

# 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:	71-0005-004
School Grade span:	K-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	Yes No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	Yes No
Indicate subject area(s) of focus in this Schoolwide Plan.	Reading/Language Arts Math Other (Specify) _____
School Principal Name:	Quentin Witt
School Principal Email Address:	qwitt@lakeview.esu7.org
School Mailing Address:	155 Platte Street Platte Center, NE 68653
School Phone Number:	402-246-3465
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Dr. Aaron Plas
Superintendent Email Address:	aplas@lakeview.esu7.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	Yes No
Names of Planning Team <i>(include staff, parents &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
Holly Sprunk	Parent

<u>Josh Graves</u> <u>Sarah Borgman</u> <u>Annette Barcel</u> <u>Dr. Aaron Plas</u> <u>Miranda Hellbusch</u> <u>Billie Wemhoff</u> <u>Quentin Witt</u> <u>Sylvia Walters</u> <u>Amber Pilakowski</u> <u>Brooke Koliha</u> <hr/>	<u>Shell Creek Principal</u> <u>Parent</u> <u>Title I Teacher</u> <u>Superintendent</u> <u>Counselor</u> <u>Teacher</u> <u>Platte Center Principal/Curriculum</u> <u>Director</u> <u>Teacher</u> <u>Parent</u> <u>Title I Coordinator</u> <hr/>
---	--

<b>School Information</b> <i>(As of the last Friday in September)</i>
--

Enrollment: 133	Average Class Size: 19	Number of Certified Instruction Staff: 9.2
<b>Race and Ethnicity Percentages</b>		
White: 54 %	Hispanic: 38 %	Asian: 1 %
Black/African American: 0 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 3 %		Two or More Races: 1 %
<b>Other Demographics Percentages</b>		
Poverty: 63 %	English Learner: 21 %	Mobility: 1 %

**Assessments used in the Comprehensive Needs Assessment**

*(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)*

NeSA	MAP
DIBELS	ELPA21

*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** *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.*

**Student data was collected from the MAP Assessments, Nebraska State Assessments (NeSA), English Language Proficiency Assessment (ELPA21), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 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 DIBELS.**

**Most of these assessments were done on a pre and post test basis. The data is analyzed at our Student Support Meetings and interventions are put in place as deemed necessary. This data was disaggregated based on gender, race, socioeconomic status, disability, and native language to the degree possible. This data allowed teachers to make decisions about educational placement and programming. During the school year. the**

**Instructional placement and programming:** During the school year, the Reading Team and appropriate staff have bi-monthly meetings to analyze DIBELS data and the placement of students.

*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.*

**Lakeview Community Schools (Platte Center/Shell Creek) administered an Advanced Ed Survey through Bright Arrow by email and text messaging. Climate and Culture Surveys were administered to students, parents and staff.**

*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.*

**All certified staff at Platte Center School are fully endorsed in appropriate areas according to Nebraska Administrative Code Rule 10.**

**All certified staff have a Bachelor's Degree, 9 hold a Master's Degree, 3 have endorsements or advanced degrees in English as a Second Language or as a Reading Specialist.**

**Platte Center, 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 Dept. of Education.**

## **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.*

**All instructional strategies were determined by analyzing multiple sources of data from any of the following: ITBS or MAPs, NeSA, ELPA21, Dibels 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, Early Interventions in Reading, Sound Partners, Stepping Stones, Six Minute Solution, and Read Naturally.**

**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 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. Qualifications of instructional paraprofessionals

*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.*

**All paraprofessionals at Platte Center meet the ESEA requirements and are provided introductory and ongoing training specially designed for paraprofessionals and/or all staff focused on students needs. Paras fall under the SPED umbrella, no Paras are paid by Title I funding. All regular Paras are qualified.**

### 4. High quality and ongoing professional development

*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.*

**Staff development is driven by the school district's continuous school improvement process. Based on input from the school's 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 process.**

**At the building level, Platte Center Elementary staff members 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, and Language for Thinking. We also have trainers on staff to provide training in some of the Direct Instruction programs and DIBELS Next assessments. 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.**

### 5. Strategies to increase parental and family engagement

*5.1 Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**Title I topics are a regularly scheduled part of Parent/Teacher Organization meetings during 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, and school celebrations/awards events. An annual meeting of the Title I Parent Advisory Council reviews the Title I plan, Title I documents, and explores future priorities for the program.**

*Please provide a narrative below explaining how the school level Title I Parent and Family Engagement*  
**5.2** *Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

**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 2017-2018 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.**

**The compact is reviewed every year at a staff meeting, the Lakeview Board Advisory Council meeting, a PTO meeting with interpreter, and a student council meeting. Teachers review the compact with students as part of 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 and 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**

*Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was*  
**5.3** *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 August 28th, 2017.**

## **6. Transition Plan**

*Please provide a narrative below explaining the school's transition plan from early childhood education*  
**6.1** *program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**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 called Kindergarten Roundup.**

*Please provide a narrative below explaining the school's transition plan from elementary to middle school.*

**6.2** (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.

**Procedures are in place and are annually reviewed 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 attendance centers in the fall. All meetings include an interpret**

*Please provide a narrative below explaining the school's transition plan from middle school to high school.*

**6.3** (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.

**NA**

*Please provide a narrative below explaining the school's transition plan from high school to postsecondary*

**6.4** education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.

**NA**

## **7. Strategies to address areas of need**

*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.*

**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 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. High achieving learners (HAL) can participate in extended day academic activities.**

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

*Please provide a narrative below explaining how coordination and integration of Federal, State and local*

**8.1** *funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**Title I Part A, Title IIA and Title III funds are used to support this schoolwide plan. The Title I teacher is 60% funded through Title and 40% funded through general funds. In addition, these same funds purchase materials and support training based on the needs of the students and teachers. Title I Part A, Title IIA, Title III and general funds are used to support this schoolwide plan. SPED, including Flexfunding sources, have also been utilized to coordinate educational efforts at the school to provide students with high quality opportunities to achieve academically. These funds have supported adequate staffing, materials acquisition, in-service training, and para- educator positions. Most classroom materials are purchased with local funding.**

**8.2** *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.*

**N/A**