

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:	Plainview Public Schools
County Dist. No.:	70-005
School Name:	Plainview Elementary School
County District School Number:	5
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:	Jen Hodson
School Principal Email Address:	jhodson@plainviewschools.org
School Mailing Address:	301 Pilcher Plainview, NE 68769
School Phone Number:	402-582-3808
Additional Authorized Contact Person (Optional):	McKenzie Hostert
Email of Additional Contact Person:	mhostert@plainviewschools.org
Superintendent Name:	Darron Arlt
Superintendent Email Address:	darlt@plainviewschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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>
Melissa Jacot	<u>Parent</u>
Jen Hodson	<u>Administrator</u>
McKenzie Hostert	Title I Teacher
Paige Goetzinger	Special Education Teacher
Crystal Hoffman	1st Grade Teacher
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information
(As of the last Friday in September)

Enrollment: 205	Average Class Size: 17	Number of Certified Instruction Staff: 19
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 5 %	Asian: 1 %
Black/African American: 0 %	American Indian/Alaskan Native: 1 %	
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: 52 %	English Learner: 0 %	Mobility: 4 %

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

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	<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>Plainview Public Schools utilizes MAP, NSCAS, Acadience, and STAR assessments. We assess all students K-12 in MAP, K-8 in NSCAS and Acadience, and K-6 in STAR. All assessments occur at the beginning, middle, and end of the school year. We house all data in Google Sheets so that every teacher has easy and updated access to scores. We utilize conditional formatting to mark students who are well below, below, on, and above benchmark. They are color-coded red for well below, yellow for below, green for on, and blue for above benchmark. We also sort data into gender, race, and socioeconomic status to see any discrepancies. Our staff has had various data training opportunities. Using this knowledge, our data committee does data digs after every assessment series to help identify underachieving and overachieving students. We then utilize this valuable data to make decisions on how to help each student be successful. Students who show evidence of reading difficulties on these assessments are identified and are started on intervention instruction. We use the data to decide on reading groups, Title groups, and other specific interventions needed. The classroom teachers also use this data to form tentative ability-based groups for small group reading and other areas of instruction.</p> <p>In 2021, we began composing Individual Reading Intervention Plans (IRIPs) for all students in grades K-3 who test below or well below benchmark on the Acadience assessment. The IRIPs were designed with input from teachers, administration, and parents. We send out IRIPs every fall, winter, and spring to provide ongoing data and communication with students' families.</p> <p>We continuously gather data throughout the year for at-risk students utilizing Acadience, Reading Mastery, Corrective Reading, EIR, PALS, and 6-Minute Solution. We use Acadience progress monitoring to track student progress for students who test below or well below benchmark in grades K-8. Students who are below benchmark get progress monitored once every two weeks, and students who test well below benchmark get progress monitored every week. Our MTSS team frequently meets and looks at progress monitoring data to see any trends in the data and if any changes need to be made with interventions and groupings. We reassess interventions and groups at least every six weeks. Data collection is a continuous process throughout the entire school year that is used to actively evaluate student progress and make instruction and intervention decisions.</p>	
1.2	<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>Plainview Public Schools strongly believes in open communication between family, community, and school. We hold an annual Title I meeting each year at the beginning of the year. The Title I teacher discusses Title then allows time for questions and suggestions from the community.</p> <p>We also have two different stakeholder groups. One consists of board members and the other of community members. They meet monthly to discuss the needs of Plainview Public Schools.</p>	

We distribute a Perceptual Data survey to all parents and guardians in the spring. We send and collect data via our SIS system. From our Perceptual Data survey, we gain valuable insight into what the community feels our strengths and areas of improvement are at Plainview Public Schools. Parents reported many different areas of strengths. We saw a consistent theme of strengths relating to overall school climate, communication, and high-quality staff. For areas of improvement, we were provided with a wide variety of recommendations, including making class sizes smaller, using Remind more often, and having more frequent communication.

We also send out a digital School Climate survey to parents, staff, and students. The results across the board have shown positive responses, with the majority of answers being agree or strongly agree. The areas with the highest strongly agree votes from the community were high teacher expectations, child safety, respect, meeting social needs, a positive learning environment, and strong academics.

We send out additional surveys throughout the year as needed. For example, a survey was sent out to the community this year when considering an after-school program. We then utilize this valuable information to make decisions.

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.

In Fall 2019, we identified gaps in the CIP process. Our administrative team worked closely with ESU8 and NDE personnel to identify "next steps." After this discussion, we identified a need for shared responsibility among school staff to create an inclusive environment of shared power. We created a Leadership Team, Data Team, MTSS Team, School Climate Committee, Steering Committee, and Technology Teams. We often meet in our teams during professional development days, two Wednesdays every month from 1-3:45.

We have dove into the MTSS process. Last year we completed year one by evaluating our core instruction. We spent time looking at each program, asking ourselves the following questions. Who is it for? How do we monitor implementation? Is it being taught to fidelity? How do we measure effectiveness? Is it effective? We then took time to evaluate different areas in our school. We looked at leadership, monitoring, communication, core procedures, logistics, resources, expectations, data systems, assessments, and training. We are currently in year two, working on analyzing interventions. We looked at percentages of students below benchmark, percentages of students receiving interventions, percentages of students receiving interventions who met goals and exited, and percentages of students who exited and did not re-enter. We will continue with the MTSS process in years to come.

We have begun fidelity checks with the help of Megan Dufek and Claire Kayton from ESU8. We had school-wide fidelity checks on December 2nd, 2021, and we have scheduled another round in the spring. We have been focusing on teaching instruction to fidelity, group responses, individual responses, and student engagement. We plan to continue fidelity checks for the years to come!

We have also been developing longevity data spreadsheets to track students as they move from grade to grade, from kindergarten through 12th grade. Our data team is currently working on inserting past data for each student at Plainview Public Schools and adding conditional formatting to identify trends in data easily. As a result, teachers can view data from week to week, quarter to quarter, year to year, and for every student's entire academic career at Plainview Public Schools.

2. Schoolwide reform strategies

2.1

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.

Plainview Public Schools proactively meets the needs of struggling students through a variety of strategies. Classroom teachers strategically organize students into ability-based groups, differentiate instruction, and provide extra interventions as needed. Every grade level teacher has a Title I paraeducator in the room for small group reading to help students. The Title I teacher also provides pull-out, individualized instruction for students in K-6 who need further assistance. Highly trained teachers provide interventions for students. Interventions we have in place are Kindergarten Peer-Assisted Learning Strategies (KPALS), Peer-Assisted Learning Strategies (PALS), 6 Minute Solution, Early Interventions in Reading (EIR), WonderWorks, Corrective Reading, and Reading Mastery. We utilize data from each intervention to drive educational-based decisions for students.

We also have focused on creating lower student-to-teacher ratios in grades K-1. For the past three years, our student-teacher ratio for kindergarten has averaged 13 students per kindergarten teacher. For the past two years, the student-teacher ratio for first grade has averaged 12 students per first grade teacher. With small class sizes, we hope to help students receive as much help as possible during those critical learning-to-read years.

This year we have been working on creating a new school-wide goal. Our leadership team attended a school improvement workshop through the ESU8. We then met with all of our staff to do data digs to identify our needed focus areas for students. We discovered a need for further intentional work on reading comprehension, specifically with identifying and providing the main idea and supporting details. Our new school improvement goal is "to show growth in reading comprehension with an emphasis on main ideas and supporting details across the curriculum." We then set a goal for percentages of students who showed growth each year. In year one, we strive to have 60% of students show growth in reading according to NSCAS growth scores. The goal in year two is 70%, year three is 80%, year four is 90%, and year five is 100%. We plan to evaluate scores to measure success and alter our annual goal percentages as needed.

We also use IXL to add additional interventions at each student's academic level. We utilize MAP RIT scores to differentiate IXL lessons for each individual student. After identifying specific areas of need, students are assigned IXL practice. Teachers reassess and assign different skills quarterly for their students. Every week we have "IXL Rockstars" that are celebrated from each grade level. Our teachers and administration work closely together to choose the qualifications for IXL Rockstars each week. Some examples of Rockstar criteria are as follows. We have celebrated the student in the class with the most questions answered, most questions answered at home, most time spent on IXL, most skills mastered in a week, and more. We often make it a school-wide competition to see which class answers the most questions or spends the most time.

We have a Student Assistance Team (SAT) for our elementary students. Our SAT team consists of the elementary principal, special education teacher, and Title I teacher. Grade level teachers also join the SAT meetings for students in their classes. Parents are always invited to all SAT meetings and follow-ups. We schedule SAT meetings on an as-needed basis. Teachers refer students for various reasons, including academic concerns, behavior, Speech referrals, attendance, and more. At these meetings, we discuss and evaluate what plans and interventions are already in place for the student. Teachers bring data to clearly show the progress or lack thereof for that student. We open the discussion to other ideas to best help the student. We then decide if we need to reconvene at a later date. If a student is referred on an academic basis and interventions and strategies are not showing success, the student is referred to testing with our school psychologist, Sonya Simons.

We have an Advantage Study Hall for students grades 4-6 who need additional help with school work Mondays-Thursdays from 3-3:45. We have highly trained teachers who attend the study hall and assist students when they need help.

Conversations take place every spring to address the needs of students moving from grade to grade. Teachers discuss and share ideas for teaching strategies, specific interventions, modifications, accommodations, and other ideas that work well for students. As a result, students moving from grade to grade have a more successful transition.

We have many things in place to help our students emotionally as well. We have a Teammates program where at-risk students are matched with an adult mentor. Our students meet with their Teammates' mentors every week, and the school provides additional mentor and mentee fun activities. Last month, our Teammates duos watched a movie together in the gymnasium. We also have a Licensed Mental Health Practitioner at school two days a week.

3. High quality and ongoing professional development

3.1

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.

At Plainview Public Schools, we have professional development bimonthly. Students are dismissed at 1:00 on two Wednesdays every month, and teachers have an in-service professional development. During this time, we often collaborate in our different committees. We also utilize this time for teams to give presentations to the staff on different topics and promote discussion. Our MTSS team and Data Committee often utilize professional development time to perform data digs and evaluate interventions and plans in place for our struggling learners. We also have ESU8 staff and other outside sources train teachers and paras on-site in specific areas of needed growth during these professional development days.

Our paraprofessional educators virtually attend a seminar led by ESU8 every two months. They work on a wide variety of skills. For example, they work on trauma interventions, keeping students engaged, positive behavior supports, checking for understanding, and more. They discuss a different topic at every session.

Our staff frequently works with ESU8 and attends meetings, workshops, and workdays. After these meetings, we always put what we learn into practice.

4. Strategies to increase parent and family engagement

4.1

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.

Plainview Public School's School-Parent Compact was jointly developed with a team of teachers, administration, parents, guardians, and community members. Our School-Parent Compact outlines parents/guardians, teachers, the principal, and students' responsibilities throughout the school year. The compacts help build a partnership from home to school. An annual meeting is held at the beginning of every year to discuss the School-Parent Compact and allow for evaluation from community members. At this time, parents and guardians are given an opportunity to provide recommendations for any adjustments. It is then sent home to every student K-6 to be signed and returned. Additional parent meetings are held throughout the school year as determined by parent interest and suggestions from teachers.

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>
<p>The Title I Parent Engagement Policy was developed with a team of parents, guardians, community members, administration, and teachers. The policy is on our Plainview Public School's website and is available to parents and community members at all times. It is reviewed with staff and parents at every annual Title I meeting and updated as needed.</p>	
4.3	<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>We have held an annual Title I meeting at the beginning of each school year. In the 2019-2020 and 2020-2021 school years, it was held at the very beginning. In the 2021-2022 school year, it was held at the start of our Family Reading Night on October 28th. At every annual Title meeting, we discuss school-wide Title, Title requirements, assessments, compacts, the engagement policy, parental involvement, funds, and more. We then take suggestions and recommendations from the community. Every Title I parent meeting is advertised in the monthly newsletter and in an all-call home to families at the beginning of the week. A translator is available as needed during the meeting. At our last Title meeting, we had a family reading night where students and their family members enjoyed games and activities centered around reading. It was a huge success, and we are eager to continue doing annual Family Reading Nights and other family engagement activities in the future!</p> <p>We also hold another annual Title I meeting with incoming kindergarten parents in the spring. Parents get to hear all about what Title looks like for kindergarten in Plainview.</p> <p>We believe communication between home and school is critical, so we communicate using various mediums and schedule additional Title meetings throughout the year as needed.</p>	

5. Transition Plan

5.1	<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).</i>
<p>Every spring, Plainview Public Schools holds a Kindergarten Round-Up for all incoming kindergarteners and kindergarten parents to attend. During this evening, parents attend informational meetings. Administrators, the school nurse, and the Title I teacher collaborate to inform and help parents during this evening. Families are provided support to complete paperwork. During this time, the incoming kindergarteners do a craft with kindergarten teachers and learn what kindergarten will look like next year.</p> <p>Plainview Public Schools offers preschool for students ages 4-5 in the same building as our elementary school. They will stay in the same building from preschool to sixth grade, which helps make the transition from grade to grade easier. The preschool classrooms are right across the hall from the kindergarten classrooms to help ease the transition from preschool to kindergarten. Our preschoolers also attend specials throughout preschool, including P.E., Guidance, Library, Media, Music, and Art.</p>	

As well as this, preschoolers take part in a Kindergarten integration morning where the preschoolers get to go into the kindergarten classrooms with the kindergarten teachers and students. The teachers organize an activity to do with the students, and the kids have the opportunity to explore the Kindergarten classrooms.

Preschool also has a day where they experience staying and eating lunch in the lunchroom before kindergarten.

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).*

For students moving from sixth to seventh grade, we have a transition plan to help them be successful in their new building and environment. The sixth-grade teachers meet with the junior high teachers to discuss individual student needs. They explain any accommodations, modifications, and interventions in place and how they work for that student.

Sixth-grade students spend a day at the junior high/high school shadowing a seventh-grade student in the spring. They get a tour of the building at the beginning of the day. They then attend classes with their seventh-grade partner and meet the junior high and high school teachers while experiencing class with them.

Sixth graders also partake in a question-answer panel with the junior high/high school principal and seventh-grade teachers. Students write down any questions they have and put them in a basket. The principal draws out a paper and reads aloud the question. The principal and seventh-grade teachers then answer the question for all students.

In August, we hold a junior high registration night before school starts. During this evening, we discuss expectations with incoming seventh graders. They then have the chance to find their lockers and navigate the school one more time before school starts. They review their schedules and where their classes are located, so the first day in the new building is a smooth transition.

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.*

Students who test in the 90th percentile or higher in MAP math or reading have the opportunity to be a part of our High Ability Learners program. They meet during the school day and work on activities and projects that incorporate higher-level thinking and problem-solving.

Plainview Public Schools offers summer school to students who would benefit from extra assistance in reading and math. Starting in 2021, we have extended our summer school day to four hours a day Monday-Thursday in June. We have also further intensified our summer school program by looking at spring assessment data to make decisions on skills that need to be focused on. We do a pre-assessment at the beginning of summer school, and then we do a post-assessment at the end to evaluate student growth and summer school effectiveness. We have had great results and saw growth in nearly all students.

In the 2019-2020 school year, we started doing two schools one book. With this, every family is given a book to read together. Every night, families are assigned pages to read. The readings are also prerecorded and put up on the school website. We have had teachers, administrators, and students as guest readers. In 2019-2020, we

read *The Mouse and The Motorcycle*. In 2020-2021, we read *The One and Only Ivan*. In 2021-2022, we read *Escape from Mr. Lemoncello's Library*. After every reading, students can answer the comprehension question of the day about the book and have a chance to earn prizes. We also have fun activities that go along with the book for students as well. For example, we held a scavenger hunt in our library this year. Students were looking for cards with letters on them. On the back of each letter were two interesting facts about our staff. Students had to guess which staff member the clue was about and had the chance to learn more about their teachers, administrators, paraeducators, custodians, and other school personnel. After all the letters were found, they had to work together as a class to arrange them to form a slogan.