding two student representatives as well. The MTSS team will be, working with school staff to implement a school-wide PBIS system in January of 2020. Additionally, our MTSS team is constantly seeking, and striving to become better at, analyzing our students academic and social/emotional behavior so that we can improve teaching and learning for all students.

All our elementary staff was trained extensively in our reading instruction methods for Reading Mastery.

As required by Nebraska Statutes 79-830 and District policy 7037, teachers and administrators must give evidence of six units of professional growth every six years. Professional growth units can be attained through college credit courses, classroom observation hours, Educational Service Unit workshops, classes, and training sessions. Staff may also earn professional growth units by supervising student teachers, serving on state or national education committees, serving as a state or national officer or a professional organization, and/or teaching a workshop or class for the Educational Service Unit.

5. Strategies to increase parental and family engagement

5.1

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.

Strategies to Increase Parental and Family Engagement: School-Parent Compact

The current School/Parent/Teacher compact was reviewed at our fall Family STEM Night/Title I Parent Meeting (November 13, 2018) and then again at our spring Family STEM Night/ Title I Parent Meeting (March 5, 2019). The compact was read and discussed, with parents, teachers, and students having the option to sign the agreement. A parent comment sheet was requested regarding changes or amendments to the compact. Changes were made to the compact's wording to include elements focusing on curriculum (based on the state standards).

5.2 *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.*

Strategies to Increase Parental and Family Engagement: Parent and Family Engagement Policy

During the fall and spring Family STEM Night/Title I Parent Meeting on November 13, 2018 and March 5, 2019, the parent policy was reviewed by the students, staff, and parents who were present. Discussion was held regarding suggestions or changes to the current policy. A follow-up informal survey was given and parents were encouraged to record any possible changes or amendments needed.

The policy states that annual meetings will be held for parent participation. A jointly developed parental policy is distributed each year to parents of all students through the student handbook, which is posted on the school web page. The policy clearly states that we will provide understandable information about standards and assessments, curriculum and student assessment results along with performance standards. Communication options are listed for parent involvement.

The parent policy and compact are both listed as being jointly developed by parents and staff members with shared responsibilities. Communication regarding these tasks will be provided in the language spoken in the home.

5.3 *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.*

Strategies to Increase Parental and Family Engagement: Parent Meetings

This year we have incorporated our Title I parent meeting into our Family STEM Nights that were hosted on, November 13, 2018 and March 5, 2019. During these educationally based evenings we provide an opportunity for parents and children to interact with the teacher in learning “take home” STEM games or activities. We provide entertaining ways to incorporate learning into the home setting.

We also offer parent involvement opportunities such as Parent/Teacher Conferences, Back- to-School Night (Open House), Student Led Conferences, Kindergarten Round-up, and Middle School Orientation. Parental involvement is sought for a variety of committee memberships, such as being a member of our school improvement committee, our MTSS committee, and our basic parent booster groups.

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

Transition Plan for Incoming Students:

Kindergarten

The Kindergarten teacher at Paxton Schools coordinates efforts with the local preschool providers, and our own in-house preschool. The preschool teachers often provide our Kindergarten instructors with assessment data and progress reports relating to primary skills. We utilize our school based preschool teachers in our Kindergarten Round-up for transition purposes. Data from the Teaching Strategies GOLD assessment (preschool) regarding cognitive, social/emotional, literacy, physical, and language skills is shared with our Kindergarten instructors. DIBELS screening assessments are also given to our pre- school students to establish a base-line score for beginning Kindergarten.

Our yearly Kindergarten Round-up is held in the spring of the year, with a parent meeting and a student visitation day. The purpose of these events is to orient parents and students regarding school schedules, policies, and expectations, along with gaining information from the families concerning the educational needs of the student.

Our primary teachers also work with the Educational Service Unit providers regarding home-based services prior to Kindergarten. Our school staff members participate in staffing sessions and communicate with the service providers.

Transition Plan: Assisting Students to Transition Between Grade Levels

Middle School Orientation: In May, the sixth graders who will be attending seventh grade at Paxton Consolidated Schools during the next school year attend an orientation with their parents. The principal and school-secretary provide students and parents with information, and they explain necessary forms that 6th grade students (or parents) are required to complete.

This year we are planning on having the “soon to be” 6th grade students shadow the current middle school students in order to get a vivid picture of the bell schedule and rotation of classes along with the planning and preparation of materials for class sessions.

Laptop Orientation: New students and all 6th graders attend a laptop orientation before receiving their own computer. Students learn appropriate laptop care and discuss the acceptable use of technology policy. Parents are also given information regarding acceptable use of technology and internet safety basics.

For students transitioning from middle school to high school, the guidance counselor will bring high school students in for a guidance class on how to be successful in high school. When they go into the classroom to pre-register students they discuss the options for their schedules throughout their high school career, and many guidance classes are focused on preparing for high school including, individual students coming into to show them how to study for certain tests, what specific teachers expect and how to be successful. Additionally, they go through the student handbook focusing on graduation requirements. The students also work on Nebraska Career Connections which helps them form a plan for their secondary and post-secondary education. The homework club is also in place to help students come up with strategies to get their class work and homework done on time. Middle school teachers do a program called SOAR, Study Skills to help teach organizational techniques.

Seniors will go into the junior guidance classes to give tips on preparing for the ACT, what to expect their senior year, and overall things they learned as they went through. College reps and military reps stop by to provide information for more informed decisions. We do numerous inventions such as skill inventories, workplace values, and interest inventories to help them realize what they should consider when choosing for the future.

6.2

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). Provide supporting documentation in the corresponding folder.

Transition Plan for Outgoing Students:

High School/College/Career: Our school offers a variety of options for transitional information regarding school and careers. Students in Pre-K through 12th grade have been required to participate in a career education course within our curriculum. College and Military representatives visit our school during advertised sessions open to all 9-12 grade students. Our middle school and juniors and seniors participate in EXCELL Tours, which is a day dedicated to touring various Keith County employers. Our students also have an option of participating in a school-to-career program which allows the student on-the-job training during the regular school hours, with guided supervision and communication between the employers and school personnel. Students in 11th - 12th grade are encouraged to schedule college campus and/or technical school visits during an excused absence from normal school hours. The entire junior class visits a local community college campus, while ACT preparation activities and packets are available for high school students, and test preparation days are offered for all community members.

In the spring, the principal and guidance counselor meet with students in grades 7-11 to explain and discuss graduation requirements prior to having the students complete their pre-registration forms. Parents must sign the students' registration forms so that all stakeholders are aware of the student's curricular plan.

In April, a Mid-Plains Community College representative comes to our school to proctor the Accuplacer Assessment (College Readiness) to any sophomore or junior students who wish to take the assessment. This is another opportunity to help students identify their strengths and weaknesses and future educational goals.

In regard to high school juniors and seniors, we focus a lot of time on college and career readiness skills and expectations for after high school. This includes learning to write a resume, cover letter, filling out applications for jobs and scholarships, learning appropriate interviewing skills, focusing on how to score their highest on the ACT to help earn money for college, applying for college, filling out the FAFSA, offering college classes so students can get a taste of college while in high school, and encouraging and showing them how to become knowledgeable on as many options as possible for the transition out of high school.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing 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.

Strategies to Address Areas of Need: Opportunities to Extend Learning Time

We utilized a 70-minute block of instruction in the morning for reading. We added the additional afternoon intervention sessions within the classrooms four days per week/30 minutes per session. In some cases our intervention groups are “pull out” small groups, as in the case of some qualifying SPED students.

Our Title I teacher uses other class sessions throughout the day to assist teachers within the classroom, primarily with math instruction. These blocks of times are scheduled with the classroom teacher. The Title I teacher will provide small group or one-on-one assistance to allow for additional student-teacher contact.

Additionally, through the analysis of DIBELS and Reading Mastery data we have identified students in grades K-2 who receive one-on-one or small group intensive interventions four days per week.

Our Title I teacher assists the middle school students during a brief after-lunch study hall. Assignment information is given and homework assistance is offered to students with late work tasks.

When necessary, our school has offered a brief summer school session for at-risk students. This is usually held for two weeks prior to the beginning

of the new school year. The attendance of the summer school would be through teacher recommendation and test score information. The attendance has remained optional for students, based on parent permission. (This is not funded through Title I funds.)

Our students are provided time before/after-school to get additional support from their classroom teachers. Student names are added to the list if they have missing or failing work in any of their classes at the middle school or high school level. These students are requested by the principal or classroom teacher to come in before or after school for session(s) to visit with classroom teachers for small group instruction or one-on-one assistance with their classroom activities.

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

8.1 *Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.*

Coordination and Integration of Services and Programs: Title I Funds and Federal, State and Local Services

Title I program funds support one-half of the salary of the Title I service provider in our school, while the school district supplements the other half of the salary and needed materials. Paxton Consolidated Schools uses the Educational Service Unit consortium for all Title funding resources. This consortium includes Title I, Title IIA, and Title IID grants to the district.