

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:	McCook Public Schools
County Dist. No.:	48
School Name:	Central Elementary School
County District School Number:	73-0017-006
School Grade span:	4 & 5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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:	Mrs. Kate Repass
School Principal Email Address:	krepass@mccookbison.org
School Mailing Address:	604 W. 1 st Street McCook, NE 69001
School Phone Number:	308-344-4400
Additional Authorized Contact Person (Optional):	Mr. Tim Garcia
Email of Additional Contact Person:	tgarcia@mccookbison.org
Superintendent Name:	Mr. Grant Norgaard
Superintendent Email Address:	gnorgaard@mccookbison.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>	Titles of those on Planning Team
<u>Starla Werkmeister</u> <u>Marlene Meitl</u> <u>Jane Dewey</u> <u>Vivian Wills</u> <u>Tina Williams</u> <u>Kate Repass</u> <u>Tim Garcia</u> <u>Starla Werkmeister</u> <u> </u> <u> </u> <u> </u> <u> </u>	<u>Parent</u> <u>K-1 Title Teacher</u> <u>2-3 Title Teacher</u> <u>4-5 Title Teacher</u> <u>Technology Director</u> <u>Principal / Curriculum Director</u> <u>Principal / Parent</u> <u>Paraprofessional</u> <u> </u> <u> </u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 181	Average Class Size: 18	Number of Certified Instruction Staff: 10
Race and Ethnicity Percentages		
White: 86 %	Hispanic: 9 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages		
Poverty: 48 %	English Learner: 3 %	Mobility: 5 %

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

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>
The use of common, formative assessments (locally created Criterion Reference Tests) are the norm at Central Elementary throughout the year	

to measure where students are at in the mastery of the locally created essential standards. Grade level PLC teams conduct WEEKLY data meetings to analyze data, which guides learning for students with an individual and specific focus on what the student(s) need (enrichment, reteaching utilizing a different strategy, or practice). Other methods of analyzing data to guide student learning & achievement are continuous progress monitoring, fluency checks, spiral reviews, pre/post tests, exit tickets, and our highly effective Response to Intervention (RtI). Our RtI Team meets on a weekly basis to ensure students in Tier II interventions and Tier III remediations are getting what they need via our systematic process.

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.

Central Elementary School conducts electronic parent surveys at both fall and spring parent teacher conferences. Parents are also invited and encouraged to be active members of our team in areas such as our annual Title I, RtI, PLC (Professional Learning Community), PBIS (Positive Behavior interventions & Supports), and PTO meetings. This year we also had parent meetings to discuss Grab & Go breakfast. Our school is very proactive when it comes to the parent/teacher/student relationship. We pride ourselves on making positive parent contacts throughout the year.

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 Continuous School Improvement Plan is focused around the highly effective Professional Learning Community process and the components that fall under the umbrella of the PLC. It begins with grade level PLC teams creating essential leanings, assessments, common lesson plans, unpacking the created standards, vertically aligning the standards, and then constantly reflecting and evaluating the effectiveness of the process with student input. The use of common, formative assessments (locally created Criterion Reference Tests) are the norm at Central Elementary throughout the year to measure where students are at in the mastery of the locally created essential standards. Grade level PLC teams conduct WEEKLY data meetings to analyze data, which guides learning for students with an individual and specific focus on what the student(s) need (enrichment, reteaching utilizing a different strategy, or practice). Other methods of analyzing data to guide student learning & achievement are continuous progress monitoring, fluency checks, spiral reviews, pre/post tests, exit tickets, and our highly effective Response to Intervention (RtI).

Our Rtl Team meets on a weekly basis to ensure students in Tier II interventions and Tier III remediations are getting what they need via our systematic process.

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.

The umbrella components of our highly effective PLC process drill down to meet the needs of all of our students, particularly those at risk of not meeting the challenging state academic standards. Our Rtl process is broken down systematically to ensure that all students receive highly effective, at grade level instruction (Tier I preventative learning). Students who demonstrate mastery of the standard immediately move into enrichment, while students demonstrating nonmastery of the standard are retaught utilizing a different engagement strategy. This reteaching is developed during data team meetings where effective instructional strategies are shared and at times, the most effective teacher will be assigned to reteach the students demonstrating nonmastery of the specific standard. When the pacing guide dictates movement to the next standard, students who continue to demonstrate nonmastery of the current standard will now be scheduled intervention time in addition to their exposure to whole group, at grade level learning (Tier II intervention). For the few students who still demonstrate nonmastery of the standard when the pacing guide dictates movement to yet another standard, students will be referred to our Rtl Team to receive specific instruction to close an identified learning gap (Tier III remediation) while continuing to be exposed to at grade level, whole group instruction. In addition to our highly effective Rtl process, all students also receive WIN Time (What I Need) learning opportunities daily. During WIN Time, students are leveled and provided ability specific instruction in the areas of math and reading. This process involves Tier III remediation, Tier II intervention, Tier I practice, and enrichment opportunities for those demonstrating mastery of the specific learning standards being taught.

3. Qualifications of instructional paraprofessionals

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.

Paraprofessionals play an important and impactful part in leading all of our students to learning. For non-degreed paraprofessionals, our district offers Project Para to ensure all paraprofessionals meet ESEA requirements. Our district also offers professional development opportunities for all of our paraprofessional staff by bringing in experts in the PLC process from Solution Tree and others demonstrating an expertise in the areas matching our vision. Paraprofessionals are also encouraged to participate in our building level book studies. Paraprofessionals are provided CPI training and if their specific assignment requires specialized training to ensure they are providing our students what they need to be successful, then they are provided said training (behavior, special needs, assessment, etc.).

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.

Our Continuous School Improvement Plan is focused around the highly effective Professional Learning Community process and the components that fall under the umbrella of the PLC. It begins with grade level PLC teams creating essential leanings, assessments, common lesson plans, unpacking the created standards, vertically aligning the standards, and then constantly reflecting and evaluating the effectiveness of the process with student input. The use of common, formative assessments (locally created Criterion Reference Tests) are the norm at Central Elementary throughout the year to measure where students are at in the mastery of the locally created essential standards. Grade level PLC teams conduct WEEKLY data meetings to analyze data, which guides learning for students with an individual and specific focus on what the student(s) need (enrichment, reteaching utilizing a different strategy, or practice). Other methods of analyzing data to guide student learning & achievement are continuous progress monitoring, fluency checks, spiral reviews, pre/post tests, exit tickets, and our highly effective Response to Intervention (RtI). Our RtI Team meets on a weekly basis to ensure students in Tier II interventions and Tier III remediations are getting what they need via our systematic process.

In order to ensure we are going to be highly successful, our district utilizes Solution Tree to provide our staff expert professional development from practitioners in the PLC process and the umbrella components to include Rtl, Assessment, Math, Differentiation, and the PLC Coaching Academy for our administration team. We deeply understand that if we are going to have high expectations for our teachers and support staff when it comes to leading our students to high levels of learning & achievement, then it is our responsibility to ensure they are effectively trained.

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>During our annual Parents Night, we address the school-parent compact and provide the opportunity for input from parents, community members, and stakeholders . We are transparent in what we do and have open lines of communication with parents, inviting and encouraging them to be a part of what we do to benefit the outcomes for their children. We also ensure that parents know and understand our expectations of them not only through the compact, but also by continuously communicating with them and hosting events such as Math Night, Rtl meeting, PLC meetings, PBiS meetings, and encouraging parents to be active on our PTO.</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>The Title I Parent & Family Engagement protocol is on ongoing / living document in which parents, community members, and stakeholders are invited and encouraged to provide our school input. From our annual Title I meeting to hosting events such as Math Night, Rtl meeting, PLC meetings, PBiS meetings, our PTO, we are consistent in not only seeking active participation from our parents in our schools, but continuously providing them opportunities to do so.</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>We conduct our annual Title I parent meeting in the fall and then our Title I team meeting in the winter/spring.</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>
N/A	
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>
Central Elementary school conducts an annual transition day where our current 5th graders spend the day at McCook Junior High school, being exposed to the new schedule, class opportunities, meeting staff, and having a tour of the building.	
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>
N/A	
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>
N/A	

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>
Central Elementary school provides many opportunities for extended learning time for our students. Some of these opportunities include, but are not limited to: WIN (What I Need) time to provide supports in math and/or reading according to their individual, specific needs. Summer School is also offered annually in July to provide students the opportunity to increase retention of skills and knowledge during the summer months. In collaboration with a community education group, students are provided weekly intervention time after school to work on math and reading needs at the public library as well. Students are also provided ability specific assistance after receiving at grade level, whole group instruction in math and reading on a daily basis .	

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>
Title I funding is used to employ 4 certified teachers to support the learning needs of students through the inclusive setting in the classroom, as well as pull-out intervention and practice opportunities. Title I funds also provide for two full-time paraprofessionals who support student learning in the classroom and through indentified interventions. Title I funding also supports our Summer School program.	
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>
McCook Public Schools prides itself in teaming with the community to provide our students resources to enhance student learning opportunities. Some of the community resources teaming with our schools include, but are not limited to the following: Southwest Nebraska Health Department (TUCAN Health Education, Radon Testing & Poster contest), McCook Community College (Read Aloud program, Poster Contest, MPS Night at basketball and volleyball games), PTO (Family Fun Night, Purchase of technology and classroom needs (field trips, etc.), Beginning of the year snack program, student needs supports), McCook Rotary Club (provides dictionaries for all students in 3rd grade), Nebraska Art Guild (Poster contest and assembly sponsorship), George Norris foundation (writing contests), 4-H, etc..	