

Title I Schoolwide Plan

District Name:	Thedford Public Schools
County Dist. No.:	86-0001-000
School Name:	Thedford Elementary School
County District School Number:	86-0001-003
Building Grade Span Served with Title I-A Funds:	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Blake Dahlberg
School Principal Email Address:	blake.dahlberg@thedfordschools.org
School Mailing Address:	Thedford Elementary Schools PO Box 248 Thedford, NE 69166
School Phone Number:	308-645-2614
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Blake Dahlberg
Superintendent Email Address:	blake.dahlberg@thedfordschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, parents & at least one student if Secondary School)	<u>Titles of those on Planning Team</u>
Bridget Licking Blake Dahlberg Staci Hothus Melissa Licking April Jameson Gretchen Anderson Jessica Maseberg Christina Dahlberg Angie Pettit	Parent Administrator Resource Teacher Kindergarten Teacher 1 st /2 nd Grade Teacher 3 rd /4 th Grade Teacher 5th Grade Teacher 6th Grade Teacher Parent

School Information (As of the last Friday in September)		
Enrollment: 45	Average Class Size: 9.00	Number of Certified Instruction Staff: 6
Race and Ethnicity Percentages		
White: 91.11 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 4.44 %	American Indian/Alaskan Native: 4.44 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 58.02 %	English Learner: 0.00 %	Mobility: N/A %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
AimsWeb Reading and Math	MAPS Growth - Read, Lang, Math, Sci
NSCAS - Reading, Math, and Science	

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

Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p>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.</p>
	<p>The student achievement tests that we use throughout the year are AimsWEB Math and Reading (K-6), MAPS Reading (K-6), Math (K-6), Language (2-6), and Science (3-6), and NSCAS Reading (3-6), Math (3-6), and Science (5th)</p> <p>AimsWEB assessments in reading and math are administered to all students in grades K-6 in the fall, winter, and spring each year. Progress monitoring and interventions are provided for students that do not meet benchmarks.</p> <p>The NSCAS tests are administered to students in grades 3-6 during the spring of each year.</p> <p>MAPS tests are administered to all students in grades K-6 in the fall, winter, and spring each year. Progress monitoring and interventions are provided for students that do not meet benchmarks.</p> <p>Results of these assessments, along with other informal teacher assessments are used to monitor student achievement. The administration, along with the Title I and Resource teachers meet with each classroom teacher individually on a monthly basis to discuss needs of students, effectiveness of interventions, changes to intervention times/process, and to go over data that is collected.</p> <p>Parents are given information on the progress of their students using information from these assessments and classroom assessments (weekly reading tests).</p> <p>The school improvement team meets to disseminate data, and then the entire staff meets at a data retrieval meeting to discern all data. ESU#16 staff are available to provide training for all staff members as they disseminate the data.</p>
1.2	<p>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.</p>
	<p>Parents and community members were included in developing and implementing the school-wide Title I plan. Parents received information and were able to ask teachers and administrators questions about the plan and any changes. Parents, as well as community members receive information about the school through the school newsletter, school website, NDE, and parents can access their child’s grades and progress with PowerSchool. Parents and community members are also encouraged to attend school functions and programs, parent/teacher conferences, and school board meetings. At the beginning of each school year there is an open house for elementary parents. There is a sign up sheet and a presentation given to the parents about what</p>

<p>Title 1 is, how it works and how it will affect them and their children. Finally, surveys are sent out periodically for parents, teachers, alumni, students, and community members to respond to our school and what they feel are some of the areas we need to address to continue to make improvements within our school.</p>	
1.3	<p>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.</p> <p>The school improvement plan addresses strategies, resources, and interventions to ensure student success. Disaggregated data is used to shape the action plans and verify the needs of our students. Data is continually reviewed at bi-monthly meetings. Based on data, strategies are planned and interventions are put into place to ensure success for all students. We are currently working on alignment of standards, adopting High Quality Instructional Materials, and staffing changes that will benefit the students. We adopted a new math curriculum last school year and are working with ESU 16 on our ELA materials for implementation next year. Interventions used are Read Naturally, Sound Partners, Aleks(Math), Moby Max(Math), IXL (Math and Reading) and Really Good Reading. We are looking to add additional interventions for students.</p>

2. Schoolwide reform strategies

2.1	<p>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.</p> <p>Data from the AimsWEB benchmark and Fall MAPS assessments are used to make initial recommendations for students that should receive additional services. Teacher input and classroom performance was also taken into account. Once the students were identified, they were then given placement tests to determine which intervention would be the most appropriate to meet their needs. Current student progress is regularly tracked and analyzed over time by the teacher to ensure proficient and advanced level of achievement for all students. This information is reviewed, tracked, and used for assessing students and interventions are applied. Because we have small class sizes, we analyze the data internally to make instructional decisions. Teachers meet with our Special Ed. Teacher and Title 1 teacher in determining whether a student needs more assistance. Teachers have access to three paras to provide extra help to students if needed. Our paraprofessionals attend trainings provided by ESU 16.</p>
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3. High quality and ongoing professional development

3.1	<p>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.</p> <p>Theford Schools are committed to supporting ongoing training and professional development as it relates to teacher effectiveness and student achievement. Regular and ongoing analysis of student achievement data helps direct us into the areas of professional development that is selected for such use in which our district participates in and in relationship to what is offered by ESU 16 which is our resource for professional growth. Information about professional development opportunities is freely shared and teachers are encouraged to attend training that will further help them in working with their students. We require our new first year teachers to go for additional training through our ESU. We follow the Danielson Framework and do peer coaching with our teachers. We participate in the ESU 16's Professional Learning Community. We have maintained our focus on aligning curriculum to standards throughout all of our schools.</p>
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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.
<p>A copy of the Compact is in the Student Handbook. The Handbook is available to each student /parent either online or a paper copy. At the beginning of the year and when students are enrolled, the parents are encouraged to discuss the handbook with their child (children). The final page of the handbook is signed saying they have read, understand, and agree with everything and a signed copy is returned to school. The Thedford Schools handbook is signed saying they have read, understood, and agreed with everything and a signed copy is returned to school. Parents and Community members are given the opportunity to contribute in developing, implementing, and evaluating this plan at any time. The most convenient time is during the annual Title 1 meeting held at the beginning of each school year. The compact is always open to discussion at parent-teacher conferences in the fall. Communication is very important and teachers use email, notes home to parents and phone calls to keep parents in contact on a continuous basis. Also, parents are given the opportunity to volunteer in the classroom.</p>	
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.
<p>A copy of the Parent Involvement Policy is in the Student Handbook. The Handbook is available to each student/parent either online or a paper copy. At the beginning of the year and when students are enrolled, the parents are encouraged to discuss the handbook with their child(children). The final page of the handbook is signed saying they have read, understood, and agreed with everything and a signed copy is returned to school. The Thedford School's handbook is available at all times because it is posted on the school's website. The Annual Parent Involvement Meeting is planned at the beginning of each school year for parents. It is usually planned during the elementary school open house. An invitation is sent to all parents of the district and listed on the school's calendar. This meeting is very important because it is an opportunity for the parents to plan, review, and revise the school's parent involvement policy. The compact and parent involvement policy is accessible in a language such that parents can understand.</p>	
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.
<p>Our Title I Parent Policy is reviewed with parents at our annual meeting and is updated annually. The meeting has been planned to coincide with the elementary open house which is always scheduled at the beginning of the new school year. An invitation is sent out to all the parents of the district and an all call is announced on our Connect-Ed line. This meeting is used to inform parents about Title1, the School-Parent Compact, and the Parent Involvement Policy that are in the Student Handbook. Ongoing activities are provided for parents to be involved in the education of their children. These activities include our book fair, which is held twice a year, family math and reading night, Dr. Seuss Day, and our elementary open house. Parents may also volunteer in the classroom by reading to the class and/or volunteering to help with classroom parties.</p>	

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).
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Theford Public Schools has an ongoing transition plan for students going from Pre-School to Kindergarten. It is because of our small class sizes that we are able to do this transition. This year there are only 4 Kindergarten Students. Pre-K and Kindergarten Students do P.E., Music, Library, and Field Trips together. There is a set schedule that they follow weekly. Additionally, our Kindergarten Teacher works with the Pre-School Students and establishes a connection with them for the next school year. This is done when her 4 students are working with our para-professionals. Finally, we have Kindergarten Round-Up in the spring for incoming Kindergarten Students and their parents.

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).

Theford Public Schools work with our 6th graders as they transition up to the Junior High/Senior High School. In the spring of their 6th grade year, we have the students meet with each teacher they will have when they start 7th grade. The teachers introduce themselves and explain their expectations for the students when they start 7th grade. Also, the 6th graders will spend a day with the current 7th graders and follow them around for the entire day. Finally, there is a follow-up letter sent to parents during the 1st quarter of their child's 7th grade year. Theford Schools utilizes numerous certified and classified staff to support the implementation of a school-wide plan. Teachers provide a high-quality instruction to meet the needs of all learners as well as to provide time for learners in need of additional support. Paraprofessionals monitor independent work, deliver interventions, and work with small groups on specific skills. Because we are such a small school with small class size numbers, the paraprofessionals can find extra time to work with struggling students. We strive to provide enrichment activities for all of our students. These activities include using IXL. Teachers utilize time before school, after school, and during recess to extend school learning opportunities to help struggling students and provide them with the extra help they need. Recommendations from teachers, parents, and data are used to determine when students will receive help in reading and math. Other specialists will assist the students with specialized needs. These may include occupational therapists, vision therapists, physical therapists, speech therapists, an elementary guidance counselor, and a behavioral specialist.

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.

Theford Schools utilizes numerous certified and classified staff to support the implementation of a school-wide plan. Teachers provide a high-quality instruction to meet the needs of all learners as well as to provide time for learners in need of additional support. Paraprofessionals monitor independent work, deliver interventions, and work with small groups on specific skills. Because we are such a small school with small class size numbers, the paraprofessionals can find extra time to work with struggling students. We strive to provide enrichment activities for all of our students. These activities include using IXL, Moby Max, ALEKS, Read Live, and other online programs. Teachers utilize time before school, after school, and during recess to extend school learning opportunities to help struggling students and provide them with the extra help they need. Recommendations from teachers, parents, and data are used to determine when students will receive help in reading and math. Other specialists will assist the students with specialized needs. These may include occupational therapists, vision therapists, physical therapists, speech therapists, an elementary guidance counselor, and a behavioral specialist.