

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: | Northwest Public Schools |
| County Dist. No.: | 40082 |
| School Name: | St. Libory |
| County District School Number: | 004 |
| Building Grade Span Served with Title I-A Funds: | K-8 |
| 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 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____ |
| School Principal Name: | Mike Herzberg |
| School Principal Email Address: | mherzberg@ginorthwest.org |
| School Mailing Address: | 435 St. Paul Rd, St. Libory, NE 68872 |
| School Phone Number: | 308-687-6475 |
| Additional Authorized Contact Person (Optional): | Matthew Stepanek |
| Email of Additional Contact Person: | mstepanek@ginorthwest.org |
| Superintendent Name: | Dr. Jeffrey Edwards |
| Superintendent Email Address: | jedwards@ginorthwest.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>Amanda Hodges</u> | <u>Parent</u> |
| <u>Mike Herzberg</u> | <u>Administrator</u> |
| <u>Amber Kuck</u> | <u>Parent</u> |
| <u>Miranda Studley</u> | <u>Parent/Teacher</u> |
| <u>Matthew Stepanek</u> | <u>Title I Teacher</u> |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

School Information
(As of the last Friday in September)

| | | |
|--|------------------------------------|--|
| Enrollment: 144 | Average Class Size: 16 | Number of Certified Instruction Staff: |
| Race and Ethnicity Percentages | | |
| White: 81.25% | Hispanic: 14.58% | Asian: 0% |
| Black/African American: 0% | American Indian/Alaskan Native: 0% | |
| Native Hawaiian or Other Pacific Islander: 0% | | Two or More Races: 0.04% |
| Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i> | | |
| Poverty: 43% | English Learner: 0% | Mobility: 9.03% |

| Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> | |
|--|---------|
| NSCAS | DIBELS |
| Mclass | AimsWeb |
| Maps | |
| | |

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

| | |
|---|--|
| 1.1 | <p><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> |
| <p>The St. Libory School Title I Team used the NSCAS, MAPS, AimsWeb, Mclass, and DIBELS Assessment tests along with information from the Department of Education to develop programming for our Title I students. NWEA MAP testing is done three times per year, data is used to decide who might need extra intervention throughout the school year based on our MTSS guidelines for the Rtl process. During the 19-20 school year we piloted the mClass reading intervention with all of our K-5 students and some of the 6th grade students on IEPs. MClass used Dibels Benchmarking and Progress Monitoring. For the 20-21 and 21-22 school years we continue to use these assessments to provide data to group students based on skills students are needing to learn and provide explicit lesson plans for instruction of those groups. AimsWeb data is used to progress monitor students on IEPs in Math, and Reading in grades 6-8. Data was used to identify students needing extra support.</p> | |
| 1.2 | <p><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> |
| <p>The Northwest District develops, administers, and reviews the staff, parent and student surveys for the entire district as well as a section specific to each building. The St. Libory Title I team will review the data to help plan for each school year.</p> | |
| 1.3 | <p><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> |
| <p>The District Steering Team meets monthly to discuss progress toward the distinct goals and individual building goals. St. Libory's CSIP goal is to improve student literacy skills. Indication of growth is based on the vocabulary instruction to increase students' <u>vocabulary, knowledge, and usage</u> in all academic areas. The other area of focus is to increase our students' overall reading comprehension in all academic areas.</p> <p>The St. Libory Action Plan also provides instructional strategies, resources, time, and training to allow for student growth.</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>All students take MAPS tests in Reading, Math in grades K-2 and Language Arts in grade 3-8. Using those scores we then place them in an intensive reading intervention called mClass. This program is directly tied to our elementary reading program. Students are divided up into small groups of 3 to 5 kids and spend an additional 30 minutes daily working on specific reading skills they are deficient in. This program also includes our Middle School students who are in need of extra help. We have also created a Summer Reading Program and Summer Row Program to help continue education for our students during the summer.</p> | |

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>All paraprofessionals meet the ESEA requirements. To meet requirements, the district utilizes Project Para. Our Para's are included in all on-going professional development activities, provided both in-district and out-of-district when the opportunity arises. Some of the opportunities this year included seminars from Dr. Matt McNiff(Behavior Consultant) and Amy Walters(Behavior) and Sex Trafficking and Drugs. We had staff participate in LETRS Training, conference on Autism through ESU10, NEDA, Secretary monthly meetings, Para involvement with our PLC groups. At times we use one para, who has a substitute teaching certificate to sub for a classroom teacher when no other subs are available.</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>Each year the Student-Parent-Teacher-Principal Compact will be reviewed, revised if necessary, and signed by all parties. The parents will also be given the opportunity to review all Title 1 policies found on the schools website. Discussion will be held on changing any parts and/or why the policy is written as it is.</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>Each year the Title I Parent and Family Engagement Policy will be reviewed by returning and new parents to determine validity and make changes as needed. All families will be given access to the documents and asked for any input. We will encourage parents to participate in our building events like our Back to School Open House, Special Person Day, Muffins with Moms, Doughnuts with Dads, Book Fair/Parent-Teacher Conferences, ONE SCHOOL/ONE BOOK, PTO Family Game night/movie night, a Talent Show, Field Day at the High School,</p> | |

and Day at the Park. During the summer months of June and July our school library is open on Tuesdays from 3:30 to 5:30.

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.

Our annual Title I meetings will be held in conjunction with our fall Open House held prior to the first day of school in August, as well as documents, policies, and information will be provided to every family upon arrival, to review and discuss. This area we need to focus more on and organize better to get the best results for our program.

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).

Our Pre-school teachers visit with our Kindergarten teacher each Spring to help the transition be as seamlessly as possible. We have also had our Kindergarten teacher visit the preschool while those students are in session.

Each year we host a Kindergarten Roundup activity in which prospective students and their parents come visit school, meet our Kindergarten teacher, the school secretary, the school nurse, Mr. Herzberg, our principal and tour the school building

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).

Our 8th grade students meet with Mr. Moser, our Freshman Academy principal in the Spring and he shares information regarding 9th grade and what our students can look forward to. Northwest High School also hosts an annual Freshman Orientation night in February for parents and our students.

Other activities we hold during the school year that help our 8th graders transition to the High School are 8th grade Art Day with Mr. Studley, our MS Vocal Clinic at HS, and the MS Band Clinic which are all held at Northwest High School and hosted by those program leaders.

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.

St. Libory School provides 30 minutes of extended learning daily during our intervention time. This time is set aside for each grade to help students with Reading Skill Proficiency as well as provide extended learning for our on-level to high ability students

