

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:		St Edward Public School	
County Dist. No.:		060017	
School Name:		St Edward Elementary	
County District School Number:		06-0017-002	
School Grade span:		Pk-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		Yes x No	
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		Yes x No	
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _ _	
School Principal Name:		Stephen Osborn	
School Principal Email Address:		sosborn@sted.esu7.org	
School Mailing Address:		PO Box C 601 Clark St St. Edward, NE 68660	
School Phone Number:		4026782282	
Additional Authorized Contact Person (Optional):		Chris Condreay	
Email of Additional Contact Person:		ccondreay@sted.esu7.org	
Superintendent Name:		Stephen Osborn	

Superintendent Email Address:	sosborn@sted.esu7.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes No

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Due to NDE by Thursday, April 1st Updated: September 2020

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Vanessa Cumming Stephen Osborn Marianne Osantowski Melissa McIntosh Paula Stone Carsen Choat Jen Rasmussen Terri Osborn Amanda Redler Chris Condrey	<u>Titles of those on Planning Team</u> <u>Parent Administrator</u> K teacher 1st teacher 2nd teacher 3rd teacher 4th teacher 5th teacher 6th teacher Title 1 teacher
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School Information

(As of the last Friday in September)

Enrollment: 181	Average Class Size: 12	Number of Certified Instruction Staff: 26
Race and Ethnicity Percentages		
White: 81 %	Hispanic: 17 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 64 %	English Learner: 16 %	Mobility: 6 %

Assessments used in the Comprehensive Needs Assessment

(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NSCAS	Acadience
MAP Growth	STAR

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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

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>NSCAS, STARS, Acadience, and MAP Growth data is used to plan instruction. The data from NeSa and MAPS is used to identify schoolwide areas of need for improvements, while STAR and Acadience data is used to monitor individuals' progress and identify those students that are at risk and need interventions. NSCAS and MAPS data indicated that our school improvement goal set for reading had been met and just needed to be kept on maintenance while there was a need to set goals to improve math achievement scores. The assessment coordinator, who is also the elementary principal, presents NSCAS and MAPS results as they become available at staff meetings. This year an ESU consultant led a data workshop for the staff during our inservices. Classroom teachers meet individually with the Title I teacher to group students who need extra practice/instruction and to set goals for the year.</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 bi-annual parent/guardian school survey is sent home to parents at the beginning of the year in the handbook. Also, a home-language survey was included in the handbook to be signed by the parents/guardians. The survey is collected by the school secretary and the administration. We have an in-house translator for language barriers and a program for translation of written notifications.</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>

St. Edward Public School has targeted reading improvement as a major goal in the continuous school improvement plan. This goal is being kept on maintenance while the primary goal is changing to the improvement of math. The Action Plan identifies two separate interventions, which when combined, will improve reading. Those interventions are: 1) increasing knowledge of vocabulary with the creation of essential vocabulary lists, and 2) increasing comprehension. A copy of the complete Action Plan follows. Elementary classrooms are also targeting reading fluency, high frequency words, and the use of graphic organizers as strategies to increase comprehension. A detailed summary of the Title I Schoolwide Plan has also been included.

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.*

Norm referenced test results (MAPS, Acadience, NSCAS, and STAR) are used along with teacher observation to identify student's needs for additional instruction and/or remediation. Informal records of each child's progress with word recognition (testing of high frequency words) and fluency (timed reading results) are recorded and

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passed from grade to grade along with the norm referenced results. Data is reviewed by classroom teachers and discussed for transition from year to year. A sample form is included in the materials in this section. Our elementary is currently engaged in the MTSS process holding monthly data meetings for the new reading bill. IRIP's, (Individualized Reading Improvement Plans), are developed for each student below benchmark. Several different interventions (EIR, Sound Partners, 6 Minute Solution, and Language of Learning, and Corrective Reading) are implemented on a daily basis. The elementary teachers help students after school. This program is called "Beyond the Bell". Any student is free to attend for help with homework. Students who do not have work completed must attend the following night after school. "Beyond the Bell" is held Monday through Thursday from the time school is dismissed until 4:15 p.m. The school also makes a breakfast program and backpack program available to students and their families. Breakfast is available daily and the backpack program is utilized weekly. Also, an aide who directs the "Shepard's Closet", provides clothing in a corner in her office for those in need

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 #7 is the main resource used for supporting the administration and staff by providing professional development and data analysis. The Elementary Principal has been designated as the assessment coordinator for the school. She provides in-service workshops to review the data when it becomes available and work on school improvement. The elementary has been trained in a program entitled Adolescent Literacy Learning. This involved multiple sessions led by Dr. Kevin Feldman and Anita Archer. This year's focus is on becoming a reflective teacher through the study led by ESU 7 personnel of Robert Marzano's research. With the implementation of MTSS, many interventions have been used to meet student

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.*

We had a magician come to our school and presented a fun, but educational, program for parents, students, and community members. Our Superintendent distributed copies of the school-parent compact, discussed the main points, and the parents were given the opportunity to ask questions. He also introduced me as the Title 1 teacher, briefly discussed my background, and handed them copies of my contact information. I also set up a table at conferences and showed parents some fun resources they could use to practice reading skills at home. I also answered questions about Acadience Benchmark Testing and Acadience Progress Monitoring

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.*

The parents were involved in developing the Title 1 Parent and Family Engagement through our various communication translation tools for our English language families. Mrs. Cruise, our counselor, meets with a group of English Learner parents to teach English every other week. During this time, she gathers inquiries and information to support and enrich their child's education. The information gathered is taken to the Elementary Principal. For these particular students, Google translation is used to disperse student information, lunch menus, special announcements, and Title 1 opportunities. The monthly Title 1 newsletter is offered in English and Spanish. This year we had the magician, Jeff Quinn, come and perform a program for our community and

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students centered around a literacy theme. I conversed with parents informally evaluating the success of the program and other questions unanswered about our Title 1 program. The principal is the assessment coordinator. She sends home Measures of Academic Progress biannually with report cards with a student example and how to read the report. State testing is sent home in as soon as the parent releases the Individual Student Report with an explanation and example in the newsletter. During PT conferences, the students' curriculum is shared with the parents. St. Edward has grown in our family literacy and continues to experiment with new ideas and resources to support our parents.

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.*

The magician, Jeff Quinn, visited to provide a literary magic performance. Our superintendent informed our parents of our Title 1 program. There was a Q and A session involving parental input. I also sat up a table at conferences and showed parents some fun resources they could use to practice reading skills at home. I also answered questions about Acadience Benchmark Testing and Acadience Progress Monitoring.

5. Transition Plan

5.1 *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).*

During the spring, the preschool had a roundup day for the parents and children that were going to attend. They were given the opportunity to spend time in the room and meet the preschool teacher. There was an invitation put into the St. Edward Advance and the school newsletter. Since the preschoolers were already in the building it provided them with the opportunity to become acquainted with the kindergarten teacher and the building since, they are included in the lunch program and activities. There are transition plans in place for Pre-K students moving into kindergarten. The team meets regularly to provide for the smoothest transition possible. We did also provided a "move up" day for the preschoolers to attend the kindergarten room, the kindergarten to go to the first grade, and so on throughout the elementary so the students can become acquainted with their teachers for the following year. In August, there was an open house for the elementary students, parents, and community. There was a meal provided and they could visit classrooms and teachers.

5.2 *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).*

During the spring, the sixth graders have an orientation day for the transition to junior high. A group of seventh graders are picked to answer questions that they may have and show them their lockers, classrooms, etc. After this activity, they meet back with the school counselor to ask any additional questions and to receive a copy of their tentative schedule.

6. Strategies to address areas of need

6.1 *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

The use of a certified Title I teacher to provide reading instruction increases learning time within the school day. Elementary teachers provide a "study hall" during lunch/recess to help students needing additional work time. Beyond the Bell was implemented during the 2011-2012 school year. Students who do not have

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homework completed are required to stay after school the following day to work on the material. Students who would like additional help are free to attend. Teachers volunteer their time after school to help these students. Additional instruction is offered to identified students for two weeks following the end of school and two weeks prior to the beginning of school as a refresher. A summer reading incentive program is offered through the city library to keep students reading when school is not in session. Title 1 teachers lend materials and ideas for summer school teachers.

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