

# 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 part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	P. J. Quinn
School Principal Email Address:	pquinn@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:	Dale Rawson
Superintendent Email Address:	dawson@esu2.org
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

<u>Names of Planning Team</u> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Lena Hucceby Mary Mayfield Marsha Lamberson Liz Bladt Jacqueline Simons Lena Hucceby PJ Quinn _____ _____ _____ _____ _____	<u>Parent</u> Title 1 Teacher SPED Teacher Classroom Teacher Classroom Teacher Paraprofessional Principal _____ _____ _____ _____ _____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 250	Average Class Size: 19	Number of Certified Instruction Staff: 22.51
Race and Ethnicity Percentages		
White: 94.5 %	Hispanic: 4 %	Asian: 0 %
Black/African American: 0.8 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0.4 %	
Other Demographics Percentages		
Poverty: 40.4 %	English Learner: 0 %	Mobility: 9.81 %

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

*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

<b>1.1</b>	<i>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.</i>
The Needs Assessment examined multiple sources of data. Student achievement data included scores from Measures of Academic Progress (MAP), NeSA, 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.

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.

Our current school improvement plan focuses on math and, specifically, number sense. Extensive data analysis led to the selection of this goal. Throughout the 2015-2016 plan, efforts were made to address the area of math. 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.

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. Notes from these meetings are included in this folder.

**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.*

Mead's School Improvement Leadership Team (SILT) began planning for the survey in the Spring of 2014. In 2012, SILT conducted a survey and was very disappointed in the number of surveys returned by parents. Only 25 parent surveys were returned at that time. The low response rate influenced the plans for the 2014 survey, and a strong effort was made to improve the number of surveys from parents.

SILT decided to focus on online administration. SILT believed Fall Parent Teacher Conferences provided an excellent opportunity to administer the surveys to parents. Approximately one week prior to conferences, the principal emailed all parents that had a valid email in the school database. The email invited parents to take the survey and indicated the responses would be examined by both Mead Public Schools and AdvancEd's external visitation team. SILT intentionally included AdvancED as a participant in the email so that parents would know that the survey could be seen by an outside agency, thereby eliminating the idea that the school might look only at favorable data. 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 of 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.

Staff members were invited to complete the survey via an email and a follow up email that contained the survey link. Students completed the survey under the guidance of their classroom teachers.

**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 current school improvement plan focuses on math and, specifically, number sense. Extensive data analysis led to the selection of this goal .Throughout the 2015-2016 plan, efforts were made to address the area of math. 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.

As mentioned above, we continually work on using researched based strategies that will benefit all students, particularly low achievers. All students receive reading instruction at appropriate levels using our K-6 walk to read program. Reading Mastery Data is turned in each week and examined by a team of teachers. Interventions are selected based on this reading data. Math instruction is also differentiated by studying NeSA and MAP data. Using this data to assign IXL lessons has been particularly successful in targeting each student’s area of weakness.

## 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.*

At the beginning of the 16-17 schoolyear, an excel document was 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.

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 para-educators.

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. Qualifications of instructional paraprofessionals

<b>3.1</b>	<i>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.</i>
<p>Mead currently employs 4 paraprofessionals. One is a certified daycare director. All uncertified paras have completed the Project Para training program.</p>	

### 4. High quality and ongoing professional development

<b>4.1</b>	<i>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.</i>
<p>The School Improvement Leadership Team plans staff development based on the District’s action plans and student needs. The Leadership Team meets monthly. Professional development is continuous and instructional consultants from ESU2 provide training on a variety of topics.</p> <p>Our current school improvement plan focuses on math and, specifically, number sense. 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.</p> <p>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.</p> <p>In addition, the 2016-2017 year was used to focus on and improve instructional skills in the areas of identifying similarities and differences, summarizing and note taking, cooperative learning, using cues, questions, and advanced organizers, and increasing student talk.</p> <p>Last year, for the first time, our staff began identifying personal student learning objectives to track and evaluate throughout the school year.</p> <p>Staff development activities for the 2017-2018 year are focusing on creating meaningful instructional learning targets. Teachers are learning to write learning targets that are meaningful to students, are communicated to students clearly and that focus on specific learning rather than basic activities.</p>	

### 5. Strategies to increase parental and family engagement

<b>5.1</b>	<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>
------------	---

The School-Parent compact is reviewed annually at the spring parent meeting. Parents and staff are encouraged to present ideas for improvements to the document.

The parent involvement policy is currently contained within the schoolboard policies. A meeting has been scheduled for Thursday, April 12th 2018 with the purpose of creating a parent involvement guide that is separate from the Board Policies. This new policy and the school compact will be reviewed and approved at the annual parent meeting.

For the last four years and again this year, the spring parent meeting has been/will be held in conjunction with the elementary track and field day. The meeting is held in the high school library. This time and location was 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 meeting is held immediately before the events begin. In addition, the Title 1 teacher attends the field day after the meeting and distributes information to as many parents as possible.

Each year a Bingo For Books event is held to give books away and help fund other academic activities. This event, traditionally, draws our largest crowd of the year.

Additional parent activities include book fair, nightly reads, fall and spring conferences, and a community hamburger fry held in conjunction with open house.

**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.*

The School-Parent compact is reviewed annually at the spring parent meeting. Parents and staff are encouraged to present ideas for improvements to the document.

The parent involvement policy is currently contained within the schoolboard policies. A meeting has been scheduled for Thursday, April 12th 2018 with the purpose of creating a parent involvement guide that is separate from the Board Policies. This new policy and the school compact will be reviewed and approved at the annual parent meeting.

For the last four years and again this year, the spring parent meeting has been/will be held in conjunction with the elementary track and field day. The meeting is held in the high school library. This time and location was 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 meeting is held immediately before the events begin. In addition, the Title 1 teacher attends the field day after the meeting and distributes information to as many parents as possible.

Each year a Bingo For Books event is held to give books away and help fund other academic activities. This event, traditionally, draws our largest crowd of the year.

Additional parent activities include book fair, nightly reads, fall and spring conferences, and a community hamburger fry held in conjunction with open house.

**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.*

For the last four years and again this year, the spring parent meeting has been/will be held in conjunction with the elementary track and field day. The meeting is held in the high school library. This time and location was 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 meeting is held immediately before the events begin. In addition, the Title 1 teacher attends the field day after the meeting and distributes information to as many parents as possible.

Translators are used to facilitate conferences, IEP's, and the annual parent meeting.

## 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.*

Kindergarten Round-Up for the 2018-2019 school year will include two parts:

- On Thursday, August 9th, 2018, 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 14th, 2018, 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 will be adding 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 will be 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 will be provided in the morning and at the end of the day, but parents are responsible for transportation at mid-day.

**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.*

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.

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.

<b>6.3</b>	<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>
<p>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.</p> <p>Mead's secondary school houses 7th -12th graders and no specific activities are held for transition from 8th to 9th grade.</p> <p>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.</p>	
<b>6.4</b>	<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>
<p>Mead's Jr/Sr High School counselor continually provides postsecondary information to parents and students. This includes:</p> <ul style="list-style-type: none"> <li>● Weekly updates regarding available scholarship opportunities</li> <li>● Weekly updates regarding visits from colleges, armed forces, job fairs, etc.</li> <li>● Financial Aid Seminars</li> </ul> <p>Dual credit college courses are also available and encouraged for juniors and seniors.</p> <p>Each year, recent graduates are invited back to meet with our school board to share strengths and weaknesses of MPS as it relates to preparing for post-graduate life. Adjustments are made to high school practices in response to their input.</p>	

## 7. Strategies to address areas of need

<b>7.1</b>	<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>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 or paraprofessionals on a daily basis.</p> <p>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.</p> <p>iReady is purchased by the school and available to all students via the internet.</p> <p>Students with reading and math needs receive additional individual and small group instruction as needed.</p>	

Our title 1 teacher is also employed by 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.

## 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.*

The Title I funding received by the Mead Public School is used to pay for part of the salary of the Title 1 teacher. Local funds are used to pay the remaining part of the Title 1 teacher's salary.