

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:	Scribner-Snyder
County Dist. No.:	27-0062
School Name:	Scribner-Snyder Community Schools
County District School Number:	27-0062
School Grade span:	K-6
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:	Brad Stithem
School Principal Email Address:	bstithem@sstrojans.org
School Mailing Address:	400 Pebble Street P.O Box L Scribner, NE 68057
School Phone Number:	402-664-2567
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Ginger Meyer
Superintendent Email Address:	gingermeyer@sstrojans.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
<u>Names of Planning Team</u>	<u>Titles of those on Planning Team</u>

<p><i>(include staff, parents & at least one student if Secondary School)</i></p> <p>Malia Nemecek Brad Stithem Ginger Meyer Eileen Barks Trish Bell Meredith Rolf Susie Dostal</p>	<p><u>Parent</u> Principal Superintendent ESU 2 Title1 Title1 Title 1 Teacher</p>
---	---

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 100	Average Class Size: 15	Number of Certified Instruction Staff: 16
Race and Ethnicity Percentages		
White: 185 %	Hispanic: 17 %	Asian: 4 %
Black/African American: 2 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 7 %
Other Demographics Percentages		
Poverty: 56.48 %	English Learner: 7.28 %	Mobility: 8.67 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAPS	DIBELS
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	<p><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></p> <p>Scribner-Snyder Community Schools uses data from a comprehensive needs assessment of the entire elementary to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards by using DIBELS Next to see what category each child falls into. We take the</p>
------------	---

<p>DIBELS Next 3 times a year: Beginning, Middle, and End. After each test we see what students need to improve on whether it is fluency, comprehension, nonsense word fluency, phoneme segmentation fluency, letter naming, or first sound fluency. Those students who score below benchmark in any of these areas receive Interventions to get them where they need to be. We Progress-Monitor all of the students who didn't reach benchmark. We use DIBELS Next to plan instruction by seeing what area they need help in and using researched based interventions to help them improve.</p> <p>At Scribner-Snyder Community Schools we are starting to map our MAPS scores. We will be able to see how the students improve year by year. With MAPS we can see where each of the students scored. We use this data to plan instruction by seeing what area they could use help in and give them specific lessons about the areas that were missed.</p>	
<p>1.2</p>	<p><i>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.</i></p>
<p>One of the ways Scribner Snyder Community School gathers information from parents is through our Parent Survey. This survey was distributed to the oldest child in their family in the grades kindergarten through sixth grade. The survey was asked to be completed and return in a week. We had a 49% return rate on the surveys.</p> <p>Another way that the school gathers information is by having an annual Title 1 meeting. At this meeting we go over what Title 1 is, testing, Policies, and more. We retrieve input from the parents on what they think is good and what they think needs a little more work.</p> <p>The school holds monthly School Board Meetings, which the parents and community members are encouraged to come and voice their thoughts about the school.</p>	
<p>1.3</p>	<p><i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i></p>
<p>Scribner-Snyder Community School uses Direct Instruction Strategies to help meet the school's goal and student's need. We use Early Intervention in Reading, Sound Partners, Phonics for Reading, Corrective Reading, and REWARDS for our interventions.</p> <p>We are an Elementary K-6 Program only.</p> <p>We look at the student's DIBELS to see what area they need help in and based off that we decide which intervention would be the best fit for each individual.</p>	

2. Schoolwide reform strategies

<p>2.1</p>	<p><i>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.</i></p>
<p>Scribner-Snyder Community Schools provides scientific researched based interventions to meet the needs of all learners. We do assessments, progress monitoring, and use data driven decision making skills to meet the needs of the students.</p> <p>We have established a mentoring program that assigns a high academic achieving high schooler to an at risk elementary student. When the mentors come- they play educational games with their student. Teachers are at</p>	

school for a half hour before and after school, so if any students need help on an assignment they can go in and ask for help.

We have a Student Assistance Team (SAT) coordinator. If a teacher is seeing one of his/her students struggle, they contact the SAT coordinator and then she sets up a meeting with their guardian. They go through the SAT process and develop plans and interventions to help the student meet the state standards.

Data Meetings are used to monitor students' academic growth. These meetings show the teachers if any students are struggling and are held on a quarterly basis. We discuss any instructional changes that need to be made. Special attention is directed to the students who are currently assigned to interventions.

This year SSCS is offering a Coding Club for elementary students. The club focuses on critical thinking, collaboration, creativity, and communication.

Our elementary counselor works with K-6 grade twice a month helping students make changes in ways of thinking, feeling, and behaving. She has developed strategies and plans necessary to accomplish these goals.

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.

At Scribner-Snyder Community Schools, any paras hired who doesn't have a two year degree or a bachelor's degree will go to the ESU 2 to get help with project para or they do it in house at their own pace. In the last year, we have not hired any new paraprofessionals. In the beginning of the year we also meet as a whole group (teachers and paras) to discuss which para will do what: classroom duty, recess duty, lunch room duty, transportation duty, and/or breakfast duty.

*Additional Paraprofessional Training is highlighted

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.

Scribner-Snyder Community Schools has multiple opportunities for Professional Development. The Professional Development that the teachers and paraprofessionals are doing right now is listening to Anita Archer and making improvements into our own instruction to keep our students more engaged. During the summer, the teachers/paraprofessionals went to different trainings that would help them assist those students at risk. The teachers are also getting training in MAPS, so we can look deeper into what each student needs to know or already knows. MAPS will also help us identify the student who are at risk at meeting challenging State academic standards. DIBEL Data Meetings and I-Readings are used to monitor all students.

*Paraprofessionals are highlighted in the Professional Development.

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>Scribner-Snyder Community School involves parents in the decision making process of the compact. This year will be our second annual Title 1 Family Night. This night will reinforce the importance of parent and teacher communication. While students are engaged in grade level reading activities, the parents will be attending a meeting that will engage them in Reading/Math apps and websites to further their child’s knowledge of those skills.</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 parents were involved in developing the Title 1 Parent and Family Engagement Policy or Procedure by having the parents, teachers, and administration sitting in on the policy making process. This Policy is distributed to the parents/guardians to be reviewed and updated annually at our Title 1 meeting.</p> <p>The Parent Survey that we send out will also be completed to assist with updates in our policy.</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>At Scribner-Snyder Community Schools, we hold at least one annual Title 1 meeting. At the meeting we give an overview of what Title 1 is and the purpose, Curriculum and Assessments (focused on DIBELS), Title 1 Funding and what we use it for, Parent Involvement Policy, Compacts, School Improvement/ Advanced ED, Staff Qualifications, and location of School Report Card. We also talked to the parents about apps and websites that their child can do at home that would help their Reading and Math.</p> <p>The school shows the importance of communication between parents and teachers by holding two Parent/Teacher Conferences a year. To make this available to everyone, we do coordinate with our Spanish Teacher if her services are needed.</p> <p>Another way that the school increases parent and family engagement is by hosting an annual book fair. We do this so that the parents can come in and get books for their child that they can read in their free time.</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>
<p>Transition from PreSchool to Kindergarten</p> <p>At Scribner-Snyder Community Schools we have a Preschool program that has 2 separate classes of 4 year old students that will be entering the Kindergarten classroom in the Fall. These classes are integrated into the library and PE classes throughout their brief school day. These classes meet 4 days a week for an estimate of 3 ½ hours per school day. The PreSchool classroom is located across from the Kindergarten classroom in the same building. These students see each other and may be aware of who is the Kindergarten teacher. The Kindergarten teacher and students also ask the incoming Kindergarten students to come examine their classroom during a school day usually the first week of May. Current Kindergarten students help and show the</p>	

incoming students around the room, the teacher reads a book to the entire group, and may have an art activity for those in attendance.

The PreSchool and Kindergarten teachers come together at the end of the year and go over a student performance checklist. This way the Kindergarten Teachers knows the strength and weaknesses of those students who are coming into her/his classroom.

At Scribner -Snyder Community Schools we also have a 3 year old program that allows children to experience social skills with other children, and to be introduced to early academic skills.

NEW STUDENT

Parent/Guardian arrives in our building and report to the main office located in the Main Elementary Building. Parents/Guardians/Students are then given a tour of the school buildings and specialty classes by the elementary secretary. Parent/Student may visit a brief time with the classroom teacher, and then continue on their visit.

After touring the facilities, the adults receive a packet with paperwork regarding school information that is necessary at school, school handbook, and medical forms that are required at the school.

If adults have any further questions after their visit, they may call the secretary and she will direct the call to the correct staff member.

6.2

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

The transition plan between elementary and junior high school is that the students have an orientation. The sixth grade students on a certain day in May go over to the Middle/High school building to become aware of where their classrooms are for next year. While the students are over in these buildings, they are also encouraged to grab their laptop computers. These activities are done during the school day.

Parents have already been mailed a copy of their 7th grade students' school schedule. One evening prior to school being dismissed for the summer, parents/guardians/ and students are invited to attend the school building and visit with the classroom teacher and ask any questions about their schedules for the following work. Parents /Guardians also receive a packet that contains school physical and immunization information, and an additional copy of the student's schedule for the fall of the upcoming school year.

The administration of the Junior/High School students is the schoolwide Principal of the District. The principal's office is located within the High School building.

6.3

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

We are an Elementary K-6 Program only.

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.

We are an Elementary K-6 Program only.

--

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>
<p>At Scribner-Snyder School students have several programs that are aimed at addressing their academic needs. Teachers are in their rooms 30 minutes prior to and 30 minutes after school to assist those students in need. Throughout the day researched based interventions are on-going in grades K-6. Those interventions are done in as well as out of the classroom. Students in need are partnered up weekly with a high academic achieving high school student to work on areas in need. Scribner-Snyder also offers summer school for grades K-6. Scribner-Snyder students also have the opportunity to be in the High Academic Learners (HAL) program. The program is for grades 3-6. In HAL the students are challenged to think outside of the box. This year so far the students have designed futuristic cities using recycled materials, created kahoots for their own classrooms with Reading and Science themes, designed Halloween games for their peers, had an airplane folding and flying competition, learned songs on Boomwhackers and performed for the elementary, created digital stories with Stikbots, and learned about aerodynamics in Nascar. They are currently working on cardboard arcade games and living wax museum exhibits, both of which will be shared with the elementary students.</p>	

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>
<p>Title 1 funds will be used to fund an additional Reading/Math Teacher. This teacher will be utilized to add an additional section of reading or math at a particular grade level that has been identified as having a high population of at-risk students based an assessment data. The additional Reading/Math Teacher will also be utilized during the Intervention-Extension period.</p> <p>Title 1 funds will also be used to support technology integration across the school.</p> <p>Special Education Funds: The Scriber-Snyder District also takes advantage of the Flexible Funding option provided by Nebraska Rule 51. District may receive up to 5% of the total allowable special education costs to provide preventative support services for students not identified or verified as having a disability, but who demonstrate a need for specially designed assistance in order to benefit from school's general education curriculum. The Scribner-Snyder School District will utilize this option to fund an Rtl Coordinator. The Rtl Coordinator will be responsible for implementing the Rtl process in both elementary schools.</p> <p>Additional NCLB Funds:</p> <p>Title IIA: Teacher and Principal Training</p> <p>The Scribner-Snyder School District receives Title IIA monies. These federal funds are to be used to provide professional development. Title IIA funds are utilized to support professional development. This funding will</p>	

provide for the training for district staff, stipends for teachers to receive technology integration training, further support training for the RtI process, and additional School Improvement Plan professional development initiatives.

Title IV: Safe and Drug Free Schools and Communities

The Scribner-Snyder District receives Title IV monies. These funds are provided to school district to support initiatives that create and provide safe learning environments. This funding will support the implementation of Positive Behavior Supports.

In addition to utilizing additional NCLB funds to support the schoolwide plan, Scribner-Snyder Elementary will take advantage of trainings and services offered by ESU2. ESU2 has and will continue to provide technical assistance, as well as professional development in the following areas: Research based instructional practices and programs, assessment practices, and the RtI processes.