

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:	SOUTHWEST PUBLIC SCHOOLS
County Dist. No.:	73-0179
School Name:	SOUTHWEST ELEMENTARY SCHOOL
County District School Number:	005
School Grade span:	PK-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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	KATHY J. LATTA
School Principal Email Address:	kathy.latta@swpschools.org
School Mailing Address:	719 E ST INDIANOLA, NE 69034
School Phone Number:	308-364-2613
Additional Authorized Contact Person (Optional):	KIMMIE MAY
Email of Additional Contact Person:	kimmie.may@swpschools.org
Superintendent Name:	R. TODD PORTER
Superintendent Email Address:	todd.porter@swpschools.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

<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>
<i>(include staff, parents & at least one student if Secondary School)</i>	
JODY HYKE KATHY LATTA BECKI KEENPORTZ MARY JO OVERTON DEANNE RUGGLES ANNE KENNEDY RUDY KENNEDY COLLEEN RAMSAY STACY WILSON DENISE YOUNG KIMMIE MAY MIRANDA TEEL	<u>Parent Administrator</u> KGTN 1ST 2ND 3RD 4TH/PARENT 5TH 6TH SPED INTERVENTIONS INTERVENTIONS

School Information		
<i>(As of the last Friday in September)</i>		
Enrollment: 156	Average Class Size: 16	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 1 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 54 %	English Learner: 0 %	Mobility: 0 %

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

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>During the August teacher in-service days prior to the start of school, staff attended a district-wide meeting led by the superintendent, R. Todd Porter. Mr. Porter shared preliminary NSCAS results and encouraged staff to use the information to guide instruction.</p> <p>In September, K-3 teachers were given FastBridge reading assessment results. Analysis of results gave teachers information on which students were in need of an Individual Reading Improvement Plan as indicated from NebraskaREADS qualifications. Plans were developed and discussed with parents at Parent-Teacher Conferences in October.</p> <p>Also in September, 4-6 teachers met with intervention and special education teachers to schedule appropriate interventions based on FastBridge and MAP reading assessment scores.</p> <p>Supporting documentation included in the corresponding folder: IRIP spreadsheet sample, MAP scores sample, FastBridge scores sample, ARC IRLA placement sample, NSCAS Proficiency, intervention schedule sample.</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>In January, 2020, a SW Elementary Parent Survey was distributed via BlackboardConnect to all elementary parents.</p> <p>Supporting documentation included in the corresponding folder: Survey results.</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 CSI goal of Southwest Public Schools is to increase reading comprehension for all students. In 2019-2020, we implemented a new reading curriculum: American Reading Company (ARC). Our school district purchased 17 professional development days with an ARC reading coach from New Jersey, Christine Frassenei. Mrs. Frassenei has been an essential part of our implementation.</p> <p>We are also working on developing an MTSS team at Southwest Elementary through the guidance of NDE, ESU 13 and ESU 15 staff.</p> <p>Supporting documentation included in the corresponding folder: CSI Action plan, ARC professional development schedule, MTSS team website in progress.</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>
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Interventions are provided for K-6 students in reading as determined by the RTI team. Interventions include Connections, Edgenuity, Six Minute Solutions, FastForWord, AtoZ Reading, Sound Partners, and teacher-developed practices.

Summer school is also offered for four weeks each summer. Eligibility for summer school is determined through achievement, or lack of progress shown, in assessments including FastBridge, MAP, and classroom assessments/teacher recommendation.

Supporting documentation included in the corresponding folder: Interventions schedule, summer school invitation.

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>
<p>Paraprofessionals who do not have the required college hours to meet ESEA redequirements complete either the WorkKeys or Project Para on-line course. Professional development opportunities for paraprofessionals include the following: ESU 15 Paraeducator Training, NDE Annual Nebraska Paraeducator Conference, ARC introductory training, Dr. Matt McNiff Behavior in the Classroom training.</p> <p>Supporting documentation included in the corresponding folder: NSSRS Paraprofessional Validations, Professional development evidence.</p>	

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>
<p>Southwest Elementary School takes advantage of professional development opportunities offered by our local Educational Service Unit (ESU 15), the Nebraska Department of Education, Mid Plains Community College, and other state and local sources. With the adoption of ARC language arts curriculum, we are receiving 17 days of in-house training with Christine Frassenei, a reading specialist with the ARC company.</p> <p>Supporting documentation included in the corresponding folder: List of professional development opportunities and participation, American Reading Company Professional Learning Plan 19-20.</p>	

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>Discussion of the School-Parent Compact was held at the annual Parent Meeting on August 26, 2019. There were no suggestions for change.</p> <p>The School-Parent Compact is on page 52 of our district Student Handbook. The Handbook is distributed to all students at the beginning of the year, or at enrollment any time during the year, and a signature page indicating receipt is required and filed. The Handbook is also available on the district website: www.swpschools.org.</p> <p>Supporting documentation included in the corresponding folder: School-Parent Compact, parent meeting agenda.</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 Southwest Elementary Title I Parent and Family Engagement Policy is the same as the Southwest District Parent Engagement Policy. Discussion of the Title I Parent and Family Engagement Policy was held at the annual Parent Meeting on August 26, 2019. There were no suggestions for change.</p> <p>Supporting documentation included in the corresponding folder: Parent and Family Engagement Policy, parent meeting agenda.</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 I parent meeting was held on August 26, 2019 at 6:00 p.m. in our gymnasium/cafeteria. Playground supervision for children was provided at no cost to families. After the meeting, hotdogs, chips and cookies were served.</p> <p>The annual Family Night for 2019-2020 was held February 6 and was a S.T.E.A.M. theme. Elementary staff, high school student council, and high school honor society provided activities for Science, Technology, Engineering, Arts, and Mathematics.</p> <p>Parent Teacher Conferences are held two times each year: October and February.</p> <p>Supporting documentation included in the corresponding folder: Parent meeting agenda and sign-in sheet, 2020 Family STEAM Night information, 2019 Old Fashioned Game Night for Families, Parent Teacher Conference notification and participation, Parenting Conference notification and information.</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>Because our school is small, our preschool and kindergarten teachers work very closely through the year, but especially at the end of the school year to help our students successfully transition from preschool to kindergarten. Our county Head Start teachers also meet with our kindergarten teacher if one of their students will be attending our school in the fall. We currently have a Headstart/LEA coordination agreement with Community Action Partnership of Mid-Nebraska. Our preschool is the only one in our school district, so the majority of our kindergarten students are already familiar with our building and routines.</p> <p>We also have Kindergarten Orientation in April for our incoming kindergarten students. The kindergarten teacher and paraprofessional work with the students, informally assessing their skill levels, while the principal and school nurse meet with parents to provide information about the school and gather medical/immunization information about their student.</p> <p>Supporting documentation included in the corresponding folder: Kindergarten orientation information and Headstart/LEA coordination agreement.</p>	
6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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.</i>

Our high school principal, Mr. Springer, makes several impromptu visits to our sixth grade class throughout the year. He works on building relationships with our students by sharing email, information about what the high school is like, his expectations for behavior, academic responsibilities, etc. We also send our sixth grade students to Sixth Grade Orientation in April. The high school Student Council provides tours and information for our students and then they all eat lunch together in the cafeteria. Our sixth grade teacher, Mrs. Wilson, also provides a narrative on individual student strengths and concerns to the 7th grade teachers at the end of the year.

Supporting documentation included in the corresponding folder: Sixth grade orientation information.

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.

Reading/Language Arts instruction is delivered in whole-group grade level and small instructional level groups for 150 minutes each school day. Interventions are scheduled throughout the day for students who show a need for additional instruction. Instructional strategies used for reading: Guided reading with ARC, FastForWord, Edgenuity, Connections, Six-Minute Solutions, AtoZ Reading, and Sound Partners. Teachers offer additional instruction for individual students before school, during lunch recess, and after school. The afterschool daycare program at the elementary also provides homework time for students enrolled. Summer school is offered for four weeks in June to elementary students below benchmark or referred by classroom teachers as needing additional instruction.

Supporting documentation included in the corresponding folder: Classroom schedule sample, intervention schedule sample, summer school information.

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.

Available Federal, State and Local funds are coordinated when preparing the annual budget and determining funds required for the implementation of salaried employees for programs such as Title I, the implementation of a new reading curriculum, and supplementary instructional materials such as learning software, hardware to utilize such software, and training for these tools that far exceed available funds through Federal or State funds. Making a determination of how best to utilize Federal and State funds requires pre-planning by local instructional staff and administration and determining what materials and training will best serve the support of student achievement, how best we can meet student needs and which purchases may be made with qualifying funds. When those funds are exhausted, the budget developed by the superintendent must include locally generated local funding to fulfill our students' needs. The budget is developed over the course of several months and requires the balancing of all available funding for qualified employee costs, appropriate training, and materials that allow for best practices in meeting students needs and supporting student achievement.