

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
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:	Shelley Kahrs
School Principal Email Address:	shelley.kahrs@fpsflyers.org
School Mailing Address:	Franklin Public School 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:	Candace Conradt
Superintendent Email Address:	candace.conradt@fpsflyers.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>Charity Olson</u> <u>Shelley Kahrs</u> <u>Kathy Schmidt</u> <u>Raquel Felzien</u> <u>Norma Ignowski</u> <u>Ariel Neumeyer</u> <u>Bev McNiff</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>Administrator</u> <u>Title Teacher</u> <u>School Board Member</u> <u>Paraprofessional</u> <u>School Psychologist ESU</u> <u>Community Member</u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 123	Average Class Size: 18	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 92.68 %	Hispanic: 2.4 %	Asian: 2.4 %
Black/African American: .8 %	American Indian/Alaskan Native: .8 %	
Native Hawaiian or Other Pacific Islander: .8 %		Two or More Races: %
Other Demographics Percentages		
Poverty: 58.24 %	English Learner: 0 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	X
MAP	X
Dibels	X
CBM Math	X

*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	<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 instruction. Provide supporting documentation in the corresponding folder.</i></p>
<p>The school uses a fully developed curriculum that is aligned to the Nebraska State Standards to guide instruction and growth. A district data template is used so that all teaching staff can review and enter new data in one document. Data that is entered on the template include assessment results on Dibels, NWEA MAPS Growth and NSCAS performance. Percentile levels for performance are set in the data template at the recommended percentiles deemed necessary by the state to predict student outcome on the NSCAS test. This is used to guide teachers in focusing on individual student instruction in the classroom. Standards based grading in the elementary and in specials classrooms help students, parents and teachers know what skills individual students need to improve learning.</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 invite parents and community into the building. The Title Meeting was held at the 1st quarter honors convocation in the fall. 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 our School Messenger system via email and phone. The 2018 results provided information on times of the day parents are available for volunteering or meetings, led to the development of a parent involvement program called, "Tuesday Talk". This program was held each Tuesday during the first semester. Parents and students were invited to the classroom on the night of their particular grade level hosted the event. Parents were able to review curriculum, learn about Personal Student Learning Plans and enjoy a time where students could share their day with parents. Community members, board members and parents serve as members of the Title self-assessment group. As suggested by the board member, the elementary principal reported to the</p>	

school board at the next meeting on the Title Self-Review.

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.

Franklin Public School is an AdvanED school that is focused on improvement in the area of reading. Staff was trained on a new evaluation model that correlates with the Common Language of Instruction for Franklin Public Schools based on the research of effective teaching instruction by Robert Marzano. SMART goals were set as a district in the area of reading focusing on increasing student performance in vocabulary. The elementary also has a SMART goal in the area of math focusing on number sense. Both goals were selected through the analysis of the assessment results shared in the previously stated data template. Teachers were assigned to a Professional Learning Committee (PLC) to focuses on vocabulary and on number sense. Through the PLC process teachers set an action plan for assessment and monitoring student growth . All teachers including classroom teachers, SPED teachers, Title teacher and Specials (ex.PE, Art, Music) teachers developed their own SMART goals on how they would support the district goal . Data is collected for vocabulary by each teacher and is monitored by the Reading PLC Group. An elementary gumball math program is used to focus on number sense instruction and growth monitoring. Each student celebrates by adding a gumball when they reach the grade level requirements . Continous monitoring of student data occurs during the Math PLC Groups.

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 our MTSS team meetings students are identified by teachers through a google reporting form, "Academic Milestones". Teachers are able to complete the form with student concerns either with academics or behavior. The information is collected and reviewed by the MTSS team and is addressed at the monthly meeting with classroom teachers unless immediate intervention is needed. Interventions are determined during the MTSS meeting to address our at risk students focusing on the standard skills that are missing. Evidence -based programs are used to provide individual or small group interventions in the area of concern. It is determined at that time who is responsible for the implementation and monitoring of the intervention. The elementary staff has aligned reading

and math curriculum to the Nebraska State Standards. They have identified the priority standards and set a pacing guide to which standards will be taught in which quarter. Teachers are revamping their standards based report cards in these two subject levels to meet the new standards. They have created scales to assess the 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 are fortunate to 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 through a private counselor that has an office in our school. Plans are regularly monitored and communicated to staff based on student needs.

3. Qualifications of instructional paraprofessionals

3.1	<i>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.</i>
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All Instructional paraprofessionals in the district meet the ESEA requirements. Paraprofessionals in the district provide transcripts or take the ParaPro test to meet these requirements.

4. High quality and ongoing professional development

4.1	<i>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.</i>
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Marzano Instructional Model training is provided to new teaching staff. Scheduled in-service days provide time for professional development in the areas of School Improvement, data analysis, student performance on state test, PLC groups, personal and professional growth goals and student achievement goals. The technology PLC group provides training to all staff quarterly. The elementary teaching staff attended training on "Standards Based-Grading". The MTSS team attended team training at the ESU. Further professional development occurs during our staff book studies. Paraprofessionals attended the poverty trainings.

5. Strategies to increase parental and family engagement

5.1	<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>
<p>The School-Parent Compact is reviewed yearly at our self-assessment meeting with staff, school board members, community members , paras and parents. Students were able to review the compact at a different time. It was distributed during P/T conference.</p>	
5.2	<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>
<p>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. Parents are invited to be involved in the policy review process at the annual Title 1 parent meeting.</p>	
5.3	<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>
<p>The annual Title 1 parent meeting was held on November 1, 2018. The meeting is held at the beginning of the 1st Quarter Honors Convocation. Additional parent and family engagement activities include Tuesday Talk and parent/teacher conferences.</p>	

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>The Franklin County Early Learning Center is a collaborative preschool between Franklin Public Schools and Franklin County Head Start. The preschool is housed at Franklin Public School in the elementary section of the building which supports a strong transition from the preschool classroom into the Kindergarten classroom. It allows for early intervention special education services. Kindergarten Roundup provides incoming students the opportunity to visit the classroom to learn about the Kindergarten program. The data collected at each grade level through the MTSS process allows for the transition from elementary to the middle-school to continue with the MS/HS MTSS team. Parent teacher conference are held together with PK-6th. Parent meetings in the Preschool provide for family involvement activities. Home Visitors employed by Head Start work</p>	

with families in the home to support them in preparing them to enter Kindergarten. The annual "Back to School Bash" provides an opportunity prior to the first day of school for parents and students to transition to the next grade level teacher.

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.*

The district provides an opportunity prior to 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, which supports activities and plans for transitions into the Kindergarten classroom. At the 6th grade level students are provided a time to meet and work with the middle school teachers to support the transition. The data collected at each grade level through the MTSS process allows for the transition from elementary to the middle school to continue with the MS/HS MTSS team.

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.*

The Schoolwide Plan supports students by providing evidence-based interventions which directly support the MTSS model for all students. Those interventions are monitored and evaluated for student growth and progress. Recipes for Success is provided to all students in the elementary through the Title 1 program to support classroom instruction outside of the instructional day. 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 that require one on one or whole group reteaching.

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.*

Federal Title 1 monies for our district support the salary of the Title 1 classroom teacher. IDEA funding is used to support quality teachers and

support staff such as a full time behavior specialist and school psychologist. This funding supports the employment of paraprofessionals and special education teachers. Local SPED funding provides for majority of salaries for paraprofessionals.