

# 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:		Mead Public Schools	
County Dist. No.:		78-0072	
School Name:		Mead Elementary	
County District School Number:		78-0072-002	
School Grade span:		K-6	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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@esu2.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@esu2.org	
Superintendent Name:		P. J. Quinn	
Superintendent Email Address:		pquinn@esu2.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	Yes No
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Due to NDE by Thursday, April 1<sup>st</sup> Updated: September 2020

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i> Lena Huckeby Darin Kovar Mary Mayfield Marcia Lamberson Jason Larsen	<u>Titles of those on Planning Team</u> Parent Administrator Title 1 teacher Sped Teacher Classroom Teacher
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 267	Average Class Size: 20	Number of Certified Instruction Staff:24
Race and Ethnicity Percentages		
White: 94.5%	Hispanic: 4.11%	Asian:0 %
Black/African American:0.8 %	American Indian/Alaskan Native: 0.4%	
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: 36%	English Learner: 0%	Mobility: 10.33%

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

DIBELS	

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*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**

<p><b>1.1</b></p>	<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, DIBELS, and the core reading program. 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 I 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, improving exposure to post-secondary opportunities, and character education.</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>	
<p><b>1.2</b></p>	<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>Mead’s School Improvement Leadership Team (SILT) elected to use the surveys available through the Cognia accreditation platform. Cognia’s perception surveys were administered to students, staff, and parents. Cognia’s climate and culture survey were administered to students and staff.</p> <p>Because of the comparative effectiveness of online administration in the past, all surveys were made available online. School time was utilized for students to complete the surveys. Fall Parent Teacher Conferences have historically been the time frame from administering such surveys, and this time frame was used again in 2019. Approximately one week prior to conferences, parents with valid emails in the school database received</p>	

instruction and a link to take the survey. The email indicated the responses would be examined by both Mead Public Schools and Cognia's external visitation team. The same information, with a link to the survey, was posted on the school's webpage.

Knowing that some parents do not have internet access, the survey was announced in the Weekly Bulletin, which is available to every student, and goes home in every elementary student's Weekly Folder. The survey was also publicized in the District's October issue of the Monthly Newsletter. The Monthly Newsletter is published online, and a hardcopy is mailed to any District resident who requests it. All the announcements included the fact that school computers would be available for use during conferences. SILT hoped that this would allow those without internet access to complete the survey online.

Results of the survey were examined by SILT and summarized. The summary was provided to teachers via email and presented to the Board of Education at a regular meeting.

**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 2020, Mead completed the fifth year of the school improvement cycle. The overall improvement plan will be updated following the Cognia visit, which was postponed from Spring of 2020 to Fall of 2020. 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 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 will be added as a screening and progress monitoring tool. This data will provide an additional data point that has been 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 has focused on creating appropriate learning targets for each lesson and communicating these to our students.

## 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.*

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 is 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 Rtl 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 have been dedicated to working with and becoming familiar with Educlimber. Currently, weekly Rtl 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. Provide supporting documentation in the corresponding folder.*

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 is 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 Rtl 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 have been dedicated to working with and becoming familiar with Educlimber. Currently, weekly Rtl meetings continue to be documented using the old system. This will continue until teachers become more astute at the workings of Educlimber.

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#### 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.*

The School-Parent Compact is sent home on the first day of school with every student. Parents and Students sign and return the compact, which is retained in the Title 1 files. A copy is included for parents to keep at home along with a suggestion to post it in the home and that they refer to it frequently.

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.

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**4.2** *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.*

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 on the first day of school with every student.

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. Provide supporting documentation in the corresponding folder.*

Beginning in May 2015, the spring parent meeting has been held in conjunction with the elementary track and field day. The meetings have been 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 have been held immediately before the events began. In addition, the Title 1 teacher attended the field day after the meetings and distributed information to as many parents as possible.

Last year, due to school closure in the wake of Covid 19, the parent meeting was held via zoom. The meeting was publicized using the school website, PTO Facebook site, and the schoolwide Remind app.

This year, the plan is to return to the former method of parent meeting.

Translators are used 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 2021-2022 school year will include two parts:*

- On Thursday, August 5th, 2020, 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.*
- On Tuesday, August 10th, 2020, 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 7<sup>th</sup> 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 7<sup>th</sup>-12<sup>th</sup> graders and no specific activities are held for transition from 8<sup>th</sup> to 9<sup>th</sup> grade.

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

Mead's Jr./Sr. High counselor hosts a 7<sup>th</sup> grade Orientation prior to the beginning of each school year. Students tour the building and engage in a question-answer session with 8<sup>th</sup> and 9<sup>th</sup> 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. Minor changes were made to this process to avoid potential spread of Covid 19. Once the pandemic is over, we will return to the original processes.

Accelerated Reader is voluntary but 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. During the COVID 19 pandemic, students were able to access Accelerated Reader at home and this replaced the normal summer days held at school. This home access continued throughout the 20-21 year.

iReady is purchased by the school and available to all 3-6<sup>th</sup> 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.

Parents whose students are on the Nebraska IRIP program receive handouts with at home activity suggestions during fall and spring conferences.

Our title 1 teacher is on the board and works closely with the Mead Public Library and encourages participation in library programs by sending home notes and calendars regarding upcoming events and making classroom announcements. She is also on the planning team and helps to facilitate the summer reading program at the Mead Public Library.