

# 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:	K-6, Title 1 is only K-3
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes      No <input checked="" type="checkbox"/>
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes      No <input type="checkbox"/>
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading Language Arts <input type="checkbox"/> Lang <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _ _
School Principal Name:	Allison Pritchard
School Principal Email Address:	apritchard@sted.esu7.org
School Mailing Address:	Box C St. Edward
School Phone Number:	402-678-2282
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Justin Frederick
Superintendent Email Address:	jfrederick@sted.esu7.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.

Yes  No

Names of Planning Team

*(include staff, parents & at least one student if Secondary School)*

Vanessa Cumming  
Allison Pritchard  
Jule Hamling  
Melissa McIntosh  
Paula Stone  
Anthony Michael  
Jen Rasmussen  
Yvonne Haas  
Jennifer Humphrey  
Chris Condreay  
Brooke Koliha

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Titles of those on Planning Team

Parent  
Principal  
K Teacher  
1<sup>st</sup> grade  
2<sup>nd</sup> grade  
3<sup>rd</sup> grade  
4<sup>th</sup> grade  
5<sup>th</sup> grade  
6<sup>th</sup> grade  
Title I teacher  
ESU 7

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Enrollment: 166

Average Class Size:

Number of Certified Instruction Staff:

**Race and Ethnicity Percentages**

White: 87.9 %

Hispanic: 9 %

Asian: 1.8 %

Black/African American: 1.2 %

American Indian/Alaskan Native: 0 %

Native Hawaiian or Other Pacific Islander: 0 %

Two or More Races: 0 %

**Other Demographics Percentages**

Poverty: 50 %

English Learner: 4.6 %

Mobility: 3.66 %

## Assessments used in the Comprehensive Needs Assessment

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

NeSA DIBELS	STAR MAP Growth

*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** *Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.*

**NeSa, STARS, DEBELS, and MAPS 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 DIBELS data is used to monitor individuals' progress and identify those students that are at risk and need extra practice or instruction.**

**NeSa 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 NeSa and MAPS results as they become available at staff meetings. This year an ESU consultant led a data workshop for the staff during our pre-school 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.**

1.2	<i>Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i>
<p><b>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.</b></p>	
1.3	<i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i>
<p><b>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.</b></p> <p><b>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.</b></p>	

## 2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i>
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**Norm referenced test results (MAPS, DIBELS, NESAS, and STAR) are used along with teacher observation to identify students needing 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 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. The elementary teachers volunteer to 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.**

### **3. Qualifications of instructional paraprofessionals**

**Paraprofessionals need to acquire an associate degree or higher in early childhood. Another option is completing project para through the Education Service Unit #7.**

**3.1**

*Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

**None of the instructional paras are paid for with Title I funding. When paras are hired, the administration follows state guidelines. Paras attend appropriate staff inservices**

### **4. High quality and ongoing professional development**

**4.1**

*Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. 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.**

**2015 saw the implementation of a computer program, Lexia, throughout the elementary. 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 personel of Robert Marazno’s research.**

## **5. Strategies to increase parental and family engagement**

**5.1**

*Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**We held a Readers’ Theatre in November inviting all the parents. Each reading group in the 3rd-6th grades performed a short program at their reading level. After the groups finished, 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.**

**5.2**

*Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

**See the attached subfolder for 5.2.**

**5.3**

*Please provide a narrative below explaining how, when and where 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.*

## 6. Transition Plan

6.1

*Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**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.**

**We did also provided a “moveup” 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.**

**On August 17, 2016 there was a open house for the elementary students, parents, and community. There was a meal provided and they could visit classrooms and teachers.**

<b>6.2</b>	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>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.</b></p>	
<b>6.3</b>	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>does not apply to elementary</b></p>	
<b>6.4</b>	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p><b>does not apply to our elementary</b></p>	

## 7. Strategies to address areas of need

<b>7.1</b>	<i>Please provide a narrative below explaining 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.</i>
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**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 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.**

## **8. Coordination & integration of Federal, State and local services & programs**

**8.1**

*Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**Title I is funded through a cooperative managed by Educational Service Unit 7. As the budget shows, the funds allocated to this district allow for the payment of salary to a certified teacher with little left over for anything else. Materials supplied come from the school's general fund budget. Title I funds will be used to purchase teacher time and materials to supplement those purchased by the district for the implementation of the teaching strategies identified in the Action Plan. Title I funds, REAP funds, local district dollars, Title IIA, , and Special Education grants will be used to provide the staff development noted in the Action Plan. ESU personnel will be used to provide some of the staff development noted.**