

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:	Franklin Public Schools
County Dist. No.:	31-0506
School Name:	Franklin Elementary
County District School Number:	31-0506-002
Building Grade Span Served with Title I-A Funds:	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:	Shelley Kahrs
School Principal Email Address:	shelley.kahrs@fpsflyers.org
School Mailing Address:	1001 M Street Franklin, NE 68939
School Phone Number:	308-425-6283
Additional Authorized Contact Person (Optional):	Kathy Schmidt
Email of Additional Contact Person:	kathy.schmidt@fpsflyers.org
Superintendent Name:	Chris Lecher
Superintendent Email Address:	chris.lecher@fpsflyers.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>
Holly Largent	<u>Parent</u>
Shelley Kahrs	<u>Administrator</u>
Kathy Schmidt	Title Teacher
Ariel Neumeyer	School Psychologist
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 123	Average Class Size: 17	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 93.5 %	Hispanic: 3.2 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: .81 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 54 %	English Learner: 0 %	Mobility: 3.76 %

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

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

1.1	<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>The district uses a systemic approach in using data to make decisions to implement curriculum that is aligned with the Nebraska State Standards. Upon the adoption of the new 2021 reading standards, the district reviewed student performance data in determining the effectiveness of the current reading curriculum. Through this review it was determined that our at-risk students were performing lower in the area of phonics. An area the current curriculum is lacking in instructional materials. Resources from the Nebraska Instructional Materials Collaborative will guide the teaching staff this year to select and update our reading curriculum. Our Math curriculum continues to meet the standards and we will review in 2023 following the next Math Standards update. During the 2020-2021 school year, the district purchased Educlimber to collect all instructional data from assessments, grades, attendance, and discipline to streamline the data into one accessible area for all teachers and administration. All Dibels, NWEA MAPS Growth, and NSCAS performance data are available for data reviews by the MTSS team and classroom teachers. The data guides the selection of our school improvement goals within our professional learning committees. The data drives implementation of a plan of action to improve instruction and focus on mastery of standards. Student progress for those who are most at risk of failing to meet the State academic standards are the focus of the MTSS leadership team that meets bi-weekly, reviewing assessment data, progress monitoring data, behavioral data, attendance data and teacher concerns. This information is collected on a spreadsheet and updated at each meeting. New students are added when data or performance shows a student is at-risk.</p>	
1.2	<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>A "Back to School Bash" is held to kickoff the school year and invites parents and community into the building. The Title Meeting was held in the gym with the elementary parents in attendance. The Principal and Title Teacher lead the annual meeting with parents and community members signing in for the meeting. The compact was signed at parent-teacher conferences so teachers could communicate clearly to parents and students the commitment to student learning. The Title parent survey is administered each spring through email and phone. Parents and students were invited to the classroom on the night of Back to School Bash to their particular grade level. Community members, board members and parents serve as members of the Title self-assessment group.</p>	
1.3	<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>The PLC groups review assessment data to guide the development of the district's school improvement goals. The PLC groups then select a SMART goal for student academic achievement within the Continuous School Improvement Plan. The PLC groups meet during scheduled teacher inservice times and throughout the school year lead by the group leader. Teachers are responsible for writing and supporting their own student achievement goal or SMART goal in the classroom that supports the overall district goals. The Elementary</p>	

Multi-Tiered System of Supports (MTSS) leadership team consists of our Student Assistance Team leader, our MTSS team leader, a special education teacher, the Title 1 teacher, a classroom teacher, a school psychologist, school counselor, mental behavior health professional, and the elementary principal. Each team member is assigned to act as a support to gather data, concerns, or other pertinent information from the classroom teacher and bring them to the leadership team. This team meets bi-weekly. The team monitors student data, behavioral or academic concerns, and progress monitoring reports during this meeting. Interventions, strategies, and resources to support student needs come from this leadership group and the classroom teachers.

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.

Through the MTSS team meetings, teachers identify students based on assessment scores and classroom performance data. Appropriate interventions and personnel responsible for implementing the intervention is determined at the team meeting. Evidence-based programs and materials provide individual or small group interventions and facilitate close monitoring of student achievement. The elementary staff has aligned the reading and math curriculum to the Nebraska State Standards. They have identified the priority standards and set a pacing guide for the standards taught in each quarter. Teachers revamp their standards-based report cards in these two subject levels to meet the new standards. They have created scales to assess the academic standards and are currently working on formative assessments that will help teachers determine the level of performance for each student. All teachers have been trained in the Marzano Instructional Model and use evidence-based practices for instruction in the classroom. We have a Mental Health/Behavior consultant contracted through our ESU and a full-time School Psychologist that are members of the MTSS team. Students can also receive counseling services from each of these providers, our guidance counselor, and a private counselor with an office in our school. Plans are regularly monitored and communicated to staff based on student needs. "Flyer Flight Time" (FFT) is an intervention time that allows for differentiated instruction focused on skills students are missing. Kindergarten has its own time, the 1st and 2nd grades, 3rd and 4th grade, and 5th and 6th grade are combined. A shared plan time supports the grade level teachers in planning and implementing "Flyer Flight Time." All grade-level teachers, the Title teacher, the Special Education teachers, and paraprofessionals are assigned to support each intervention time. The SPED team meet weekly as well to focus on supporting those children whose disabilities may hinder their ability to meet the challenging state academic standards.

3. High quality and ongoing professional development

3.1

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.

All Instructional paraprofessionals in the district meet the ESEA requirements. Paraprofessionals provide transcripts as evidence of college credits or take the ParaPro test to meet these requirements. Professional Development on systematic supervision, CPR and first aid, and student discipline support the paraprofessionals. All instructional staff participated in professional development in the areas of School Improvement, PBIS, MTSS, SEL, CPR and first aid. The PLC teams meet regularly and use data from all assessments aligned with the state standards and create an action plan for all students especially those at risk of failing to guide instruction and monitor its effectiveness. New teacher mentor training with a mentor

teacher is held at the ESU11. New teachers are also trained in the Marzano Instructional Model. The teacher evaluation tool requires teachers to submit professional development goals and student achievement goals which are reviewed with administration three times throughout the school year.

4. Strategies to increase parent and family engagement

4.1	<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>
	The School-Parent Compact is reviewed yearly at our self-assessment meeting with staff, school board members, community members, paras, and parents. Students discuss the compact at the beginning of the year with their teacher and it is used as a tool when the student and teacher are working together to promote increased communication regarding means of growing in the classroom. Classroom teachers discussed and distributed it to parents during fall P/T conferences. If the SAT process is started on any student, this document can be an assistive tool to remind everyone of the team effort it takes to support students.
4.2	<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>
	The Title 1 Parent and Family Engagement Policy was reviewed with stakeholders during the self-assessment meeting. The policies are printed in the Parent-Student Handbook and distributed at the beginning of each school year. The handbook is accessible at anytime online. Parents are invited to be involved in the policy review process at the annual Title 1 parent meeting.
4.3	<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>
	A "Back to School Bash" is held to kick off the school year and invite parents, students, and the community into the building. Everyone in attendance attended the Annual Title 1 Parent Meeting in the gym. The Principal and Title Teacher lead the annual meeting with parents and community members signing in for the session.

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>
	The Franklin County Early Learning Center is a cooperative preschool between Franklin Public Schools and Franklin County Head Start. The Preschool classroom is in the lower elementary section of the building, supporting a solid transition from the preschool classroom into the Kindergarten classroom. It allows for early intervention special education services. Kindergarten Roundup enables incoming students to visit the classroom to learn about the Kindergarten program. Parent-teacher conferences are held together with PK-6th. Parent meetings in the Preschool provide for family involvement activities. Home Visitors employed by Head Start work with families in the home to support them in preparing them to enter Kindergarten. The annual "Back to School Bash" provides an opportunity before the first day of school for parents and students to transition to the next grade level teacher. We have implemented "Flyer Flight Crews" this year, with all K-6

<p>students in teams with an elementary teacher being the crew leader for the team. Each Friday, the crews gather with the crew leader and do activities in team building, social-emotional skills, and leadership. The "Flyer Way" to be safe, respectful, and responsible is implemented school-wide through our PBIS system, which helps support student behavior expectations from grade level to grade level and in all areas of the school. New students tour the building with their families, a morning convocation in the gym allows students to be introduced to the school, the new students join their new crew team upon arrival.</p>	
5.2	<p><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> <p>The district provides an opportunity before the first day of school for parents and students to transition to the next grade level by hosting an annual "Back to School Bash." The district has a preschool in the PK-12 building, supporting activities and plans for transitions into the Kindergarten classroom. At the 6th-grade level, students meet and work with the middle school teachers to help the change. The data collected at each grade level through the MTSS process allows the transition from elementary to middle school to continue with the MS/HS MTSS team. The Flyer Flight Crews will remain intact for the upcoming year and the 6th grade will transition to the teams in MS/HS.</p>

6. Strategies to address areas of need

6.1	<p><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> <p>The Schoolwide Plan supports students by providing evidence-based interventions that directly support all students in the MTSS model. Those interventions are monitored and evaluated for student growth and progress. Teachers use Flyer Flight Time to differentiate student instruction based on performance data. Students participate in and outside class to increase reading through our "Read-a-pillar" challenge. Students receive individual direct instruction through the Title 1 program. Through the standards-based curriculum, teachers quickly identify skills requiring one-to-one or whole group reteaching.</p>
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