

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:	Elba Public School
County Dist. No.:	47-0103-000
School Name:	Elba Elementary School
County District School Number:	47-0103-002
School Grade span:	K-6 th
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <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 <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Erin Ackerson
School Principal Email Address:	eackerson@esu10.org
School Mailing Address:	Elba Public School P.O. Box 100 Elba, NE 68835
School Phone Number:	308-863-2228
Additional Authorized Contact Person (Optional):	Elaine Blum Title I Teacher
Email of Additional Contact Person:	elaine.blum@esu10.org
Superintendent Name:	William Porter
Superintendent Email Address:	william.porter@esu10.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

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Stacey Burns</u> <u>William Porter</u> <u>Erin Ackerson</u> <u>Elaine Blum</u> <u>Susan Evans</u> <u>Cathy Mohnike</u> <u>Sarah Koch</u> <u>Nancy Rudolf</u> <u>Sydne Endorf</u> <u>Kelly Clapp</u> <u> </u> <u> </u>	 <u>Parent</u> <u>Superintendent</u> <u>Principal</u> <u>Title I Teacher</u> <u>ESU 10 Consultant</u> <u>NDE Representative</u> <u>SPED Coordinator: Elem.</u> <u>Elementary Teacher</u> <u>7-12 Math</u> <u>ESU 10 Teaching & Learning Coordinator</u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 40	Average Class Size: 6	Number of Certified Instruction Staff: 15
Race and Ethnicity Percentages		
White: 87.5 %	Hispanic: 5 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 7.5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 58.5 %	English Learner: 0 %	Mobility: 43.9 %

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

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>
Teachers met and discussed data. We look at the subgroups required by Title I (poverty, race, gender, ELL, SPED and migrant) to make sure all	

groups are progressing. We are a small school however, subgroup data is not as meaningful to us as it is for large schools. Our focus is on gender and poverty, here is where we drill down to the student level to make our instructional decisions.

1.2 *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.*

We met as a staff to discuss the results from the Parent Surveys that were distributed during the Fall Parent/Teacher Conferences. These surveys were given to parents to either complete after the conferences or at home and to be brought back the following day.

1.3 *Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

Our CIP goal is improving vocabulary with our students. We determined this goal by reviewing our MAP & NeSA scores. Also, we have several teachers taking part in the ALP (Academic Literacy Project) where they learn different strategies to teach vocabulary. They participate in workshops and learning walks as well, where they see coworkers implimenting these strategies. We are currently in the transition mode for ELA curriculum with supportive vocabulary materials.

2. Schoolwide reform strategies

2.1 *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.*

Elba is a school-wide Title I school for grades K-6. All classroom teachers use the Treasures reading series for reading instruction. This reading series uses an approaching level, on level, and beyond level to instruct reading. The classroom teachers use the STAR and DIBELS to help determine students' reading levels for classroom instruction. The Title I teacher then gathers that information along with teachers recommendations on students needs to determine small group instruction and intervention. DIBELS Progress Monitoring probes are used to determine effectiveness.

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>
Paraprofessionals have successfully completed a paraprofessional training along with their yearly professional development meetings.	

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>
After analyzing data, professional development is focused on the areas of need. We use ESU 10 for our staff development needs. The Title I teacher received DIBELS training from a staff member from ESU 10. The Title I teacher attended two days at ESU 10 for the Title I meetings. ESU 10 staff presented Vocabulary Instruction and Continuous School Improvement during an in-service day.	

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>
On December 9, 2016 the Title I annual meeting was held. This compact was updated to include "in a supportive and effective environment"	
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>
On December 9, 2016 the Title I annual meeting was held. During that time an opportunity was given to parents to peruse the Title I Parent Involvement Policy to give feedback. This Spring (2017) when our staff revises the policy, we will add the necessary changes; i.e. family members and also adding ESSA.	
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>
On December 9, 2016 the Title I annual meeting was held.	

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>During the second semester of preschool, the students will be introduced to their specials teachers (library, art, keyboarding, music, p.e.) so they are familiar with them when they transition to kindergarten. The preschool/kindergarten round-up will be held on March 30, 2017 at 5:00pm. This will be both a time for students to meet their teachers and explore the classrooms, rules and expectations. Parents will get information on how to best support their child (children) in this transition.</p>	
6.2	<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>For one day, current sixth graders will be paired up with a current seventh grader. The seventh grade students will show the sixth grade students what they do; how they keep their books in their lockers, get to class on time, have each class with a different teacher with different rules and expectations, etc. During the second semester, the 6th graders will have 7-12th grade expectations introduced in their classroom. In 6th grade guidance they have been discussing the following; post secondary education, future careers along with completing interest inventories on possible classes for next year. The guidance councilor is using a program called "Owning Up" by Rosalind Wiseman which is about empowering adolescents when dealing with social issues.</p>	
6.3	<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>NA</p>	
6.4	<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>NA</p>	

7. Strategies to address areas of need

7.1	<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>
<p>Students that need extra assistance in ELA and Math have scheduled time with the Title I instructor.</p>	

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

8.1	<i>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.</i>
As a district we are committed to belonging to the Title I Cooperative as part of ESU 10. We dedicate 7% of our Federal Title I Funds to the cooperative. We also dedicate 50% of our Title II A Funds to be part of the ESU 10 Consortium.	
8.2	<i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i>
Elba is a small town offering limited local funds or services. We rely heavily on the ESU 10 for assistance.	