

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:	Scottsbluff Public Schools
County Dist. No.:	79-0032
School Name:	Lake Minatare Elementary
County District School Number:	008
Building Grade Span Served with Title I-A Funds:	K-5
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 checked="" type="checkbox"/> Yes <input 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:	Ashlen Schaneman
School Principal Email Address:	aschaneman@sbps.net
School Mailing Address:	280548 CR K Minatare, NE 69356
School Phone Number:	308-783-1134
Additional Authorized Contact Person (Optional):	Wendy Kemling
Email of Additional Contact Person:	wkemling@sbps.net
Superintendent Name:	Andrew Dick
Superintendent Email Address:	adick@sbps.net
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, 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>
Krista Sarchet Ashlen Schaneman Tracie Barrett Seanna Wright _____ _____ _____ _____ _____ _____ _____ _____	<u>Parent Administrator</u> Teacher Teacher _____ _____ _____ _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 82	Average Class Size: 13	Number of Certified Instruction Staff: 7.5
Race and Ethnicity Percentages		
White: 94 %	Hispanic: 5 %	Asian: 0 %
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: 42.68 %	English Learner: N/A %	Mobility: N/A %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS ELA (3-5)	MAP Reading (K-2)
NSCAS Math (3-5)	MAP Mathematics (K-2)
NSCAS Science (5)	FastBridge Early Reading (K-1)

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

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<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>Lake Minatare Elementary uses assessment data to identify the needs of all students. Student assessment data includes: NSCAS Reading, NSCAS Math, NSCAS Science field test, NWEA MAPS, FastBridge Early Reading, ELPA 21, InView, District Common Assessments, Foundations Assessments, Reading Fluency Benchmark Assessments (1-5), Wit and Wisdom Common Assessments (K-5), and Running Records(K-1) of Reading Progress. All assessments (NRT/CRT) are reviewed by the staff and utilized in the decision making process for best instructional practices. Lake Minatare Elementary has implemented daily Reading and Math Target Time in every classroom to address the needs of reteaching, intervention, and enrichment opportunities. Students at each grade level and content area are identified through the comprehensive assessments to receive needed instruction for academic progress. Students identified as below benchmark receive an additional period of 30 minutes daily for reteaching and intervention learning opportunities. Bi-Weekly/Monthly PLCs are used by classroom teachers to review classroom assessment data and place students correctly in Target Time groups. If we have students identified through ELPA21 are provided targeted language instruction from a certified teacher. Staff works collaboratively to plan strategies, utilize resources, and initiate interventions to improve achievement in Professional Learning Communities (PLCs) and through the MTSS process. Students are referred to the MTSS Team if additional interventions are needed.</p>	
1.2	<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>Surveys have been developed as part of the School-Wide Improvement Process. Staff, students, and parents have been surveyed in the Fall of 2019 and 2020. In the Fall of 2020 all LMS parents were given a survey to address how to best meet student needs. The results were shared with staff, so we knew how to work with parents during the pandemic.</p>	
1.3	<p><i>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.</i></p>
<p>Planned schoolwide strategies have been initiated based upon research pertinent to effective teaching and instructional programming to improve achievement. Strategies include but are not limited to: guided reading groups, Foundations, Ready Reading, Really Great Reading, Ready Math, High Frequency Word Lists, Echo Reading, Literacy Based Technology Resources, Literature Circles, Reader's Theater, Oral Reading, ELA Oral Language Intervention/Instruction, Phonics Intervention, Read to Self, Read-to-Others, Choral Reading, math workplaces, Bridges Math Interventions, Delta Math, IXL, and Hands-on Science. District Learning Guides are based on Nebraska Content Standards and have been developed and implemented in the content areas of Science, Math and Reading. Budgetary purchases support the curriculum and standards based upon instructional needs. New ELA Curriculum such as: Wit and Wisdom (K-5) and Wilson Reading Intense Intervention (3-5) were implemented in the Fall of 2018, and Ph-D Science (2-5).</p>	

2. Schoolwide reform strategies

2.1	<i>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.</i>
<p>Students not meeting academic standards are identified using assessment data collected from both Norm Referenced and Criterion Referenced Tests. Staff members meet monthly in PLCs to analyze student data for the purpose of identifying students in need of extra support. The added support could be in grouping for Reading or Math Target Time, Target Time content, small group opportunities, in-class support with a para-professional, Intervention Groups (Really Great Reading, Ready Reading, Foundations, Wilson Reading, IXL, and Delta Math), tutoring, and one on one support as needed from classroom teachers, or referral to the MTSS Team. Students in the past identified through the ELPA21 Screener work in small groups with a certified EL teacher. These students received the identified skills needed to succeed in the classroom. Students at risk of not succeeding due to non-academic reasons are assisted through the building wide language, staff training for Trauma Sensitive Schools, the Second Step SEL Curriculum, the behavior para, and the on-site school counselor is available to help out. In 2021-2022 and 2022-2023 , we also have after school tutoring for students 16 days per quarter for students that are below benchmark.</p>	

3. High quality and ongoing professional development

3.1	<i>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.</i>
<p>All paraprofessionals meet the standards of ESEA. In addition, the support staff participates in district and building staff development activities when appropriate.</p> <p>All paraprofessionals participate in building and district professional development for Trauma Sensitive Schools.</p> <p>Continuing education offered and utilized for paraeducators through ESU 13 and EdImpact online courses.</p>	

4. Strategies to increase parent and family engagement

4.1	<i>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.</i>
<p>Scottsbluff Public Schools collaborates with ESU #13 to coordinate staff development opportunities which support school improvement goals. Surveys are conducted to identify building staff and teacher support needs. The District Content Area Specialists come along building administrators to help facilitate discussions to determine building needs to support teacher skills in instructional strategies. The Scottsbluff Public School District has initiated a variety of workshops and trainings to support the School Improvement Plan. Professional Development opportunities at the district and building level include: An additional 3 days of training for new staff members, Grade Level Learning Guides, Trauma Informed Schools, Positive Behavior Supports, Wit and Wisdom Instruction, ELA Curriculum Training for Wilson Reading and Just Words, ACES Training, Restorative Relationships, Bridges Math Training, Seesaw, IXL, Google Classroom, MTSS, K-2 Foundations Training, and Restorative Practices.</p> <p>Grades K-5 meet with Content Area Specialists monthly to support the implementation of Wit and Wisdom, Bridges, and Foundations (K-2).</p> <p>Teachers are given time to analyze assessment data, make decisions for future instruction, and identify areas of needed academic support. Grant opportunities are offered for staff looking to grow professionally.</p>	

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 Scottsbluff Public Schools Board of Education Policy 1005.03 and 1005.03a address Parent Involvement in Schools and Parent Involvement in Title 1 Schools. The district policy governs all schoolwide Title 1 Buildings . The district policy was revised in September 2016. Lake Minatare Elementary provides a wide variety of meetings and activities to support the children, parents, staff, and community. A sampling of these activities include: Beginning of the year Meet and Greet, Family Literacy Night, Math Family Night, PTO activities, building wide music programs and, student award assemblies.</p> <p>Community members are invited to participate in the following activities: Thanksgiving Dinner servers, Riverside Zoo Discovery activities, Soup Supper, Lied Public Library presentations, UNMC nursing student presentations and participation in school events, All-school Music Performances, and Midwest Theater Art Performances.</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>The Title 1 Policy was presented in August during our Open House. Grade Level Parent Meetings and September PTO meeting and copies were made available our Open House. The Title 1 Plan and Title 1 Policy are also available on the school website.</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>Lake Minatare Schoolwide Plan supports transition activities for students from pre-school to kindergarten. Kindergarten registration occurs at the building during the Spring. Kindergarten orientation is held in the Fall (Spring) for students who will be entering kindergarten. Information of 'what to expect' is shared with parents to aid students in the transition. A Meet and Greet Night is held for all students before the first day of school. Students are encouraged to come and meet the teacher, see their classroom and put away their supplies. This helps calm the nerves of the first day of school.</p> <p>Academic and Social Emotional data is clearly communicated to the next grade level. Any student joining the school after the school year has started, receives a school tour and is assigned a buddy to help them at school.</p>	
5.2	<i>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).</i>
<p>Middle School counselors visit all fifth grade students to aid in the transition to middle school. Fifth grade students and parents attend a spring orientation at the middle school. In the fall, all new 6th graders attend another orientation at the middle school. Fifth graders attend a "Career Day" opportunity at the Scottsbluff High School Career Academy. Academic and Social/ Emotional data is clearly communicated to the next grade level. In addition fifth grade students have the opportunity to attend summer school at Bluffs Middle School and is open to any student. The special education teacher and principal participated in the transition meeting via zoom for our current fifth graders going to middle school.</p>	

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p>Increased academic instruction has been implemented through daily Target Time for all students grades Kindergarten-Fifth grade in the areas of Reading and Math. Target Time instruction allows additional opportunities for reteaching, intervention or academic enrichment. The implementation of a new ELA curriculum as well and Tier 2 and Tier 3 Interventions will continue for grades K-5. Additional support for students at all levels of proficiency are available throughout and after the school day. Lake Minatare students are offered the opportunity to attend a half day summer school experience.</p> <p>A building HAL (High Ability Learner) Coordinator provides enrichment and learning opportunities for identified students. After school tutoring also takes place 3x a week for an hour for students below benchmark in Kindergarten, 1st, and 2nd grade with our highest need.</p>	

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

7.1	<i>Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)</i>