

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
Building Grade Span Served with Title I-A Funds:	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:	Chris Arent
School Principal Email Address:	Chris.arent@pdcoyotes.org
School Mailing Address:	PO Box 149 Dix, NE 69133
School Phone Number:	(308) 682-5226
Additional Authorized Contact Person (Optional):	Beth Bogert
Email of Additional Contact Person:	Beth.bogert@pdcoyotes.org
Superintendent Name:	Chris Arent
Superintendent Email Address:	Chris.arent@pdcoyotes.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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>Chris Arent</u> <u>Beth Bogert</u> <u>Kristin Kasten</u> <u>Chari Mohr</u> <u>Pam Haack</u> <u>Courtney Stegman</u> <u>Jess Pelster</u> <u>Linda Gunderson</u> <u>Alisha Juelfs</u> <u>Sabine Kasten</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>Parent</u> <u>Parent</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 82	Average Class Size: 12	Number of Certified Instruction Staff: 10
Race and Ethnicity Percentages		
White: 99 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 1%	American Indian/Alaskan Native: %	
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: 43%	English Learner: 0 %	Mobility: 16.67 %

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.

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

1. Comprehensive Needs Assessment

1.1	<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>Potter-Dix is a small rural school with a fluctuating enrollment which stays around 80-100 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> <p>Potter-Dix uses a systematic approach when looking at data. Teachers and paraeducators are encouraged to attend workshops through ESU13 and other outside agencies to help meet the needs of all students.</p> <p>Data is reviewed regularly to impact instruction, such as, but not limited to, weekly data team meetings, staff development days, MTSS team meetings and Student Assistant Team meetings.</p> <p>During our weekly meetings we discuss testing, choose schoolwide goals, discuss pretest and posttest data and interventions and strategies tailored to our students. We use a systematic approach when looking at data to drive our decision making. We look at data for students who are not only failing or at risk, but those who meet and exceed academic standards.</p> <p>The Title teacher and Paraeducators work with the classroom teachers to create a fluid schedule that can accommodate all students that need assistance. Help can be given during one-on-one sessions, small groups, in-classroom support and our Friday afternoon session called Coyote Cares.</p> <p>At PD we have a Coyote Code that is displayed all around the building. It states that we will ALL be respectful, responsible, productive and safe. We focus on these in and out of the classroom. We have high expectations, a challenging and engaging curriculum, quality instruction and many levels of support to ensure all students can be successful.</p> <p>Documentation: *MTSS *Agendas *Data/test results *CIP information *IRIP reading act letter and information *PD *Coyote Cares</p>	

1.2

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.

The annual Title 1 meeting was held August 16th at 6:00pm 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.

A parent survey was given to the parents at the Winter 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.

At 6:15 during the Winter Parent/teacher conferences on Tuesday, February 28 a Title 1 meeting was 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.

Bingo for Books was held on Friday, March 24th with approximately 80 people attending. The Title 1 program hosts Bingo for Books as a way to bring families together for some fun, give out many books and have a discussion about the Title 1 program.

Documentation:

- * BINGO for Books
- *Meeting agenda, invitation, sign in sheets
- *Surveys
- *Website links
- *Other meetings - invitations or notifications
- *Meeting minutes
- *Kindergarten Round Up

1.3

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.

The Continuous 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.

Khan Kids and MAP Accelerator have been implemented as a supplemental program. Each student has skills and goals that they work on weekly.

A program called "Coyote Cares" helps give one-on-one help to any student that needs it. The students receive help on Friday afternoons during small group or one-on-one sessions.

Our data team meets weekly to analyze data and make adjustments when needed. We plan strategies to use, take pretest and posttest to determine the success of those strategies.

Documentation:

- *IRIP letters and forms
- *MTSS

- *Khan Kids
- *MAP Accelerator
- *Coyote Cares
- *Data team minutes
- *Signs with our CIP goals

2. Schoolwide reform strategies

2.1	<p><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> <p>According to the Nebraska Reads Act, students that are identified as having a reading deficiency will be required to have an individualized reading improvement plan and provided with an evidence-based reading intervention.</p> <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 paraprofessionals. Paras are available to go into the classroom to assist or pull out small groups or individuals. We also have a program called Coyote Cares. 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> <p>Potter-Dix School has a full-time school guidance counselor that provides individual counseling sessions to students in need. We contract with the ESU to provide Occupational, Physical and Therapy.</p> <p>At Home Reading Program: Our school provides a school- year At Home Reading Program. Students record the number of minutes they read nightly at home on a calendar. The Title I teacher comes to the classrooms at the end of each month. Those students who completed all of their bookmarks get to pick a prize from the Prize Patrol.</p> <p>A new intensive reading intervention program, Heggerty, was purchased and implemented to help with those students who are struggling. The students are put into groups and the Title teacher spends 15-20 minutes a day working on basic reading skills.</p> <p>All students are given a summer packet to work on during the summer. Students who bring the completed packet back at the beginning of the following year are given a special prize of books, games, and water bottles. Each year more and more students complete their packets which has helped reduce the summer slide.</p>
	<ul style="list-style-type: none"> *Guidance Counselor *IRIP information *Minutes where we discuss struggling students *MTSS *Nebraska Reads approved tests information *Bookmark letters *Testing data

- *Para and Title schedule
- *Coyote Cares
- *Heggerty
- *Letter about summer packets

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>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> <p>Administrators attempt to be proactive in the scheduling of professional development activities by listening to the needs of staff. Communication takes place to determine the highest professional development needs. All staff, including paraprofessionals, received training on emergency preparedness. Other areas of focus include implementing more technology into student learning, interpreting testing data, MTSS and reading intervention training.</p> <p>Documentation: *PD</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>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.</p> <p>The Title 1 Schoolwide plan is posted on the school website.</p> <p>Documentation: *School-Parent Compact</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>

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 in August. A second meeting was held on February 28, 2023.

Annually, at the beginning of the year, parents receive the Potter-Dix School Student Handbook. The handbook includes our parent policy. The handbook with the parent policy included is updated yearly and approved by the Board of Educations before the start of the next school year. A copy of the student handbook can be found on our website. This information is shared with parents at the annual Title I reading event.

Documentation:

*Parent/Family Engagement

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.

The annual Title 1 meeting was held on August 16 at 6:00 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.

Parents were informed of the services provided through Title 1 and given time to meet with the Title teacher. Information about Bingo for Books, Pup Club, and Coyote Care were also discussed.

Documentation:

*Invitation

*Meeting agenda

*Meeting notification

*Meeting minutes

*Sign in sheets

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).

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.

Potter-Dix Early Learning Facility hosts parent-teacher conferences in conjunction with the school conferences. Parents have a chance to get to know the elementary teachers and ask any questions. The Preschool teacher regularly communicates with the Kindergarten teacher about expectations, student needs and transitions.

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.

Before the parents leave there is a brief meeting with the Title teacher to explain the Title program and answer any questions. The students stay and attend a half-day of Kindergarten . The preschool teacher accompanies the preschool students to enable a smooth transition. Kindergarten Round-up is scheduled for April 28, 2023. The Kindergarten teacher provides the parents with valuable information regarding Kindergarten expectations and skill levels.

Throughout the school year local preschool students are invited to participate in pep rallies, youth activities, Bingo for Books, and camps held at the school.

New students to the district are given an informal assessment when they arrive so we can best help them. The Title teacher visits them in the classroom several times during their first few days to see if they need any assistance or have any questions.

Documentation:

- *Preschool documentation
- *Kindergarten Round up
- *Kindergarten skills
- *Note about Title parent meeting
- *PD ELF

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).

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.

Throughout the school year 6th grade students attend one junior high football and basketball game at the Potter site. At this time they are also given a tour of different parts of the building and have time for discussions, and a Q and A session with teachers.

Documentation:

- *6th grade letters
- *Notice of orientation day

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.

The Title I teacher, paraeducators & classroom teachers work with students before & after school on an as-needed basis as well as giving support in the classroom. Coyote Cares is a program in which students who need extra help can stay on Fridays to receive one-on-one help.

Destination Imagination is a program that allows students to participate in a creativity and problem solving challenge.

Bingo For Books will be held in March to encourage families to come for an evening of reading and activities.

Bookmarks are given to each student for the At Home Reading program.

Summer packets are given to all students at the end of the school year and are to be completed over the summer break.

Some teachers request weekly packets for students that are struggling to help build foundations and fill in gaps that students may have.

Documentation:

- *Bookmarks
- *Title and para schedules
- *Coyote Cares
- *DI
- *Summer packets
- *Weekly packet letter

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)

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.

- *Annual Financial Report by District
- *ESSR - latest years