

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:	Elba Public School
County Dist. No.:	47-0103-000
School Name:	Elba Elementary School
County District School Number:	47-0103-002
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 X <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes X <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	X <input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Allison Pritchard
School Principal Email Address:	allison.pritchard@elbaps.org
School Mailing Address:	Elba Public School P.O. Box 100 Elba, NE 68835
School Phone Number:	308-863-2228
Additional Authorized Contact Person (Optional):	Kayla Leach Title 1 Teacher
Email of Additional Contact Person:	kayla.leach@elbaps.org
Superintendent Name:	Allison Pritchard
Superintendent Email Address:	allison.pritchard@elbaps.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	X <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	X <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Meagan Wysocki</u> <u>Allison Pritchard</u> <u>Kim Jonas</u> <u>Kayla Leach</u> <u>Lacie Hogan</u> <u>Bev Moore</u> <u>Chelsea Wiese</u> <u>Melissa Doncheski</u> <u>Kirk Russell</u>	<u>Parent Administrator</u> <u>ESU 10 Consultant</u> <u>Title 1 Teacher</u> <u>Elementary SPED Teacher</u> <u>SPED Manager</u> <u>Elem. Teacher</u> <u>Teacher</u> <u>NDE Representative</u>

School Information
(As of the last Friday in September)

Enrollment: 123	Average Class Size:10	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 99.934 %	Hispanic: .008 %	Asian: 0 %
Black/African American: .008 %	American Indian/Alaskan Native: .025 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: .025 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 69 %	English Learner: 0 %	Mobility: 0 %

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

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>All students in grades K-6 are given the DIBELS reading assessments three times a year. The results of this screener are used to determine which students fall below the benchmark scores for their grade levels and need extra support to progress in reading. MAPS assessments are given two times a year. Results from these assessments are used to measure academic growth during the year. Please refer to folder 1.1 for documentation.</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>Parent surveys were administered at spring parent-teacher conferences. The results were shared with the staff and the community in the school newsletter and on the school website in the spring. Please refer to folder 1.2 for documentation.</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 2022-2023 school year is the third year of our CIP cycle. The goal during this cycle has been: Students in Kindergarten through 11th grade will increase algebra strand from 30% to 40% proficiency on the NWEA Algebra strand by 2025. This goal was chosen based on NSCAS Growth, MAPS Growth, and Acadience math test scores. Our school maintenance goal is to continue to improve vocabulary on summative assessments given in the fall and spring. Please refer to folder 1.3 for documentation.</p>	

2. Schoolwide reform strategies

2.1	<p><i>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.</i></p>
<p>Data from the DIBELS reading screener is analyzed by a team consisting of the principal, the Title 1 Teacher, the guidance counselor and the classroom teacher. If a child falls below benchmark they are referred to the MTSS problem solving process and an individual reading improvement plan is formed. The students receive extra reading instruction time using a variety of research based interventions to meet their needs. DIBELS</p>	

progress monitoring is done on a weekly basis and follow up meetings are conducted monthly to keep track of each student's progress. Please refer to folder 2.1 for documentation.

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.

ESU 10 staff has also provided training in vocabulary instruction and the school improvement process. Teachers have been learning the Marzano strategies to enhance our reading instruction through more student engagement. The Title 1 Teacher attends the fall and spring Title 1 workshops at ESU 10. Please refer to folder 3.1 for documentation.

4. Strategies to increase parent and family engagement

4.1

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.

The School-Parent compact was developed by the teachers, parents, and students. It is reviewed at the annual parent meeting, and we ask for parent and student input for additional changes. The School-Parent Compact is available for parents to view on the school website. A Title 1 parent meeting was held March 7, 2023, to review the School-Parent Compact. Parents are given a copy of the compact. Please refer to folder 4.1 for documentation.

4.2

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.

On March 7, 2023 the Title I annual meeting was held. During that time an opportunity was given to parents to peruse the Title I Parent and Family Engagement Policy to give feedback.

4.3

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.

A Title 1 parent meeting was held March 7, 2023, at the school in conjunction with Family Math Night. Information about the Title 1 program was shared with the parents who attended. The Title 1 Teacher was also available to visit with parents on the nights of Parent-Teacher Conferences. Parents were notified and encouraged to meet with her to be informed of the MTSS process and discuss their child's intervention plan. Please refer to folder 4.3 for documentation.

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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>
During the second semester of preschool, the students will be introduced to their specials teachers (library, art, keyboarding, music, p.e.) so they are familiar with them when they transition to kindergarten. In the spring the preschoolers visit the kindergarten classroom once a day to participate in a variety of classes with them. This helps preschoolers see what a day in kindergarten is like. At the end of the year preschool parents receive a pamphlet from NDE entitled Ready for Success which talks about the transition to kindergarten. There is also a preschool/kindergarten round-up held in the spring. This is a time for students and their parents to meet their teachers and explore the classrooms. Parents receive information on rules and expectations as well as how to support their child in this transition. Please refer to folder 5.1 for documentation.	
5.2	<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>
Sixth graders are paired with seventh graders for a day to prepare for the transition from elementary school to jr. high. The seventh graders mentor the sixth grade students about what a typical day in jr. high is like. Please refer to folder 5.2 for documentation.	

6. Strategies to address areas of need

6.1	<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>
Students who have an individualized reading improvement plan are pulled out of the regular classroom for one on one or small group instruction with the Title teacher or paraprofessional. This is taken from a time when the student would not be getting direct instruction from the classroom teacher. Regular classroom work is adjusted to compensate for time out of the classroom when necessary. Please refer to folder 6.1 for documentation.	

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>
N/A Our district does not consolidate funds. General and state funds are used to assist in achieving our instructional goals and student success.	