

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:	Potter-Dix
County Dist. No.:	17-0009
School Name:	Potter-Dix Elementary School
County District School Number:	39-9
School Grade span:	K-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 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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Adam Patrick
School Principal Email Address:	adam.patrick@pdcoyotes.org
School Mailing Address:	PO Box 149 Dix, NE 69133
School Phone Number:	308-682-6226
Additional Authorized Contact Person (Optional):	Beth Bogert
Email of Additional Contact Person:	beth.bogert@pdcoyotes.org
Superintendent Name:	Adam Patrick
Superintendent Email Address:	adam.patrick@pdcoyotes.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> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Sabine Kasten</u> <u>Adam Patrick</u> <u>Beth Bogert</u> <u>Kristin Kasten</u> <u>Chari Mohr</u> <u>Pam Haack</u> <u>Blythe Diamond</u> <u>Rachel Lee</u> <u>Val Maas</u> <u>Sara Nicklas</u> <u>Krista Deal</u> <u>Angala Frerichs</u>	<u>Parent</u> <u>Administrator</u> <u>Title teacher</u> <u>Community member</u> <u>Kindergarten teacher</u> <u>1st Grade teacher</u> <u>2nd Grade teacher</u> <u>3rd Grade teacher</u> <u>Para educator</u> <u>Special ed teacher</u> <u>Parent</u> <u>Parent</u>

School Information		
<i>(As of the last Friday in September)</i>		
Enrollment: 93	Average Class Size: 13	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 87 %	Hispanic: 7.5%	Asian: 0%
Black/African American: 4.3%	American Indian/Alaskan Native: 1.18%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 38.7 %	English Learner: 0 %	Mobility: 17%

Assessments used in the Comprehensive Needs Assessment	
<i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
MAP	NSCAS
MAP Reading Fluency	Curriculum-based assessments

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 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 instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Potter-Dix is a small rural school with a fluctuating enrollment which stays around 100 students. We have 1 section of each grade. We use data from NSCAS, MAP, MAP Reading Fluency, weekly tests and curriculum-based tests to make decisions regarding the education of our students. We have weekly MTSS and RTI meetings to guide us.</p> <p>All students take the NWEA tests in the fall, winter and spring. MAP Reading Fluency is given to K-3 Students 3 times a year. Grades 3-6 take the NSCAS tests in the spring.</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 annual Title 1 meeting was held August 19th at 5:30 in the Potter-Dix gym. Invitations were sent in the parent packet and posted online in several places. The meeting was held to discuss Title 1 and the benefits to the students. Questions were asked and answered and parents signed the attendance forms.</p> <p>A parent survey was given to the parents at the fall parent/teacher conferences. The survey was handed out and responses collected in a secure box placed in the office. The results were tabulated and responses discussed.</p> <p>Family Reading Night was held on Friday, February 28. All families in the community were invited to attend. Stations were set up with books and activities. At 6:15 all activity stopped so that a Title 1 meeting could be held. Discussions about the Title program were held and questions were answered. A review of the policies was done and there was time for suggestions.</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 School Improvement Plan addresses strategies, resources and interventions to ensure student success. Two goals of the Continuous School Improvement Plan are reading and math. The goals are that all students will be proficient in math and reading.</p> <p>A new spreadsheet was developed with help from the local ESU to help teachers align standards and map the curriculum.</p> <p>Study Island has been implemented as a supplemental program. Each student has skills and goals that they work on weekly.</p> <p>A program called “Success for Learning” helps give one-on-one help to any student that needs it. Our data team meets regularly to analyse data and make adjustments when needed.</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>The curriculum is continually updated based on changes to the standards and student needs. Weekly collaboration time is built into the schedule so all teachers can share strategies, resources, and efforts put in place to help the struggling students.</p> <p>Students receive extra help through the day with the Title teacher and the paras. Paras are available to go into the classroom to assist or pull out small groups or individuals. We also have a program called Success For Learning. If students are still struggling after one-on-one help and small group support they can stay on Friday for additional support with a teacher or para.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
<p>All instructional paraprofessionals at Potter-Dix have met ESSA requirements through either having earned an Associate's or Bachelor's degree, or by having taken courses. On-going professional development is also offered by the district. All paras also attend the ESU #13 professional development day in February.</p>	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Research based professional development is utilized throughout the school year to give support and training to all staff. Professional development will be held at the beginning of the year and in February for all teachers and paraprofessionals. Other PD will be scheduled as needed. Professional development is focused on what the data shows and ways to meet our goals.</p>	

5. Strategies to increase parental and family engagement

5.1	<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>The School-Parent Compact was given to all parents during the first week of school. Parents were given time to review the compact and make suggestions. During the school year a group of parents, teachers, support staff, and administration was put in place to create a list of survey questions as well as time to go over the results and make determinations based on the answers given. Surveys were handed out and collected in a box at the spring conferences.</p> <p>The Title 1 Schoolwide plan is posted on the school website.</p>	

5.2	<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>The Title 1 Parent and Family Engagement Policy was developed by parents and teachers. A meeting was held at the beginning of the school year to discuss parental engagement and activities for the upcoming school year. The first meeting was held on September 20th. A second meeting was held on March 5th.</p> <p>Communication is essential so the school uses a wide variety of methods to communicate with parents. Teachers use Remind, Facebook and the school website to get important information to parents.</p> <p>The Schoolwide Title plan is also posted on the school website.</p>	
5.3	<i>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.</i>
<p>The annual Title 1 meeting was held on August 19, 2019 at 5:30 in the gym of the Potter-Dix Elementary school. Invitations were sent out at the end of the summer with the parent packet. A phone call reminded parents as the date got closer.</p> <p>Parents were informed of the services provided through Title 1 and given time to meet with the Title teacher. Information about Family Reading Night, Pup Club, and Success For Learning were also discussed.</p>	

6. Transition Plan

6.1	<i>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). Provide supporting documentation in the corresponding folder.</i>
<p>The Early Intervention program serves children from birth to age 4 with evaluations and home visits. Throughout the school year the Kindergarten teacher coordinates with the preschool staff at Potter-Dix Early Learning Facility to help transition students to Kindergarten.</p> <p>Incoming Kindergarten students are invited to participate in Kindergarten Round-Up in the spring where parents can hand in documentation for the upcoming year and meet the school personnel. The students stay and attend a half-day of Kindergarten .</p> <p>Throughout the school year local preschool students are invited to participate in pep rallies, youth activities, Family Reading Night, and camps held at the school.</p>	
6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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). Provide supporting documentation in the corresponding folder.</i>
<p>The 6th grade students attend a Jr. High orientation day every spring. They tour the building, meet the teachers, and shadow the current 7th grade students through the school day. During the second semester the guidance counselor provides lessons and discussions that are centered around concerns about Jr. High. Before school starts in the fall another orientation is held so students and parents can have any questions answered.</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below describing 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>The Title I teacher & classroom teachers work with students before & after school on an as-needed basis as well as giving support in the classroom. Success For Learning is a program in which students who need extra help can stay on Fridays to receive one-on-one help.</p> <p>Destination Imagination is a program that allows students to participate in a creativity and problem solving challenge.</p> <p>Family Reading Night is held once a year to encourage families to come for an evening of reading and activities.</p>	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Title I funds provide support for programs & activities. Psychological services, occupational & physical therapy services are contracted by the district as dictated by IEP. ESU #13 provides support services in staff development, special education, Title I, etc. that assist teachers in improving student learning in core academic areas. Title I, IDEA, SPED, & district levy funds are used to supplement reading interventions, materials/supplies, parent involvement activities, community involvement & professional development. Box tops are collected at the elementary for purchases needed for that building & classrooms.</p>	