

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:	NE Unified District #1
County Dist. No.:	02-2001-001-001
School Name:	Verdigre Elementary School
County District School Number:	02-2001-006
School Grade span:	PK-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	Yes X <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (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 X <input checked="" type="checkbox"/> Math X <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Chuck Kucera
School Principal Email Address:	chuckkucera@neunified1.org
School Mailing Address:	201 S. 3rd Verdigre, NE 68783
School Phone Number:	402-668-2275
Additional Authorized Contact Person (Optional):	Bev Krutz
Email of Additional Contact Person:	bevkrutz@neunified1.org
Superintendent Name:	Dale Martin
Superintendent Email Address:	dalemartin@neunified1.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Brittany Pesek</u>	<u>Paraprofessional</u>
<u>Lisa Wessendorf</u>	<u>Parent</u>
<u>Kristi Rohrer</u>	<u>Parent</u>
<u>Jean Pavelka</u>	<u>Parent</u>
<u>Clint Miller</u>	<u>Parent</u>
<u>Ryan Vesely</u>	<u>Parent</u>
<u>Jenny Kucera</u>	<u>Parent</u>
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 85	Average Class Size: 12.14	Number of Certified Instruction Staff: 9
Race and Ethnicity Percentages		
White: 80 %	Hispanic: 2 %	Asian: %
Black/African American: %	American Indian/Alaskan Native: 18 %	
Native Hawaiian or Other Pacific Islander: %	Two or More Races: %	
Other Demographics Percentages		
Poverty: 59 %	English Learner: 0 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS	STATE ASSESSMENT
MAP	AIMS WEB MATH
STAR READING/MATH	

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	<i>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.</i>
<p>Instructional decisions at the Unified District & Northern Tier Consortium are made based on student data ESSA that has been collected & analyzed. Instructional strategies are determined after the subgroup data has been analyzed by our Data Committee & School Improvement Committee. Subgroup data are disaggregated using requirements of; gender, socio-economic (poverty), ELL, Special Education (ILCD), ethnicity, mobility & drop-out.</p>	
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>Parent Surveys were used to survey parents of grades 3-8 students. We put a link on to the school website and then sent out the access information via our emergency alert system to all of the applicable parents. The compiled results were shared with parents & Boards of Education. Staff developers from our ESU led our staff in a review of the data which then led to coming up with strengths, challenges, and implications.</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>The School Improvement goals for Nebraska Unified District #1 are:</p> <ul style="list-style-type: none"> · Students will provide reliable performance data to analyze to complete triangulation of data · All students who participate in the NeSA subject assessments will meet the MET or EXCEEDS level at 85%. · Students will improve their reading skills and strategies to comprehend interpret & analyze text · Students will improve their math skills and their ability to utilize strategies to solve problems · All students will improve academic achievement by creating and implementing a common language of instruction to be used across the district. <p>The school-wide plan supports the school improvement efforts by providing teachers with training and skill development through the Northern Tier, ESU, NDE, and other sources, as well as additional data and checks on progress. By working in conjunction with the school-wide program we are able to focus our efforts on reading and math skills that are currently in need of extra attention.</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>
<p>Since Reading Comprehension continues to be one of the main focuses for school improvement, our school district has trained all teachers on DIBELS strategies that will be utilized in the K-6 classrooms and benefits all students. It is our philosophy that Reading is the most important curriculum in the school. Below is a list of interventions that we use to meet the needs of low-achieving and at-risk students:</p> <ul style="list-style-type: none"> ● Alphabetical Principles ● Phonemic Awareness ● Project Read ● Sound Partners ● Stepping Stones 	

- Fluency Lessons
- Strategies for Reading Success
- Quick Reads
- 6 Minute Solutions
- Corrective Reading
- Road to Code
- Phonics For Reading
- Corrective Reading Interventions

Ten years ago our school district determined that our elementary students needed a Reading program that emphasized phonic awareness. As the result of much research & school visitations, the Unified District implemented a Direct Instruction Program (Reading Mastery) to teach reading to all elementary students. This program's foundation begins with phonemic awareness in the kindergarten level. In addition to the ninety minute reading block, an additional intervention time is scheduled to meet the needs of low-achieving and at-risk students.

We use a 7-year curriculum rotation schedule for textbook adoption. Reading Mastery will continue for the 2017-2018 school year in Clearwater and Verdigre. The Orchard Elementary transitioned to a reading program called Reading Wonders and hopes to see improvement in reading comprehension through the use of this series in grades K-6. We have a tutoring program for grades K-6 at all three sites. The main purpose of the program is to address those students who have difficulty reaching the proficiency level on academic assessments. The tutoring & mentoring programs appear to be successful as students improve their scores on assessments they had difficulty on earlier. Teacher recommendations, DIBEL results, & student performance scores are criteria used for entrance into the tutoring program. Clearwater & Orchard 7th & 8th grade have a 9th hour program to assist students after school one day per week. This is for students identified as missing assignments or failing in a subject area. The Orchard site also has a summer tutoring program specifically tailored towards the ELL population. The Verdigre site offers summer school for students K-6. The K-4 at Clearwater is implementing EDES Times in which students will have an additional 15-20 minutes of supplemental reading time per day based on their DIBELS scores and teacher recommendations.

3. Qualifications of instructional paraprofessionals

3.1	<i>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.</i>
<p>Nebraska Unified District #1 uses the Para-Pro Program to provide computer-assisted training for all our paraprofessionals. Bev Krutz, our Title I Coordinator, provides the leadership needed to train all our paraprofessionals so they meet NCLB requirements. All of our paraprofessionals are involved in ongoing training opportunities throughout the school year. Along with Unified District in-services, we also provide our paraprofessionals the opportunity to attend paraprofessional meetings & workshops, that are offered by the Department of Education & ESU Service Unit. Also, paraprofessionals who work with students with autism will or have already attended Autism workshops.</p>	

4. High quality and ongoing professional development

4.1	<i>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.</i>
<p>Our School Improvement Plan focuses on the administration sharing responsibilities associated with School Improvement Committees: School Improvement, Data, Curriculum, & Staff Development. Our Staff Development Committee is responsible to focus on workshops & in-service opportunities that are associated with our School Improvement Goals. These opportunities are made available to all employees of our school district. All staff has attended Marzano training on instructional methods training workshops.</p>	

5. Strategies to increase parental and family engagement

5.1	<i>Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.</i>
<p>Parents, teachers, and students are involved in developing the compact. The plan will be reviewed on a yearly basis to assure that all responsibilities & roles are fulfilled. The following parents, teachers, & students make up our compact: Due to NDE April 1st Updated: July 2015 Teachers: Shelly Mlnarik Clearwater Kristen Johnston Orchard Bev Krutz Verdigre Parents & Patrons: Shelly Mlnarik Clearwater Candice Hoke Orchard Lisa Wessendorf Verdigre</p>	
5.2	<i>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.</i>
<p>Our Parent Policy – #3305 is reviewed & updated on an annual basis at the annual parent meeting.</p>	
5.3	<i>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.</i>
<p>The Verdigre Annual Title I Parent Meeting was held on September 22, 2017.</p>	

6. Transition Plan

6.1	<i>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.</i>
<p>Our school transition plan provides students, parents, & school personnel with varied contacts before school starts as well as during the school year. This purpose of this Plan is to assist & support children from one educational experience to another. To ease the transition from Pre-School settings to our Kindergarten setting, we schedule a Kindergarten Roundup where students & parents get the opportunity to visit the classroom & our Kindergarten teacher prior to the start of a new school year.</p> <p>Students who have demonstrated to have special needs at Pre-School, in addition to the Kindergarten Roundup, are assigned a meeting time(s) so the parents, teachers, & other affected personnel can meet prior to beginning Kindergarten to plan a positive transition period. Parents & teachers are expected to communicate regularly throughout the transition period & the school year. If a concern arises, a meeting will</p>	

be called, & a plan for improvement implemented. A full day Kindergarten program is available at each school. Also, a morning and afternoon Preschool for children of age 4 is available at Clearwater, Orchard, and Verdigre on a Monday-Thursday schedule.

6.2 *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.*

Nebraska Unified #1 is comprised of three small schools (Clearwater, Orchard, & Verdigre) that have the maximum of 15- 20 students per grade level. Therefore, the transition process is not a major concern because teachers & paraprofessionals know all our students in grades K-12. We do use a written SAT Process that communicates areas of concerns to those responsible for the child's education & then set up a plan to meet the students' needs. We also use a written MDT & IEP process that will meet students with special needs. A smooth transition is provided for students who graduate from high school & enter the world of work or enroll in college as quality Career Awareness, Vocational, & Mentoring Programs are made available to all students. Administrators also use an approved documentation form when working with students who demonstrate discipline or emergency behaviors. When necessary, Educational Service Unit #8 & Educational Service Unit #1 will be asked to provide professionals in the area of Psychology, Special Education, Behavioral Specialist, Nursing, Staff Development, & other areas.

6.3 *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.*

Our site-based administrators provide a well-organized orientation program for new students & their parents. Prior to the new school year, parents & students are invited into the school to meet some of their teachers, to familiarize them to the school programs & schedules, review the school calendar, & give a general walk through of the school facilities. If the student has needs that require special accommodations; school programs, equipment, or schedules, those arrangements can be made prior to the student reporting to school. If a new student arrives during the school year, the site-based administrator will set up a meeting time for the student & parents to meet teachers & support staff, to familiarize them to the school facility, academic/activity program & classroom schedules.

6.4 *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.*

7. Strategies to address areas of need

7.1 *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.*

Nebraska Unified District #1 at Clearwater, Orchard, & Verdigre all have tutoring programs in place to address students who were having difficulty reaching proficiency levels in all core areas. Poverty Funds are used to finance the program at a cost of approximately \$7,500. Certified teachers & paraprofessionals are employed by our district to work with students, who have been identified by their classroom teachers, as students who are in need of additional academic assistance to meet proficiency level on all core curriculum assessments.

The tutoring program is well organized with classroom teachers, School-Wide teachers, & tutors meeting regularly to set up lesson plans that will help each student meet academic requirements for proficiency levels. Clearwater & Verdigre incorporates a summer program consisting of 2 weeks. Orchard provides a summer ELL tutoring program for students in grades K-6.

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.

Nebraska Unified District #1 & the Northern Tier Consortium funds will support our School Wide Program as well as our School Goals. We will continue to use Title I and General Fund resources to improve student achievement in mathematics. Nebraska Unified District #1 will use all the Title I Funds & General Funds to support the improvement of student achievement in Reading Comprehension. Items purchased for Title I are purchased using Poverty Funds. *Reading Mastery and the Wonders Reading series materials and Title I teachers' salaries are the main budget item.