

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:	Lakeview Community Schools
County Dist. No.:	71-0005
School Name:	Platte Center
County District School Number:	71-0005-03
School Grade span:	Pk-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:	Mr. Quentin Witt
School Principal Email Address:	qwitt@lakeview.esu.org
School Mailing Address:	155 Platte Street Platte Center, NE 68653
School Phone Number:	402-246-3465
Additional Authorized Contact Person (Optional):	Annette Barcel
Email of Additional Contact Person:	abarcel@lakeview.esu7.org
Superintendent Name:	Dr. Aaron Plas
Superintendent Email Address:	aplas@lakeview.esu7.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>
Jessica Hake Quentin Witt Stephanie Ellis Annette Barcel Dr. Aaron Plas Mollie Rambour Billie Wemhoff Amber Pilakowski Holly Sprunk Jody Jarecki _____ _____ _____	<u>Parent Administrator</u> Parent Title 1Teacher Superintendent Counselor Teacher Parent Teacher Teacher _____ _____ _____

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

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	ELPA 21
MAP	Acadience

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>Student data was collected from the MAP Assessments, Nebraska Student Centered System (NCAS), English Language Proficiency Assessment (ELPA21), Acadience), and grade level reading tests. Reading team members assessed students and collected a variety of data in grades K-6 including phonemic awareness, letter identification, high frequency words, and fluency through Acadience. Most of these assessments were done on a pre and post test basis.</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>Parent and community input was gathered this year at the annual Title I Parent and Family Bingo Night. It was held on August 26, 2019. During the Bingo portion of the night, parents attend a short meeting in the library while their children continue playing Bingo. The principals review the Title I program, the compact, and have a question and answer time. Parents are asked for input and any needs they feel the school might have. Questions and concerns were addressed by the principals at that meeting. PTO meetings are held once a month and open to all parents and community members also. Needs of the school are also identified at those meetings.</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>All certified staff at Platte Center Elementary School are fully endorsed in appropriate areas according to Nebraska Administrative Code Rule 10. All certified staff have a Bachelor's Degree, 7 hold a Master's Degree, 3 have endorsements or advanced degrees in English as a Second Language or as a Reading Specialist.</p> <p>Platte Center Elementary School, the Lakeview Community Schools, and Educational Service Unit #7 provide regular in-service in a variety of reading and math related areas. Additional in-service opportunities are available through the Nebraska Department of Education.</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>
<p>Instructional strategies were determined by analyzing multiple sources of data from any of the following: MAPs, Nebraska Student Centered System (NCAS), ELPA21, Acadience and classroom assessments. After analyzing data, students may be placed in one or more of the following programs. Scientifically based intervention programs available include: SRA's Corrective Reading, SRA's Reading Mastery, EIR (Early Interventions in Reading), Sound Partners, Stepping Stones, Six Minute Solutions, and Read Naturally.</p>	

Schedules and groupings are continually adjusted to provide maximum learning experience time for students arriving throughout the school year. All students are assessed based on a curriculum aligned with Nebraska State Standards and are therefore challenged to achieve at a high level. A variety of in-school, after-school, and summer school opportunities are pursued for students who are academically challenged or have language barriers. After school and extended school year programs are sought for enrichment, extended library services (Bookmobile), and field trip experiences.

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>
<p>Staff development is driven by the school district’s continuous school improvement process. Based on input from the schools’ staff (both certified and noncertified), decisions are made as to what in-service to provide during the staff development days built into the school calendar. Other staff development opportunities are encouraged or required by the committee based on the needs of the children of the school district. In-service training on MAPs data has been provided. Incorporating Nebraska State Standards in Reading and Math into the school district’s curriculum have taken considerable amounts of in-service time and will continue to do so. The steering committee has mapped out the Action Plan for the continuous school improvement .</p> <p>At the building level, Platte Center staff were trained in the following reading core or intervention programs: SRA Imagine-It, Early Interventions in Reading, Reading Mastery, Stepping Stones, Sound Partners, Read Naturally, Language for Learning, Language for Thinking. We also have trainers on staff to provide training in some of the Direct Instruction programs. The staff also attended Wonders training and Kagan training days. We continue to access a number of resource persons through the Nebraska Department of Education, University of Nebraska-Lincoln, SRA McGraw Hill, and Educational Service Units.</p>	

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>
<p>Title I topics are a regularly scheduled part of Parent/Teacher Organization meetings scheduled throughout the school year. Topics discussed may include, but are not limited to: general information about Title I, ways to encourage your children to read, research on how to help your children succeed in school, and reviewing Title I documents/policies. Additional parent involvement activities are coordinated with other parent/school functions during the school year such as: Open House, book fairs, reading incentive programs, and school celebrations/awards events. An annual meeting at the Title I Parent Involvement Night reviews the Title I plan, Title I documents, and explores future priorities for the program.</p>	
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>
<p>Time spent with parents is focused on needs identified by the parents or on the district’s school improvement goals. The Parent/Student/School Compact is reviewed and the awareness of its importance emphasized annually. In 2016-2017 the Parent/Student/School Compact signature component is completed with the approval of the handbook signatures. A copy will be on file in the office.</p> <p>The compact is reviewed every year at a staff meeting, Lakeview Board Advisory Council Meeting, a PTO meeting with interpreter, and a student council meeting. Teachers review the compact with students as part of</p>	

the beginning of the school year procedures. A Parent Involvement Policy is part of the Lakeview Community Schools Board of Education Policy Manual and it is reviewed annually.

At Parent/Teacher Conferences, students are welcome but they are not student led. Conferences are scheduled two times per year. Teachers communicate progress and review assessment data at that time. When student scores indicate a potential risk for not reaching reading benchmarks, additional conferences may be held with various assessment results discussed

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.*

The Annual parent meeting was held in conjunction with the Parent Involvement Bingo Evening at the Lakeview High School Library. This was held on August 26, 2019.

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).*

Resources are allocated to articulate the educational programs for students from preschool through secondary education. The school Principal and/or SPED Staff attend all preschool IEP's and do on-sight observations of preschool students prior to attendance in the District's schools. Pre-school students with special needs have a time arranged for them to visit the Kindergarten classroom to help become acclimated to the environment. All Pre-Kindergarten students are invited to attend a Kindergarten orientation, typically called Kindergarten Roundup.

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).*

Procedures are in place and reviewed annually regarding transition of students from elementary to Junior/Senior High School. These include an orientation day for all students transitioning between buildings, parent meetings, and more comprehensive and effective procedures for the transfer of student information from one school to the next. In the summer, students and parents are invited to an orientation at the school. An open house is scheduled at the attendance centers in the fall. All meetings include an interpreter.

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.*

Students with specific needs are included in extra practice by utilizing time efficiently and extending time by offering after school and summer services. Students arriving early to school are able to access staff to read and practice specific skills. Older students are also utilized to listen to students read before school. Other opportunities during the day are sought and utilized to provide skill practice and other interventions students need.

Summer educational programming is offered to provide students additional practice and instruction in reading and math. Summer school is typically offered four days per week for four weeks. A combination of Federal and local resources are used for summer instruction.

Teammates mentors are utilized to encourage academic focus and attendance.

School volunteers (reader/listeners) are utilized when possible. High achieving learners (HAL) can participate in extended day academic activities.