

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.		xReading/Language Arts Math 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):		Paula Stone
Email of Additional Contact Person:		pstone@sted.esu7.org
Superintendent Name:		Stephen Osborn
Superintendent Email Address:		sosborn@sted.esu7.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.		X 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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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Vanessa Cumming Stephen Osborn Melissa McIntosh Ronda Krohn Carson Choat Jen Rasmussen Terri Osborn Amanda Redler Paula Stone Marianne Osantowski	<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 ELL Coordinator
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School Information
(As of the last Friday in September)

Enrollment: 172	Average Class Size: 12	Number of Certified Instruction Staff: 26
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Race and Ethnicity Percentages

White: 77 %	Hispanic: 21 %	Asian: 1 %
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Black/African American: 0 %	American Indian/Alaskan Native: .5 %
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Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: .5 %
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Other Demographics Percentages *(may be found on NEP <https://nep.education.ne.gov/>)*

Poverty: 72 %	English Learner: 7 %	Mobility: 3 %
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Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	FastBridge
MAP Growth	STAR

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

narrative. **1. Comprehensive Needs Assessment**

1.1	<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>NSCAS, STARS, Fastbridge, and MAP Growth data is used to plan instruction. The data from NSCAS and MAPS is used to identify schoolwide areas of need for improvements, while STAR and Fastbridge 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 high school principal, presents NSCAS and MAPS results as they become available. An ESU consultant led a data workshop for the staff during our inservice activities. 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	<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>An annual parent/guardian school survey is sent home to parents at the beginning of the year in the handbook. Also a home-language survey is 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	<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 vocabulary and number sense 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, 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.</p>	

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, FastBridge, 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 school is currently engaged in the MTSS process holding periodic data meetings. IRIP's, (Individualized Reading Improvement Plans), are developed for each student below benchmark. Several different interventions (EIR, Sound Partners, 6 Minute Solution, Language of Learning, and Corrective Reading, University of Florida Literacy) 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 after school. "Beyond the Bell" is held Monday through Thursday from the 3:20p.m. until 4:00 p.m. The high school teachers have implemented a program called "ELT" - Extended Learning Time to help those who are in need of extra help. The school provides free breakfast and lunch too, which is available to all students. A backpack program is available to students and their families and is utilized weekly. We partner with one of the local churches, directing families to the "Shepherd's Closet" if in need of clothing.

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 Secondary 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. With the implementation of MTSS, many interventions have been used to meet student needs. We have recently been working with the Danielson Model.

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.

Our Superintendent distributed copies of the school-parent compact, discussed the main points, and the parents were given the opportunity to ask questions. Resources are shared with parents at conferences and at the annual Title 1 Family Night Meeting. We will answer questions about FastBridge Benchmark Testing and Progress Monitoring as necessary and appropriate. A monthly reading pamphlet is shared with parents each month as provided by the service unit.

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 tools for our English language families. We have added a position of ELL Coordinator. She works with families as necessary and appropriate. For these particular students, Google translation is used to disperse student information, lunch menus, special announcements, and Title 1 opportunities. The monthly newsletter is offered in English and Spanish.

The Title I coordinator converses with parents informally evaluating the success of the program and other questions 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 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.*

Each year an annual Title 1 Family Reading Night is held. This is a time for parents to learn more about our Title 1 program. We share information about our Fastbridge Screening and Progress Monitoring, and provide opportunities for parents to interact in a reading activity with their child.

5. Transition Plan

5.1 *Please provide a narrative below describing the school's transition plan for incoming student 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 has a roundup day for parents and children who are going to attend preschool the following fall. They are given the opportunity to spend time in the room and meet the preschool teacher. An invitation is put into the school newsletter. The current preschoolers are provided with the opportunity to become acquainted with the kindergarten teacher and the building. 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 also provide a "moveup" day for grades K-6 and so the students can become acquainted with their teachers for the following year. In August, there is an open house for the elementary students, parents, and community to come and meet their teacher and new rooms. A meal is provided at the community center to welcome everyone back to school.

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 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. Beyond the Bell has been implemented for K-6 students. Students who do not have

homework completed is required to stay after school that 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.