

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*If changes are made to an existing Title I Schoolwide Plan – complete and submit to the  
NDE Federal Programs office by May 1st*

District Name:		Mead Public Schools	
School Name:		Mead Elementary	
County-District-School Number: XX-XXXX-XXX		78-0072-002	
Grades <b>Served</b> with Title I-A Funds: (PK is rarely served)		K-6	
Preschool program is supported with Title I funds. (Mark appropriate box)			<input type="checkbox"/> Yes    X <b>No</b>
Summer school program is supported with Title I funds. (Mark appropriate box)			<input type="checkbox"/> Yes    X <b>No</b>
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:		Darin Kovar	
School Principal Email Address:		dkovar@meadpublicschools.org	
School Mailing Address:		115 N. Elm Mead, NE 68041	
School Phone Number:		402-624-6465	
Additional Authorized Contact Person (Optional):		Mary Mayfield	
Email of Additional Contact Person:		mmayfield@meadpublicschools.org	
Superintendent Name:		P. J. Quinn	
Superintendent Email Address:		pquinn@meadpublicschools.org	

<u>Names of Planning Team</u> <i>(include staff, <b>parents</b> &amp; at least <b>one student if Secondary School</b>)</i> Megan Engel Terry Hickman Ann Egr Katie Mayer Mary Mayfield	<u>Titles of those on Planning Team</u> <u>Parent</u> <u>Administrator</u> <u>SPED Teacher</u> <u>Classroom Teacher</u> <u>Title 1 Teacher</u>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 289	Average Class Size: 22	Number of Certified Instruction Staff: 24
Race and Ethnicity Percentages		
White: 92.99%	Hispanic: 6.37%	Asian: 0%
Black/African American: .64%	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: 30.45%	English Learner: .3%	Mobility: Data suppressed

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

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes <input type="checkbox"/> No
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**Date Reviewed:**    4/15/24

**The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.**

*Please write a narrative in each box below to correspond to the Rating Rubric.*

## 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 curriculum, instruction, and assessment decisions.</i></p> <p>The Needs Assessment examines multiple sources of data. Student achievement data includes scores from Measures of Academic Progress (MAP), NSCAS, FastBridge, and the core reading and math programs. Information such as enrollment, mobility rates, poverty, attendance, graduation/drop-out rates were downloaded from the Nebraska Department of Education Website.</p> <p>This data is disaggregated into the required Title 1 subgroups. Frequently, these subgroups are small or non-existent and, therefore, cannot be accessed on the public NDE website.</p> <p>Academically, the most recent school improvement plan focuses on math and specifically, number sense. A working draft of our next school improvement goal includes closing the achievement gap for economically disadvantaged students.</p> <p>In addition, K-6 classroom teachers, the special education teacher, and the Title 1 teacher meet weekly for approximately one hour to review student progress and data. Math and reading are reviewed on alternating weeks. Intervention strategies are selected and reviewed at these meetings.</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.</i></p> <p>Mead's School Improvement Leadership Team (SILT) elected to create surveys based on those readily available through the Nebraska Department of Education. These surveys were administered as K-3/4-6/7-12 student surveys, instructional and non-instructional staff surveys, and parent-guardian surveys.</p> <p>All surveys were created as Google Forms and shared via ParentSquare. For the Parents-Guardians, we know that 100% of our patrons receive ParentSquare messages. These surveys were also disseminated to 7-12<sup>th</sup> grade students this way, but all student surveys were also linked to the school website to ease access. Staff surveys were delivered via email.</p> <p>Patrons were notified of these surveys via ParentSquare, shared through the school's social media.</p> <p>Results of the survey will be studied by the grade level teachers, the Data Committee, and the SILT team and summarized for use in the Continuous Improvement Process. Student survey results were also presented to the Board of Education at a regularly scheduled meeting.</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.</i></p> <p>We are currently in the process of updating our School Improvement Plan. Without question, a major feature of the revised plan will focus on equity, especially for Mead's economically disadvantaged students. Data analysis indicates this is the most significant equity issue when academic achievement and percentage of students are considered. When data is examined by subject area, multiple indicators suggest math is the area of lowest</p>

performance.

The most recent school improvement plan focuses on math and, specifically, number sense. Data analysis led to the selection of this goal. Throughout the 2015-2016 plan, efforts were made to address the area of math. An analysis of instructional resources indicated that the elementary math program did not provide adequate opportunity to learn key concepts. As part of this process, a new math curriculum, Math Expressions, was adopted in the fall of 2016. All elementary staff attended a training in-service before school began in August of 2016, and a webinar follow-up training in the winter of 2017. In the spring of 2018, iReady was added as a screening and progress monitoring tool. This data provides an additional data point that was missing from previous plans.

Throughout the 15-16 school year, the entire staff focused on using researched based strategies by attending professional development on Marzano's strategies. These strategies were used by all teachers to improve the learning of all students, but were particularly applicable to our low achieving students. Classroom teachers saw these students thrive when using new methods to compare similarities and differences, take notes, make analogies, etc. A similar instructional improvement process was used in 2016-2017 with particular focus on math instructional strategies. Specifically, seven elementary staff members attended "Making Math Meaningful", a series of staff development opportunities taking place over eight days throughout the school year and presented at the ESU by Kelly Grinnell, one of the developers of the new state standards. Throughout the 2017-2018 School year, staff development focused on creating appropriate learning targets for each lesson and communicating these to our students.

In the fall of 2023, the entire staff took part in a three-day training, APL, to improve classroom instruction. In the following months, a portion of each weekly staff meeting was used to review and discuss use of the strategies in classrooms.

Additionally, during the 21-22 school year and the following summer, our Title 1 teacher spent ten days in LETRS training and ten days in Orton-Gillingham training provided through ESU2.

Lastly, in the fall of 2022, Mead Elementary began using FastBridge as a replacement for DIBELS. This tool has been utilized for screening and prescribed interventions in reading and math.

## 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.*

At the beginning of the 16-17 school year, spreadsheets were created to give teachers easy access to all student assessment data including, but not limited to, MAP, NESA, Dibels, and Math Expressions pre/posttest information. Weekly Reading Mastery was also submitted and reviewed. This data is used to continually identify students in need of assistance in specific areas of reading and math. Assistance is given to students at risk of not meeting state academic standards in a variety of ways as agreed upon in RTI meetings. Notes from these weekly RtI meetings are included in this folder. As of 2020, the difficulty of efficiently extracting data from the spreadsheets were recognized. Because other area schools were struggling with efficient management of achievement data, the local ESU explored different management systems and negotiated a cooperative purchase of the selected system. Mead was part of the purchase and the Educlimber system was implemented for the 2020-21 school year. Throughout the 20-21 school year, professional development hours were dedicated to working with and becoming familiar with Educlimber. Currently, weekly RtI meetings continue to be documented using the old system. This will continue until teachers become more astute at the workings of Educlimber.

In addition, a daily study hall time was added to the elementary schedule two years ago. This study hall takes place for 30 minutes over the lunch hour and is staffed by certified staff and/or paraeducators.

Lastly, a 30 minute homework academy is staffed by certified staff every night after school for students who have not completed their daily assignments.

### 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.*

The use of academic data is discussed in the 2.1 narrative above.

- In the fall of 2023, the entire staff took part in a three-day training, APL, to improve classroom instructional strategies. In the following months, a portion of each weekly staff meeting was used to review and discuss use of the strategies in classrooms. Teachers have implemented these strategies into their classrooms and students now recognize the process and use the strategies successfully.
- During the 21-22 school year and the following summer, our Title 1 teacher spent ten days in LETRS training and ten days in Orton-Gillingham training provided through ESU2.
- In the fall of 2022, Mead Elementary began using FastBridge as a replacement for DIBELS. This tool has been utilized for screening and prescribed interventions in reading and math.
- All para-educators in the elementary building have complete Project Para training.
- a daily study hall time takes place for 30 minutes over the lunch hour and is staffed by certified staff and/or paraeducators.
- A 30 minute homework academy is staffed by certified staff every night after school for students who have not completed their daily assignments.
- A menu of additional strategies used in reading and math are listed in folder 2.1 of our documentation.

### 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.*

The School-Parent Compact is sent home via ParentSquare each year. Parents and Students sign and return the compact, which is retained in Title 1 Files.

The compact is again distributed to parents who attend the Title 1 annual meeting held in May. Parents are given the opportunity to suggest revisions at that time. Parents are also encouraged to contact the Title 1 teacher with revisions that may occur to them after the meeting.

**4.2**

*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

The Parent and Family Engagement Agreement was developed by staff and parents at a meeting on April 12, 2018 and is reviewed and revised with parents each year. It is sent home via ParentSquare at the beginning of each year.

The agreement is again distributed to parents who attend the Title 1 annual meeting held in May. Parents are given the opportunity to suggest revisions at that time. Parents are also encouraged to contact the Title 1 teacher with revisions that may occur to them after the meeting.

**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.*

Beginning in May 2015, the spring parent meeting has been held in conjunction with the elementary track and field day. The meetings have are held in the high school library. This time and location were selected in an effort to maximize parent participation. A large number of parents attend the afternoon events which take place at the high school. The meetings are held immediately before the events begin. In addition, the Title 1 teacher attends the field day after the meetings and distributes information to as many parents as possible.

Our high school Spanish teacher is available to facilitate conferences, IEP's, and the annual parent meeting.

## 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).*

Kindergarten Round-Up for the 2024-2025 school year will include two parts:

- During the summer, all parents of incoming kindergarteners are invited to attend an information session. This session is held in the kindergarten room and is led by the kindergarten teacher and the principal.
- During our annual open house, all incoming kindergarteners and their parents are invited to come to the kindergarten room to meet their classmates, get to know their teacher, find their seats, and drop off their supplies. School begins the following morning.

In the fall of 2018, Mead Public Schools added preschool at the elementary building. Notices have been included in Village Newsletters, on the website, and in school board minutes posted at both buildings. The first notices were published in the spring of 2017.

Preschool is offered four mornings a week for three year olds and four afternoons a week for four year olds. Class size is limited to 12. Bussing is provided in the morning and at the end of the day, but parents are responsible for transportation at mid-day.

**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).*

Our students are in the Jr./Sr. High School for lunch everyday beginning in Kindergarten. By 7th grade, our students are more than comfortable in the high school. We do not, therefore, find it necessary to do too many activities to prepare our students for the transition to a new building. We do, however, work to prepare them for the different requirements, expectations, and daily schedule.

Mead's secondary school houses 7th-12th graders and no specific activities are held for transition from 8th to

9th grade.

Each spring, our 6th graders participate in a "day of 7th grade" in which they shadow 7th grade students for an entire day.

Mead's Jr/Sr. High counselor hosts a 7th grade Orientation prior to the beginning of each school year. Students tour the building and engage in a question-answer session with 8th and 9th grade students. The principal and counselor highlight handbook and policy issues for parents and students.

## 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.*

4th-6th grade students with unfinished homework have a 30-minute after-school block at which a teacher is present to provide assistance. The elementary school also has a 30-minute study hall during lunch recess for students with unfinished classwork. This study hall is staffed by certified staff on a daily basis.

Accelerated Reader is voluntary in grades 1-3 and is a small requirement in 4<sup>th</sup> – 6<sup>th</sup>. It is heavily promoted throughout the school year. Multiple incentives are offered to encourage participation. We also offer Accelerated Reader one day a week during the summer to encourage students to continue reading during the summer months.

iReady is purchased by the school and available to all 3-6-grade students via the internet.

Classroom teachers utilize IXL and encourage students to access the site at home, as well.

Students with reading and math needs receive additional individual and small group instruction as needed.

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

7.1

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

Title II Funds were moved to Title I in an effort to maximize the impact of both programs.