

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:	Keya Paha county Schools
County Dist. No.:	52-100
School Name:	Springview Elementary
County District School Number:	52-100-004
School Grade span:	K-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 checked="" type="checkbox"/> Yes <input 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:	Lucas Wroblewski
School Principal Email Address:	lwroblewski@kpschools.org
School Mailing Address:	P.O. Box 72 Springview, NE 68778
School Phone Number:	402-497-3501
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dennis Peters
Superintendent Email Address:	dpeters@kpschools.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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Aimee Schrader</u>	<u>Parent</u>
<u>Lucas Wroblewski</u>	<u>Administrator</u>
<u>Kristie Mundorf</u>	<u>Title I Teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 40	Average Class Size: 5.7	Number of Certified Instruction Staff: 6
Race and Ethnicity Percentages		
White: 100 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 51 %	English Learner: 0 %	Mobility: 0 %

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

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 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>Springview Elementar is home to grades K-6 in Springview, NE. As a part of the Keya Paha County School, Class 2 district, Keya Paha County High School follows the Nebraska Framework for School Improvement. There are 40 students currently enrolled, with an average of 5.7 students per class. There are four classrooms: Kindergarten, 1st & 2nd, 3rd & 4th, and 5th & 6th grades. There are currently four full time teachers, one full time para-professional, and one part- time Title 1 teacher. Students also receive art, music, computers, and PE from teachers in the high school building. MAPS, NSCAS, and Acadience Learning (DIBELS) scores and data were disaggregated and analyzed and target areas of need were determined from those findings.</p> <p>All teachers and staff support the school wide program, with the Title 1 teacher providing services to all students in the regular classroom setting. Springview Elementary’s Title 1 target areas and goals include improving reading and math in grades K-6.</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>Surveys were available for parents and community members during Parent/Teacher conferences. Surveys were electronic, and parents were able to take the surveys either on school iPads or laptops. Data from these surveys was available immediately for review by administration and staff.</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>Our current school improvement goal is to improve reading comprehension K-12. As reading comprehension is one of our identified Title 1 goals, all staff development and training meshes nicely for both areas. We are beginning to implement the QAR reading strategy district in order to gage students improvement over time.</p>	

2. Schoolwide reform strategies

2.1	<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>
Title 1 services are provided in the classroom for all students, with particular attention to those in need of extra support. Strategies include Dreambox learning, Sound Partners, and Acadience Learning (DIBBLES) . Students who have not been found to be making progress are referred for Student Assistance Teams, where strategies are discussed with parents and staff in order to better support that student. When appropriate, students are referred for special education testing, so that students with needs can be identified, and the proper assistance made available for each individual case.	

3. High quality and ongoing professional development

3.1	<i>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.</i>
Professional development is provided for teachers through cooperation with ESU 17, Title 1 grants, and teacher-led insights from workshops they have attended.	

4. Strategies to increase parent and family engagement

4.1	<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>
The school-parent compact was created in 2015 with the input of parents and teachers during the Title 1 annual meeting. We review it annually during the Title 1 annual meeting and make any needed changes. It is posted on the school website.	
4.2	<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>
The Family Engagement Policy and Procedure can be found in the Parent/Student handbook on pages 88-89. Parents provided input during Title 1 annual meetings and conversations with Title 1 teachers and administration.	

4.3	<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>
The Title 1 parent meeting is held in conjunction with Parent/Teacher conferences in the fall. Parents are able to visit with Title 1 teachers and administration throughout the day and weigh-in on current ideas and plans. It is a very informal meeting with open discussion about the program.	

5. Transition Plan

5.1	<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).</i>
We do not have an early childhood program. There is kindergartenn roudup in the spring, so students can get registered for the upcoming school year. There is 6th grade orientation held by the guidance counselor in the spring of each year to prepare the students for entrance into Jr High. Students are taken around to their new classrooms in a tour of the high school building and an explanation of classes, lockers, and expectations is provided for students. Freshman orientation is held by the guidance counselor in the spring of each year to prepare them for entrance into High School. The guidance counselor helps them set up their schedule and explains the classes, and expectations for students.	
5.2	<i>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).</i>
College fairs, college visitation opportunities, and recruiters from colleges and the military are provided for students beginning their Junior year of high school in order to help them prepare for postsecondary education. Distance learning opportunities are available for students in order to help them get a jump start on postsecondary education.	

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
Title 1 certified staff are available to students in the classroom to assist with reading, writing, and math. All certified staff are committed to raising test scores as well as daily grades in these areas by providing after school assistance, participating in committees that benefit our school as a whole,	

and attending SAT and IEP meetings when appropriate to help all students reach their goals. Teachers are available for 30 minutes after the end of the regular school day. At this time, struggling students may seek out extra help. The Title 1 teacher provides services to all students within the classroom setting, focusing on struggling students, or skills that all students need to be reviewing. A summer school program provides materials and opportunities for students to maintain or improve their abilities over the summer months.