

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:	Boyd County Schools
County Dist. No.:	08-0051
School Name:	Boyd County Schools - Elementary
County District School Number:	08-0051-004
School Grade span:	PK-4th Lynch
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	X <input type="checkbox"/> Yes No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	X <input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	X <input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Cindy Johnson
School Principal Email Address:	johnsoncr@boydcounty.org
School Mailing Address:	PO Box 139 Butte, NE 68722
School Phone Number:	402-775-2201
Additional Authorized Contact Person (Optional):	Steph Mohr
Email of Additional Contact Person:	stephm@boydcounty.org
Superintendent Name:	Michael Brown
Superintendent Email Address:	mbrown@boydcounty.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	X <input type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Stephanie Mohr</u>	<u>PK - 4 Title Teacher</u>
<u>Cindy Johnson</u>	<u>Elementary Principal</u>
<u>Kelly Sittre</u>	<u>K-4 para</u>
<u>Mindy McBride</u>	<u>Literacy Leader</u>
<u>Beth Lechtenberg</u>	<u>PK - 4 Parent</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 25	Average Class Size: 4	Number of Certified Instruction Staff: 5
Race and Ethnicity Percentages		
White: 96 %	Hispanic: 0 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: .0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 4 %	
Other Demographics Percentages		
Poverty: 83%	English Learner: 0 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
MAPS	
DIBELS	

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.

In the 2017-2018 School Year, Boyd County became a consolidated school district. For the 2018-2019 School Year, we extended Title I Services to the PK- 4th Grade Butte campus as well as the PK - 4th Grade Lynch Campus. Instructional decisions at Boyd County Elementary-Butte and Lynch, and the Northern Tier Consortium, are made based on student data that has been collected and analyzed. Instructional strategies are determined after the subgroups has been analyzed by our staff, Data Committee and School Improvement Committee.

Subgroup data are disaggregated using gender, socio-economic, ELL, Special Education, ethnicity, mobility and drop-out rates.

The ESU has helped to lead our staff through data digs- our staff was responsible for looking at MAP, NSCAS, ACT and perceptual data surveys. First staff met in small groups to look at data trends- this led to an all staff meeting where common trends were noted and discussed. The study of the above data led our staff (and administration) to develop Professional Development in the areas of vocabulary- in all subject areas- but primarily math and reading at the elementary level. Marzano strategies were studied and implemented to help support data concerns. We will continue to use data to analyze that these Marzano strategies, our intervention strategies and continued direct instruction of reading and language are raising the mastery of reading. We have implemented a new math series and are currently collecting data to make sure that this is an effective change for our students.

Staff has looked at longitudinal data, as well, to look for repetitive areas of concern in both math and reading- based on NSCAS and MAP data. Staff is currently doing a curriculum alignment process for both reading and math, to our state standards. We are continuing to implement strategies to improve scores for “literary terminology” and “number sense” based on this longitudinal data.

In addition, our administration and Board of Education have approved the hiring of two half-time interventionalists, who used the above data, as well as classroom data, DIBELS, intervention data to ensure that the growth we think is happening is truly happening- and is supported by data. We have had monthly Rtl meetings but reorganized this coming school year to become a monthly MTSS meeting, in which we include administration, Title, classroom teachers and interventionalists. We look at DIBELS scores, intervention data, and progress monitoring data. We are actively looking for a process to identify and provide support for struggling math students this coming year, as well. The MTSS team attended the training in Lincoln in August 2018. We have also attended 2 MTSS trainings offered by the ESU 8 in O’Neill at the Northeast Community College Extended Campus building. The March MTSS meetings were postponed due to flooding in our area.

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.*

Surveys are used to survey parents of Pk-4th grade students and community members. The surveys were available at the Back to School Pool Party in August. Alert messages were sent to all parents in the district to remind them that the surveys would be found at the Title I Information Booth in August. We met with the Schoolwide Parent Committee and discussed results. Parents were asked to participate in the yearly Title I Parent Meeting.

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.*

In the spring of 2017, the Northern Tier schools held an interim/practice CIP visit. Administration and staff from various schools, visited and gave feedback about our current CIP plan. This feedback helped to guide this year's Professional Development meetings with staff. The ESU8 Professional Development team has helped organize an effective and ongoing CIP process.

Our next External Visit will happen in April for the 2018-2019 school year. Our current CIP goal is to: Improve Reading Comprehension across the curriculum and vocabulary.

We are currently using MAP testing which helps identify instructional levels for all students. DIBELS, progress monitoring and state test results also drive school improvement plans. A monthly MTSS meeting also drives our on-going improvement efforts in this area.

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.

The Boyd County Elementary has monthly MTSS meetings. We use scientifically based research strategies to provide appropriate interventions for all students who are identified as at risk in Butte. Goals are designed to raise the academic achievement level of all students identified. If the data shows that there is not appropriate growth, the research-- based strategy is analyzed and/or changed if necessary. All reading interventions are data-driven.

MAPS is currently being used in the third and fourth grade levels. Teachers and students use this data to create goals for each student. Administration is looking to add the Primary MAPS to grades K-2 in the coming year. In November 2017, a "MAP Growth and CIP" workshop was led by Loralyn O'Kief, for all Boyd County Staff.

January 2, 2018, ESU staff continued to lead our new Boyd County system in the CIP process. Staff broke into various groups and look for trends in

Perceptual data, MAP data, State data and ACT data. This discussion confirmed that our CIP goal of “reading all content areas” was appropriate and needed.

March 21, 2018, ESU staff led our Boyd County system in the CIP process. We broke into groups to discuss how to help students increase vocabulary in all subject areas. We were going to continue this CIP process at our March 2019 meeting, but due to flooding in the county, this meeting is postponed to April 2019.

For the past ten years, our elementary has implemented Reading Mastery- a scientifically research based reading program. Fidelity checks are done periodically by the MTSS coordinator, administration and our Reading Coach.

The following are some examples of workshops and in-services that classroom teachers (and paras) have been expected to attend so that all students can improve their current skills: DIBELS, Multi-Sensory Phonics, Building Fluency lessons and Strategies for Reading Success, Marzano’s Instructional Strategies, Phonemic Awareness in Young Children. Staff has referenced the Florida Research Institute, as well. Staff has also participated in trainings for Autism students, so that we can meet the learning needs of this group of students as well.

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 of our paraprofessionals meet the ESEA requirements for 48 credit hours from an accredited college, an associate degree, or they have passed the approved state assessment.

All of our paraprofessionals have been involved in on-going training during the school year. Along with appropriate staff development meetings, we also provide paras the opportunity to attend para-professional meetings and workshops offered by the NDE and ESU8.

Administration has made it possible for all paras to attend a 2:00 monthly meeting, sponsored by the ESU8. Topics have included: Effective Questioning, Bullying, Privacy Issues, Reading Mastery and other timely topics.

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.

Several in-services are held throughout the year for teachers to work with ESU 8 School Improvement speakers. We split into four groups to work on methods for increasing vocabulary in all subject areas. Each group had an ESU leader or administrator from Boyd County.

Each Fall, new staff members attend the orientation meetings held by the administrators. Our mentoring program provides a sound training process for new staff members in our school district. We strive to have new teachers attend the ESU 8 program for new teachers.

Our School Improvement Plan focuses on the administration sharing responsibilities associated with our School Improvement Goals with the CIP team and staff. All employees of our district have the opportunity to attend these professional development meetings.

This past year, ESU speakers have come to work on School Improvement Goals in the Fall, Winter, and Spring. Our most recent workshops have been on increasing vocabulary.

Our K-4 Literacy Leaders attend quarterly meetings at ESU 8. The Title Teacher attends MTSS trainings and Title meetings held ESU8 staff.

Anita Archer Explicit Instruction Reading and Writing was attended by the K-4th Grade staff in Norfolk in 2013. These important strategies are implemented in our current teaching.

Our current Reading Mastery Coach is Jo Farimond from Oklahoma. She currently visits our school 2 times a year. She observes K-4th Grade teachers teaching a lesson, reviews our data, and makes suggestions for mastery in each group based on DIBELS scores, progress monitoring, and reading checkouts.

During the 2015- current school year, our school psychologist, has tried to attend most/all of our monthly MTSS meetings to help us plan for continued improvement for all students.

We continue to offer Summer School with hours that meet Research Based recommendations.

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.*

Parents and teachers are involved in developing the compact. The plan is reviewed on a yearly basis to assure that all responsibilities and roles are fulfilled.

The following parents and teachers make up our compact.

**Teachers: Stephanie Mohr-Butte
Becky Thaler-Spencer**

**Parents and patrons:
Beth Lechtenberg- Butte
Cindy Kersch - Spencer
Mindy McBride - Lynch**

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.*

Our parent policy is reviewed and updated on an annual basis at the annual parent meeting. It is the policy of the Boyd County School District

to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

In the Fall of 2018, we held a Title I parent informational meeting at the Open House/Computer Check out Evening.

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.*

In the fall of 2018 we had a Title I information Booth at the Computer Check out night. Students and parents of all ages attend this open house to fill out office paperwork, see the campus their child will be attending, and to visit with staff. We will continue this tradition for the 2019-2020 school year.

We had a Title I survey available for parents to fill out at the Fall Open House for k-12th Grade students.

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.*

Our school transition plan provides students, parents, and school personnel with varied contacts before school starts as well as during the school year. The purpose of this Plan is to assist and support children from one educational experience to another.

To ease the transition from Pre-School settings to our Kindergarten setting, we schedule a Kindergarten Roundup where students and parents get the opportunity to visit the classroom and our Kindergarten teacher prior to the start of a new school year. The new Kindergarten class is invited to Kindergarten Round Up in the spring. The Title teacher is planning on attending Kindergarten Round-up to explain the school-wide Title process to this incoming group of parents.

We have offered pre-school on campus since 2009. This allows pre-schoolers to eat breakfast or lunch on campus. In March, the

pre-schoolers are invited to eat in the K-4 building to get used to the routine and environment in the K-4 building. Pre-schoolers also get to come into the K-4 building and check out library books with the pre-school staff. Having the pre-school building on campus also makes it easier for the Sped Teacher, Speech Therapist, and Title I Teacher to meet preschool needs as they arise.

Students who have demonstrated having special needs at Pre-School or at Kindergarten Round-Up are assigned a meeting time(s) so parents, teachers, and other affected personnel can meet prior to beginning Kindergarten to plan a positive transition period. Parents and teachers are expected to communicate regularly throughout the school year. If a concern arises, a meeting will be called, and a plan for improvement implemented.

Parent meetings are offered throughout the school year with the Pre-School Teacher, Kindergarten Teacher, Extension specialist, and Title I Teacher. Parents are educated on curriculum, school readiness, Reading Mastery, and any questions are answered.

The Back to School Pool Party in the Fall invites new Kindergarten students and their family to the community pool for family fun, food, and Title 1 information.

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 Boyd County School is comprised of 3 campuses. The Butte campus consists of P K-4th Grade Students. The Spencer campus consists of 5th - 12th Grade students. The Lynch campus consists of P K-4th Grade Students. In the Fall of 2018, all 5th - 12th Grade students will attend school at the Spencer campus. We host an orientation day for 4th Graders who will be attending the Spencer Campus the next fall as 5th Grade students. This orientation is held in the spring of their 4th Grade Year. Students meet with the middle school staff and eat lunch at the Spencer Campus.

We do use a written SAT process that communicates areas of concerns to those responsible for the child's education and set up a plan to meet the

student's needs. MTSS staff, along with the school psychologist meet 1 time per month to ensure individual needs are being met with improvement shown. An IEP process meets needs for students with special needs.

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.

Not applicable

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.

Not applicable

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.

Boyd County has a before and after school tutoring program in place as needed. Students are welcome to get help with homework or test reviews as needed. This time is also used for some Title 1 interventions. We continue to offer summer school for K - 4th Grade students for 12 days to address students who are having difficulty reaching proficiency levels in all core areas.

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.

Boyd County Schools and the Northern Tier Consortium funds will support our School-wide Title I Program. Our Continuous Improvement goal will also be supported with our Title I program, "Improving Reading Comprehension and Vocabulary". We will continue to use General Fund, Title I, and Title V funds to improve our achievements in Mathematics as well.

