

# 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:	Cody-Kilgore Unified Schools
County Dist. No.:	16-0030
School Name:	Cody-Kilgore Elementary
County District School Number:	16-0030-001
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 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Adam Lambert
School Principal Email Address:	alambert@cody-kilgore.com
School Mailing Address:	District Office: 360 W. 4 <sup>th</sup> Street Cody, NE 69211
School Phone Number:	402-823-4117
Additional Authorized Contact Person (Optional):	Donna Blocker (Business Manager)
Email of Additional Contact Person:	dblocker@cody-kilgore.com
Superintendent Name:	Adam Lambert
Superintendent Email Address:	alambert@cody-kilgore.com
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

Names of Planning Team <i>(include staff, parents &amp; at least one student if Secondary School)</i>	Titles of those on Planning Team
<u>Kurt Busenitz</u>	<u>Parent</u>
<u>Kristin Fay</u>	<u>Staff</u>
<u>Rylan Cheney</u>	<u>Parent</u>
<u>Adam Lambert</u>	<u>Superintendent</u>
<u>Karen Johnson</u>	<u>Staff</u>
<u>Beth Jones</u>	<u>Staff</u>
<u>Shannon Ravenscroft</u>	<u>Board Member</u>
<u>April Lambert</u>	<u>Parent</u>
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 92	Average Class Size: 12	Number of Certified Instruction Staff: 7
Race and Ethnicity Percentages		
White: 75 %	Hispanic: 10 %	Asian: 0 %
Black/African American: 2 %	American Indian/Alaskan Native: 13 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages		
Poverty: 58 %	English Learner: 0 %	Mobility: 3 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NeSA	
MAP	
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.
<b>We have many sources of data to help staff and administration evaluate progress and define deficiencies. Included you will find reading scores</b>	

from MAPS, DIBELS and NeSA that we are tracking to help with our CIP reading goals. We also provided a training opportunity for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate curriculum and assessment planning. Included you will find the data dig presentation, inservice worksheet and assessment scores utilized.

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.*

Annually the school district identifies the needs of the school through three activities. Our first formalized meeting is a strategic planning meeting where stakeholders sit down with teachers, administration and board members to voice their opinion on needs for the district. Included is the meeting agenda, presentation given and notes collected from participant discussion. The second format is through a survey to patrons to gather information in a holistic manner. It was difficult to get good representation of all stakeholders at the formalized meetings, which is why we send surveys as well. The survey is sent out via our monthly newsletter, Facebook page and email list of everyone in the district. Survey results are collected electronically. Included is the google survey and charts of the responses. The third format used occurred through the ESU and a pregenerated survey from NDE sent out to stakeholders. Included are the results of the ESU survey.

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.*

Our Continuous school improvement plan identifies our on-going improvement efforts toward two specific goals that address students' needs. These two goals are to develop an articulated, written PreK-12 curriculum and that all students will improve reading comprehension and vocabulary. Our action plan (included) identifies strategies resources and interventions to meet our goals and our students' needs.

## 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.*

**We provide multiple forms of additional assistance for students identified as at risk of not meeting academic standards. Students identified by DIBELS**

or teacher reference. We provide extra time and assistance with para professionals, special education teacher and regular classroom teachers. We may adjust schedules so that time is used wisely for students involved in extra interventions. Because of our small class sizes our teachers are able to regularly monitor and revise intervention plans based on students needs using DIBELS and MAPS data. Included is a DIBELS data class monitoring example that all of our regular education classroom teachers utilize when identifying progress of students so that teachers can continuously monitor student progress. We also provided professional development to our special education teachers and our K-2 teachers by sending them to an Emerging Reader Workshop for two full days. Included is a roster of attendees.

### 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 para professionals meet the ESSA requirements and attend para professional days when applicable. We have one paraprofessional at our elementary school who holds a bachelors degree from Black Hills State University.**

### 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.*

**We provide ongoing professional development related to our CIP goals to improve instruction and use data to target students at risk of failing to meet standards. As a district we implemented the Danielson instructional model. All administration and teachers were trained in this model over a three day workshop sponsored by ESU 17. Included is a list of participants and registration details. We regularly have presentations during our monthly inservices focused on academic rigor (included) and student assessment. Another focus on our inservice meetings has been developing our written curriculum which is planned out in our CIP action plan and addresses academic standards and student needs. Included is an example of a scope and sequence for fifth grade math developed during one of our inservice trainings.**

## 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>
<b>There are many opportunities for parent and family engagement. We communicate with parents using PowerSchool, Facebook, Website, a monthly newsletter and a weekly school reach call that is also utilized in the event that school needs to be cancelled due to inclement weather. We have an elementary open house at the start of the school year and parent teacher conferences each semester. We have an annual parent and community stakeholder meeting during which we review the school parent compact. Included is a copy of the school parent compact that is distributed out in the handbook.</b>	
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>
<b>Each year we have a meeting, usually in February, where the Title I policy is reviewed with parent attendees. A copy of the policy is available on our website and shared with parents at the annual review during the Title I parent meeting.</b>	
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>
<b>The Title I parent meeting was held on Friday Feb. 2, 2018. During that meeting the superintendent informed parents of the schools participation in the schools Title I program, explained the requirements of Title I as listed in the School Parent Contact and discussed the right of the parents to be involved. No translation was needed. In addition an annual open house is provided for Title I parents and families to meet their students teachers and open lines of communication (example included). Teachers are required to communicate with parents weekly regarding classroom activities. Each parent also participates in one classroom celebration per child during the year.</b>	

## 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><b>We offer a PreK program imbedded within our elementary school. The program is a certified preschool through the Nebraska Department of Education. We offer an annual preschool and kindergarten round up day where families are invited to visit with teachers and enroll their students. In addition we provide an open house at the start of each school year. Our preschool and kindergarten students are invovled in all elementary programs and activities such as the holiday meal, veterans day program, and by annual music programs. Our preschoolers are evaluated using the Teaching Strategies GOLD program and this information is passed onto our kindergarten teacher who utilizes this information along with DIBELS and MAPS.</b></p>	
6.2	<i>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.</i>
<p><b>Annually we have joint concerts including, but not limited to, music concerts, veterans day programs etc. with the middle school, which helps the elementary students see what the future holds. We also have the elementary students come to the middle school for a day to meet teachers, get a sense of what school will be like at that level and invite parents as well. It is very similar to kindergarten round up, but the students attend school for the entire day.</b></p>	
6.3	<i>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.</i>
N/A	
6.4	<i>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.</i>
N/A	

## 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><b>We have worked to increase the quality of learning time by working to change the culture of learning at our school using strategies from the Ron</b></p>	

**Clard Academy in Atlanta Georgia. So far we have sent 4 of our elementary teachers to the two day training in Atlanta. They have implemented strategies such as teaching platforms, student engagement activities and rigorous expectations to enhance learning. We also provided 20 more chromebooks and 10 ipads so that teachers can individualize instruction with programs such IXL to meet students at their instructional level.**

## **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.*

**We utilize our Title I funds to support the salary of a certified staff member so that we do not have to combine classrooms. We have small class sizes. For example, our second grade currently has 8 students. Our Title I funding allows us to have a teacher at that grade level who can meet the needs of students rather than creating class of 20 2<sup>nd</sup> and 3<sup>rd</sup> graders whose needs could not be as readily met. We also utilize IDEA funds to provide a full time paraprofessional to help assist in our special education program.**