

# 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

|   |   |
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| District Name:  | Anselmo-Merna Public School   |
| County Dist. No.:   | 21-0015-000   |
| School Name:  | Anselmo-Merna Elementary School   |
| County District School Number:  | 21-0015-00  |
| 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<br><input type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify) _____ |
| School Principal Name:  | Mr. Carlie Wells  |
| School Principal Email Address:   | carlie.wells@amcoyotes.org  |
| School Mailing Address:   | 750 N. Conway St.<br>Merna, NE 68856  |
| School Phone Number:  | 308-643-2224  |
| Additional Authorized Contact Person (Optional):  | Mrs. Molli Miller   |
| Email of Additional Contact Person:   | molli.miller@amcoyotes.org  |
| Superintendent Name:  | Dr. Logan Lightfoot   |
| Superintendent Email Address:   | logan.lightfoot@amcoyotes.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><br><i>(include staff, parents &amp; at least one student if Secondary School)</i>                 | <u>Titles of those on Planning Team</u>   |
|---|---|
| Susan Evans<br>Dr. Lightfoot<br>Carlie Wells<br>Karen McGinn<br>Carrie Thornton<br>Tina Larsen<br>Anne McCaslin<br>Molli Miller | ESU 10 Title I Cooperative Coordinator<br>Superintendent<br>Principal<br>2nd Grade Teacher<br>1st Grade Teacher<br>Guidance Counselor<br>6th Grade Teacher<br>Title I Teacher |

| <b>School Information</b><br><i>(As of the last Friday in September)</i>  |                                    |  |
|---|------------------------------------|--|
| Enrollment: 292   | Average Class Size:<br>20          | Number of Certified Instruction Staff:<br>22 |
| Race and Ethnicity Percentages  |                                    |  |
| White: 93%  | Hispanic: 3%                       | Asian: 0%                                    |
| Black/African American: 4%  | American Indian/Alaskan Native: 0% |  |
| Native Hawaiian or Other Pacific Islander: 0%   | Two or More Races: 0%              |  |
| Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i> |                                    |  |
| Poverty: 43%  | English Learner: 0%                | Mobility: 0%                                 |

| <b>Assessments used in the Comprehensive Needs Assessment</b><br><i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |  |
|--|--|
| NSCAS  |  |
| NWEA MAP   |  |
| Acadience Reading  |  |
| STAR   |  |

*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**

|            |  |
|------------|--|
| <b>1.1</b> | <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>On November 6th, 2019, ESU 10 assisted the staff on disaggregating data according to the following student groups: economically disadvantaged, white students, and special education. After analyzing the data from NSCAS, MAP, and Acadience Reading, it was determined that improving reading outcomes for all students would be our goal for continuous improvement. Our at-risk students, or those in the lowest quartile, will receive a reading improvement plan K-3. For grades 4-6, a needs assessment and criteria form is completed to determine who will receive additional intervention. Progress will be monitored using Acadience Reading probes to determine if intervention is working. The Reading Teacher (Title I teacher) is responsible for supporting teachers in planning instruction for at-risk students. Our reading curriculum is aligned to the state academic standards. In folder 1.1, you will find the according documents.</p> |
| <b>1.2</b> | <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>A parent-community survey was conducted in Fall of 2017. It was administered through the computer during Parent-Teacher Conferences. The Title I teacher provided guidance on how to take the survey and encouraged all stakeholders to complete the survey. The survey results were analyzed by the school improvement team. The results of the survey will be found in folder 1.2.</p>   |
| <b>1.3</b> | <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 CIP team meets monthly on our early dismissal days. Perceptual, program, and student achievement data is analyzed to identify improvement efforts to meet our school's goals and students' needs. We just completed our 5 year cycle and are now ready for the new cycle of year one. For example, one of the strategies identified is a school-wide behavior plan for year one. Our formalized action plan will be completed later this spring. The documentation can be found in folder 1.3.</p>   |

## 2. Schoolwide reform strategies

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| <b>2.1</b>   | <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>An MTSS process is in place to ensure students at risk of not meeting the challenging state academic standards are having their needs met. The Title I teacher, classroom teachers, school counselor, and school psychologist determine individual student needs based on data. The Title I teacher and classroom teacher provide interventions based on these needs. Progress is regularly monitored and interventions are modified accordingly. Team meetings are conducted after school, per grade level, per quarter. MTSS, SAT, reading improvement plan documents, and criteria sheets will be found in folder 2.1.</p> |   |

## 3. Qualifications of instructional paraprofessionals

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|--|--|
| <b>3.1</b>   | <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>Each of our paraprofessionals have at least a High School diploma and/or Associate's Degree or higher. All transcripts are kept on file at the district office. Our district provides continuous development for our paras. This includes training sessions annually at ESU 10, as well as in-district training to support instructional programming.</p> |  |

## 4. High quality and ongoing professional development

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| <b>4.1</b>  | <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>All staff members are in the process of being trained with Marzano's <i>Art and Science of Teaching</i>. This instructional model provides all staff members with a common language of instruction to improve student learning. Elementary staff members attended training at ESU 10 to improve the utilization of their core reading program, Journeys. Early elementary teachers attended the Lively Letters training at ESU 10 this Fall. Members of the school improvement team attended a CIP technical assistance day at ESU 10 to analyze and utilize data to improve student outcomes. Professional learning opportunities will focus on our school improvement goal of improving our reading instruction. In folder 4.1 you will find a list of professional learning activities that our staff has attended.</p> |   |

## 5. Strategies to increase parental and family engagement

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| <b>5.1</b>  | <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>Our school-parent compact was reviewed at the Fall parent meeting and at parent-teacher conferences. Parents were given the opportunity to provide input on the compact. In folder 5.1, you will find the compact.</p>   |   |
| <b>5.2</b>  | <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>Our Title I Parent and Family Engagement Policy was reviewed at the Fall parent meeting and at parent-teacher conferences. Parents were given the opportunity to provide input on the policy. In folder 5.2, you will find the Title I Parent and Family Engagement Policy.</p>  |   |
| <b>5.3</b>  | <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>During parent-teacher conferences, Title I parents were given an invitation to attend Title I parent meeting. This meeting was held on October 16, 2019. During the meeting, the compact and the Title I Parent and Family Engagement Policy were discussed. The parents were informed of the Title I program. In addition, we have done three family reading activities. In the fall, we do "Doughnuts with Dad," in which students bring their father and/or guardian and read a book and eat a doughnut. In November, we had the book fair. We did winter crafts, provided students with the opportunity to read a winter-themed book, and students and parents were able to purchase books from the reading fair. In March, the family reading activity was "Muffins with Mom." Students will be able to read a book with mom, while enjoying a muffin. In folder 5.3, you will find the sign-in sheet and the agenda from the Fall meeting.</p> |   |

## 6. Transition Plan

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| <b>6.1</b>   | <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>Anselmo-Merna Elementary provides Kindergarten round-up day which gives new incoming kindergarten students and their parents the chance to meet the classroom teacher and get familiar with the school setting. Coyote Business Night is scheduled during open house for students and parents to meet and greet teachers, staff, and other school personnel. It also provides opportunities</p> |   |

for parents to fill out important paperwork regarding their children. In folder 6.1., you will find the Kindergarten Round-up invitation.

**6.2**

*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). Provide supporting documentation in the corresponding folder.*

Anselmo-Merna K-12 students are all in one building. Therefore, transitioning from one grade to the next is very basic. No formal transition plan is in place for outgoing students. The school counselor does take the incoming 7th grade students and introduces them to their classroom teachers, and assists them in signing up for classes. The high school provides various opportunities for further educational needs. For example, CAPABLE internships, college representative visits, and career exploration days are all ways in which high school students are encouraged to become more college and career ready. Documentation can be found in folder 6.2.

## **7. Strategies to address areas of need**

**7.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.*

Anselmo-Merna Elementary School offers summer school by teacher recommendation. A teacher volunteers to teach the 4 week course. The teacher uses research-based intervention programs for instruction depending on student needs, for example, Sound Partners, Corrective Reading, or Reading Mastery. Also Summer reading forms were sent home to encourage students to read over the summer. When school started, the forms were collected and those students who read were rewarded with an ice cream party. Teachers stay until 4:15 with those students who need extra help with homework completion. In folder 7.1 you will find the summer school letter sent to parents and the summer reading form.

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

**8.1**

*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.*

For the current academic year, our administration noted the importance of reading support for our K-6 student population. Because of this need, the district chose to combine all available Title grant monies (Title I, Title IV-A) into Title I. This total amount supplements the partial salary and benefits for our Title I instructor. General and state funds are used to assist in achieving our

instructional goals and student success. The district works in partnership with Custer county businesses to provide Anselmo-Merna students hands-on, authentic learning experiences.