

Title I Schoolwide Plan

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

District Name:		Red Cloud Community Schools	
County Dist. No.:		91 - 0002	
School Name:		Red Cloud Elementary	
County District School Number:		02	
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:		Amy Dallman	
School Principal Email Address:		adallman@redcloudschool.us	
School Mailing Address:		334 N. Cherry St., Red Cloud, NE 68970	
School Phone Number:		402-746-3413	
Additional Authorized Contact Person (Optional):		Katie Davis	
Email of Additional Contact Person:		kdavis@redcloudschool.us	
Superintendent Name:		Brian Hof	
Superintendent Email Address:		bhof@redcloudschool.us	
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>		<u>Titles of those on Planning Team</u>	

(include staff, parents & at least one student if Secondary School)

Brian Hof
Amy Dallman
Katie Davis
Stacy Faimon
Brook Lewis
Diane Brown
Karla Burgess
Paige Bolin
Courtney Beacom
Beth Menke
Marilyn Fritson
Jessica Moore

Superintendent
Principal
Title I Teacher
Parent
Teacher
Teacher
Teacher
Parent
Teacher
Teacher
Teacher
ESU 9 Rep

School Information

(As of the last Friday in September)

Enrollment: 131	Average Class Size: 19	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 84 %	Hispanic: 11 %	Asian: .5 %
Black/African American: 1 %	American Indian/Alaskan Native: 3.5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages		
Poverty: 54.9 %	English Learner: 1.2 %	Mobility: 2.2 %

Assessments used in the Comprehensive Needs Assessment

(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)

NeSa	MAP
AIMS web	DIBELS

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 disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
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Red Cloud Schools uses DIBELS and MAP testing to analyze student growth. Once all teachers have administered the DIBELS and MAP tests to all their students (at the beginning, middle, and end of the year), each teacher has the opportunity to meet with the principal, the Title I teacher, the Special Education teacher, and occasionally with the staff from ESU 9 in order to analyze the data they collected. These sessions help the teachers take a closer look at where his/her students are and where they need to be by the next time the tests are administered. The teacher sets goals for increasing the number of students who are proficient in the area of Reading, Language, and Math. Our teachers use the data we analyze to determine a solution for students who are not meeting standards. For example, the Title I Teacher is able to start meeting with students who are not meeting the standards, either in small groups or one-on-one. This is also when teachers determine the best placement for students in Guided Reading. Guided Reading was implemented by our school two years ago and has served our students well. Many students have improved their reading scores as well as found a love of reading. Teachers are encouraged to be flexible in the grouping of their students. Student progress should be reevaluated frequently in order to group them where their needs will be best met. Many productive conversations take place during these sessions in regards to student needs and what can be done to meet those needs. These Data Analysis Days give the staff at our school a cumulative look at where we are and where we need to be. (2017 - 2018 Data Analysis Days: September 14, February 2, and TBD for a day in May)

In between Data Analysis Days, teachers and Title I staff progress monitor students in DIBELS. Progress Monitoring is a very simply and quick way to test how many words a student can read per minute, how many errors they make, and what quality of retell they are able to give in regards to a particular story. This takes about two minutes per student, but gives us a good idea what kind of progress the students are making. If a teacher notices that a student is regressing or not progressing, the needs of that particular student are assessed and an intervention can be started. Progress monitoring helps teachers move students to different groups for Guided Reading, as well.

One of our staff members, Casey Fangmeyer, has been studying the art of reading MAP data. He has presented to our parents and faculty on how to read and understand the data. Our teachers are able to use this skill to understand where their students are and how they can differentiate instruction within their classroom to meet everyone's needs.

1.2	<i>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.</i>
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In the Spring, parents are asked to fill out a survey when they come for Parent/Teacher Conferences. This ensures that almost all parents fill one out, as most of our parents attend this school function. The data from this survey is then compiled and reviewed by a team of school members. The information is used to make improvements within our school. The results of the survey were used by the School Improvement Team in developing goals and the direction of staff professional development.

1.3	<i>Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.</i>
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The School Improvement team developed the goal of having each student reading on grade level. This was determined to be a need from the data provided from the data analysis. To address this goal, the district has continued to participate in Marzano training, is sending staff to the Write Tools Seminar in June of 2018, and is in the process of purchasing a new reading curriculum for the 2018-2019 school year.

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.

Standardized Testing

Red Cloud Public Schools uses standardized testing to assess the achievement of their students. Teachers then use this information to assess which students are falling behind, at risk of falling behind, or who need challenged. For example, in the spring of 2018, the Kindergarten through sixth grade teachers met with the Title I Teacher, the Special Education Teacher, and the principal to discuss MAP and DIBELS scores. This was an entire day devoted to discussing our students and implementing new strategies.

Title I

Red Cloud Elementary uses the Title I program to help students who are at risk of not meeting standards. Any teacher or parent can request that a student be assisted through Title I. The Title I teacher and paraprofessional use intervention strategies, small group work, reteaching strategies, and modified materials to help students. They are in constant communication with teachers to assess the progress their students are making. Then the plan for each student can be modified to address his/her particular needs.

Special Education

Red Cloud Public Schools has an excellent Special Education Program in place to assist students who have been qualified for the program based on testing that reflects their need for assistance. The special education staff works endlessly to help these students and are in constant communication with general education teachers to assess how the students are progressing.

Reading Recovery

The Title I teacher is trained in Reading Recovery. Reading Recovery is a program designed for first graders who are struggling in reading. It is designed to catch students up so that they do not continue to be behind for their entire educational career. The students who are selected to participate, through a detailed testing process, are given the opportunity to work with the Reading Recovery Teacher for 30 minutes a day. The lessons are designed to provide structured rereading, letter work, word work, writing, and reading each day. Each lesson is planned day-to-day, using the information from previous lessons to help meet the needs of each particular student. This program has proven to be very successful for our first grade students.

Marzano

“Marzano is a research and professional development organization that translates research into strategies educators can use to significantly advance student achievement.” Marzano puts a “strong emphasis on curriculum development, instruction, assessment, teacher support and development, student engagement, and personalized competency-based education.” (<https://www.marzano-research.com/about/marzano-research>) Red Cloud Community Schools staff was trained by Phil Warrick in Marzano at the beginning of the 2015 - 2016 school year. In order to continue the staff’s education and ensure the use of the Marzano program, teachers attend continued training three times a year, lead by ESU 9. This keeps Red Cloud Public School staff up to date on Marzano tactics that can be implemented to help our students and ensures that teachers are continuing to use the techniques we have learned to improve student learning.

Data Analysis Days

Once all teachers have administered the DIBELS and MAP tests to all their students (at the beginning, middle, and end of the year), each teacher has the opportunity to meet with the principal, the Title I teacher, the Special Education teacher, and occasionally with the staff from ESU 9 in order to analyze the data they collected. These sessions help the teachers take a closer look at where his/her students are and where they need to be by the next time the tests are administered. The teacher sets goals for increasing the number of students who are proficient in the area of Reading, Language, and Math. Our teachers use the data we analyze to determine a solution for students who are not meeting standards. For example, the Title I Teacher is able to start meeting with students who are not meeting the standards, either in small groups or one-on-one. This is also when teachers determine the best placement for students in Guided Reading. Guided Reading was implemented by our school two years ago and has served our students well. Many students have improved their reading scores as well as found a love of reading. Teachers are encouraged to be flexible in the grouping of their students. Student progress should be reevaluated frequently in order to group them where their needs will be best met. Many productive conversations take place during these sessions in regards to student needs and what can be done to meet those needs. These Data Analysis Days give the staff at our school a cumulative look at where we are and where we need to be. (2017 - 2018 Data Analysis Days: September 14, February 2, and TBD for a day in May)

Progress Monitoring

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Guided Reading

Guided Reading was implemented by Red Cloud Elementary starting at the beginning of the 2016 - 2017 school year. All the staff were trained in this program at the end of the previous year and were given the summer to prepare for implementation. Guided Reading is designed to adapt to students' progress constantly. Teachers are encouraged to adjust their grouping of students at any time to accommodate where students are in regards to their learning. Guided Reading also gives teachers the opportunity to plan specific, short, effective activities that address the needs of certain students or groups of students. The Title I teacher, Special Education Teacher, and paraprofessionals all assist with Guided Reading in order to ensure that quality learning is constantly being accomplished.

3. Qualifications of instructional paraprofessionals

3.1	<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>
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All paraprofessionals are required to take and pass the ParaPro Test for the State of Nebraska or hold an Associates' Degree from an accredited institution of higher education. Before taking the ParaPro test, our principal provides them with a study guide.

Paraprofessionals are paired with a mentor through the Red Cloud Community Schools mentoring program.

They are also given opportunities throughout the year to attend professional development courses, both within the district and from outside agencies.

4. High quality and ongoing professional development

4.1	<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>
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Teachers are encouraged to participate in professional development activities throughout the year. The following activities were required by our school district during the 2017 - 2018 school year:

Marzano Training

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our students and ensures that teachers are continuing to use the techniques we have learned to improve student learning.

August 14: 9am - 11am All Staff

September 14: 9am - 11am All Staff

February 23: 12:30 - 2:30 All staff

Small School Consortium

Each year our school participates in the Small School Consortium. This is a professional development opportunity put together by our ESU and schools in our area based on topics the teachers are interested in. Speakers are provided from the ESU and each individual school to speak on topics they are specializing in. It is a great day for collaboration between schools and teachers.

Suicide Prevention Training - Teachers and paraprofessionals are trained in recognizing signs of distress in students and what to do in a situation when a student is expressing feelings of distress. All teachers must complete the online training and prove their completion by presenting their certificate to the administration.

Data Analysis Days

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Paraprofessionals are invited to attend the Statewide Paraprofessional Conference in the Fall of 2017.

All Staff contribute to reviewing MAPS and NeSa Scores. The Administration team attended CIP Training provided by NDE in the fall of 2017.

Teachers are informed by our administration and by the ESU 9 staff of other professional development opportunities in our area. We get frequent emails about opportunities as well as a schedule of summer opportunities. The administration keeps track of all the professional development opportunities that teachers take advantage of. There is a list of all the professional development activities teachers have participated in during the 2017 - 2018 school year in the supporting documentation folder.

5. Strategies to increase parental and family engagement

5.1	<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>
<p>Parents and students receive the school-parent compact at the beginning of each year in the student handbook. During the month of November, we sent home a letter to parents giving them the opportunity to review the compact and make suggestions for revision. Parents are given contact information for the Title I Teacher and the superintendent so that they can express their thoughts on the compact. They can do this at any time throughout the year.</p> <p>Parents and teachers are given the opportunity to review the compact a second time at the Title I Annual Meeting. The compact is distributed to everyone present at the meeting, and they are invited to suggest changes at any time. Red Cloud Elementary feels it is important to give parents and teachers multiple opportunities to review the compact.</p> <p>Teachers are also asked to review the compact with parents during Parent/Teacher Conferences. The compact provides a checklist of all parties' responsibilities. Parent/Teacher Conferences are a good time to make sure all parties are holding up their end of the commitment to making the student's education the best that it can be.</p>	
5.2	<i>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.</i>
<p>The Title I Parent and Family Engagement Policy was distributed during the Title I Annual Meeting. At this time, parents and teachers were invited to review the policy and suggest changes. All parties were made aware that changes to this policy can be proposed at any time.</p>	
5.3	<i>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.</i>
<p>The Title I Annual Meeting was held in conjunction with Family Fun Night on December 5, 2017 at Red Cloud Elementary. The meeting was repeatedly presented in the form of a video at a station of Family Fun Night. All families were given a handout as they walked in. The handout consisted of both the Parent and Family Engagement Policy as well as the Compact. This handout was explained during the video and parents were informed of their right to suggest changes to these documents at any time.</p> <p>In addition to Family Fun Night, Red Cloud Elementary hosted Grandparents Day on September 8, 2017. Grandparents of all students in our school were invited to come to the</p>	

school at 12:30pm. The students began the afternoon by performing a song for their grandparents. Then, grandparents were invited to join their grandchildren for a tour of their classrooms and school. Snacks were available in the gym. Teachers provided educational activities in their classrooms, such as board games, that could be played by grandparents and their grandchildren. Students also were allowed to show their grandparents all of their favorite places on our campus. Our administration invited people from the community who were willing to be honorary grandparents for those students whose grandparents were unable to attend. This was a very successful event that gave students a lot of pride and ownership of their school.

On March 20, from 6 - 7 p.m., our school hosted Career Night. Local agencies and businesses were invited to come to our school and set up a station about their business. They provided activities for students to learn about what they do and rewarded students with "cash" for completing a task. Students could then redeem the cash for prizes. Students learned the value of hard work and showed students that going to college is beneficial in securing a good job in their future.

6. Transition Plan

6.1	<i>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.</i>
<p>Red Cloud School District has two Pre-K programs for children ages 3 and 4. In the 2017-2018 school year, there was a six and a half hour class and two, four-hour classes. Since the learning center is in the same building as the elementary school, the preschool students are familiar with the facility layout when they begin Kindergarten. In order to get students ready for Kindergarten, the Pre-K students will visit the Kindergarten class while in session, with support from the Pre-K teachers, on four occasions from January to May. Students participate twice in a "Tray day" where they experience and learn the routine for the elementary lunch room. Transition conferences are held in the spring for children in the preschool program. The conferences are attended by the preschool staff, Kindergarten teacher, building administrator, parents, and other needed professionals. A Kindergarten Round-Up is held each spring in conjunction with a preschool parent meeting. In addition, Kindergarten students will have a slow start night prior to school starting, where students and their parents can tour and become familiar with the classroom. There is an evaluation form completed by the parents of preschoolers to determine the success of the transition activities.</p>	
6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<p>Team teaching/departmentalization is implemented in fourth, fifth, and sixth grades. This allows students to move from classroom to classroom and associate with various teachers, as they will in junior high school.</p> <p>Each spring, all sixth grade students spend a few hours to a half day at the junior/senior high school. This gives them an opportunity to tour the buildings and meet various secondary</p>	

teachers. A panel of current seventh grade students discuss their transition to the junior/senior high school, while a panel of high school students talk about how to get along with other people in the building.

During the second semester, one day a week, the Guidance Counselor will begin covering what to expect when transitioning to 7th grade and how to be successful as middle school students.

Before school begins, the school guidance counselor is available to meet with parents and students to discuss seventh grade requirements and needs, as well as a few scheduling options that are available.

6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
6.4	<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>

7. Strategies to address areas of need

7.1	<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>Teachers are required to be at school starting at 7:45 a.m. and are not able to leave until 4:15 p.m. Administration intends for this time to allow teachers the opportunity to plan and coordinate with other teachers, as well as <u>give students time to seek teachers' help outside of school hours</u>. It also provides parents with an opportunity to meet with a teacher regarding questions, concerns, or feedback. Red Cloud teachers go above and beyond to meet the needs of their students outside of the school day.</p> <p>Red Cloud Elementary gives our teachers and students a 60 minute protected reading time each day. It is coordinated so that Special Education Teachers, the Title I Teacher, and paras are integrated into Guided Reading to serve as many students as possible during these times. This has greatly helped our teachers do Guided Reading, which we were trained in at the end of the 2015 - 2016 school year. Guided Reading has proven to be very effective for our students in raising the quality of their reading.</p> <p>Starting in the 2015 - 2016 school year, our teachers and administration began training for Marzano. Since then, we have continued our Marzano training by attending at least 2 - 3 training sessions a year. This has helped elementary staff ensure that effective teaching strategies are implemented during core instruction times.</p>

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>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.</i>
	<p>IDEA funds and local funds are used for our Preschool program giving our students a learning edge at an early age. As students move into the elementary school, children with learning difficulties in math and reading are introduced to Title I where the program is funded with Title I funds and local funding. There is currently one certified teacher, as well as one full time paraprofessional working with students in the areas of reading and math (Title I). A portion of the certified staff member's and para's salaries and benefits are paid through Title I funding, with the remainder being paid from our general fund. Special Education students receive help through the regular education classroom, the special education program, and occasionally through the Title I program, which is funded primarily by state and local monies, as well as IDEA funds. We also utilize our specialists, such as our school counselor, who is paid through local funds, to help students. We work in conjunction with Teammates, whose leader is paid through local funds, to ensure additional resources are brought to students in need. With the ability to fund the Preschool, Title I and Special Education programs through Federal, State, and Local funding, and coordinating these programs with the regular education program, our students are receiving the necessary advantages to excel in all academic areas.</p>