# 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 |
| County Dist. No.: | 40082 |
| School Name: | Chapman School |
| County District School Number: | 005 |
| School Grade span: | K-5 |
| Preschool program is part of the Schoolwide Plan. (Mark appropriate box.) | ____Yes     X No |
| Summer school program is part of the Schoolwide Plan. (Mark appropriate box.) | X Yes     ___No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | X Reading/Language Arts<br>☐ Math<br>☐ Other<br>(Specify)_____ |
| School Principal Name: | Jeffrey Ellsworth |
| School Principal Email Address: | jellsworth@ginorthwest.org |
| School Mailing Address: | 1003 Cady St. Box 119, Chapman, NE 68827 |
| School Phone Number: | 308-986-2215 |
| Additional Authorized Contact Person (Optional): | Matthew Fisher |
| Email of Additional Contact Person: | mfisher@ginorthwest.org |
| Superintendent Name: | Matthew Fisher |
| Superintendent Email Address: | mfisher@ginorthwest.org |

| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | X Yes  ☐ No |
|---|---|

| Names of Planning Team<br>(include staff, parents & at least one student if Secondary School) | Titles of those on Planning Team |
|---|---|
| Jeffrey Ellsworth<br>Scott Gamblin<br>Gabrielle Saltzgaber<br>Cindy Gamblin<br>Holly Yager<br>Amy Lynch<br>Kristina Vlcek<br>Adam Reed | Principal<br>Teacher<br>Teacher<br>Teacher<br>Parent<br>Parent<br>Parent<br>Parent |

## School Information
### (As of the last Friday in September)

| Enrollment: 64 | Average Class Size: 10.7 | Number of Certified Instruction Staff:10 |
|---|---|---|

### Race and Ethnicity Percentages

| White:  84% | Hispanic:  12.5% | Asian:  0% |
|---|---|---|
| Black/African American:  3% | | American Indian/Alaskan Native:  0.01 % |
| Native Hawaiian or Other Pacific Islander:  0% | | Two or More Races:  0.01% |

### Other Demographics Percentages

| Poverty:  70 % | English Learner:  0.08% | Mobility:  7% |
|---|---|---|

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

| NeSA | MAPS |
|---|---|
| STAR | AIMS Web |
| | |

*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.* |
|---|---|
| | The Chapman School Title I Team used the NeSA, MAPS, Aims Web, and Stars Assessment tests along with information from the Department of Education to develop programming for our Title I students.  Our goal is to improve Reading scores first and foremost. |
| 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.* |
| | 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 Chapman Title I team reviews the data to help plan for each school 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.* |
| | Both the District Team and the Chapman Title I team met to discuss a District goal as well as individualized school goals.  The plan identifies several areas of need and planning for instruction in those areas by providing instructional strategies, resources, time, and training to allow for student growth and improved test scores. |

## 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.* |
|---|---|
| | Small group and individual counseling, breakfast program, Homework Club, Team Time, and intervention groups.  All of these groups are created based on each students' specific needs.  We provide a 10 week Summer Reading Program for all in-coming Kindergarten students through middle school.  We incorporate the UNL Extension Office for STEM lessons, Nutrition and Healthy Snack lessons, and we are looking to incorporate some Kinder-Music lessons this summer. |

## 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.* |
|---|---|
| | All paraprofessionals meet the ESEA requirements.  One para also has a substitute teaching certificate and occasionally will sub for a teacher when no other subs are available. |

## 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.* |
|---|---|

The ESU 10 in Kearney is utilized for ALP training as well as other areas of training in writing workshops, etc. We also allow our staff to attend workshops throughout the state and nationally to receive training as needed. As we add programs for RTI and interventions, training is provided either on-site or off-site depending on program, cost, etc.

# 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.* |
|---|---|

Each year the Student-Parent-Teacher-Principal Compact is reviewed, revised if necessary, and signed by all parties. The parents are also given the opportunity to review all Title I policies. Discussion is held on changing any parts and/or why the policy is written as it is.

| 5.2 | *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.* |
|---|---|

Each year the Title I Parent and Family Engagement Policy is reviewed by returning and new parents to determine validity and make changes as needed. All families are given access to the documents and asked for any input. We encourage parents to participate in our building with events like Special Person Day, Muffins with Moms, Doughnuts with Dads, Book Fair/Parent-Teacher Conferences, and Writer Celebrations

| 5.3 | *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.* |
|---|---|

Our annual Title I meetings are held in conjunction with our fall Open House held prior to the first day of school in August, as well as during the second semester. All Title I documents, policies, and information is provided to every family upon arrival, to review and discuss.

# 6. Transition Plan

| 6.1 | *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.* |
|---|---|

Buddy Day, Kindergarten Roundup, Kindergarten teacher visits Pre-School, Pre-School comes to elementary to participates events (Bingo For Books, School Carnival, etc.),

| 6.2 | *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.* |
|---|---|

Our building structure allows for easy transitioning as we are currently a K-5 building. Our K-2 grades are on first floor. Grades 3 -5 are located on 3rd floor. We have implemented a program to help with transitioning and reduce bullying: Team Time. Team Time is implemented during the first 20 minutes of the day on Monday, each week. On Thursday, our counselor introduces a Social Skill to all K-5 students. On the other days, the classroom teachers do activities to reinforce the Social Skill Training. We allow our fifth grade students to visit each of the other buildings to help in making a school choice for the upcoming year-transitioning from 5th grade to 6th grade/Middle School.

| 6.3 | *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.* |
|---|---|

NA

| 6.4 | *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.* |
|---|---|

**n/a**

## 7. Strategies to address areas of need

| 7.1 | *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.* |
|---|---|

Lengthened day-we added fifteen minutes to our school day to accommodate our Team Time and to better schedule bus routes. Homework Club is our after school program where we have a certificated teacher facilitating a study hall environment for one hour to help students with little or no supports at home to finish homework or get caught up on homework. We also have a second room for those students who either finish their homework or are a sibling or just need to stay, also hosted by a certificated teacher where the kids play educational games. Breakfast program-we serve to half or more of our students daily, before school. Team Time-we teach Social Skills to all K-5 students. Band is offered to all students that choose to participate from grade 5. Many of our students cannot afford instruments, so we have begun acquiring instruments for them to use and or rent at a much lower cost than going through a music store. Summer Reading program-we hold two sessions once per week for 10 weeks during the summer. We also do a snack program in conjunction with the University Extension Office. One-to-one technology-all of our students either have access to an IPad or a Chrome Book depending on grade. Though the hardware cannot be taken home, it is theirs to use every day at school. Classroom amplification system-each classroom is equipped with a Redcat sound amplification system where the teacher has a microphone and can be heard throughout the classroom during instruction.

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

| 8.1 | *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.* |
|---|---|
| Use of funds for: professional development, celebrations/awards, subscriptions to professional organizations, three teacher salaries, educational speakers, field trips | |
| 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.* |
| Donations from parents and organizations to fund activities/field trips/classroom resources, partnership with Salvation Army and local churches for the Backpack program, volunteer grandmother program, donate a library program, church also provides Kids Club services, Bingo for Books | |