

# 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:	Howells-Dodge Consolidated
County Dist. No.:	19-0070-002
School Name:	Howells-Dodge Elementary School (Howells site)
County District School Number:	19-0070-002
School Grade span:	Pk-1
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 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 type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Mark Ernst
School Principal Email Address:	mernst@hdcjags.org
School Mailing Address:	418 May Street Howells, NE 68641
School Phone Number:	402-986-1621
Additional Authorized Contact Person (Optional):	Sara Franzluebbers
Email of Additional Contact Person:	sfranzluebbers@hdcjags.org
Superintendent Name:	Mark Ernst
Superintendent Email Address:	mernst@hpcjags.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be 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>
<u>Julie Dirkschneider</u> <u>Mark Ernst</u> <u>Stephanie Wurdinger</u> <u>Nikki Dobbins</u> <u>Kristin Janousek</u> <u>Sara Franzluebbers</u> <u>Brooke Koliha</u> <u>Andrea Liekhus</u>	<u>Parent</u> <u>Administrator</u> <u>Pre-K</u> <u>Kindergarten</u> <u>1st Grade</u> <u>Title 1</u> <u>ESU #7</u> <u>Para</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 48	Average Class Size: 24	Number of Certified Instruction Staff: 4
Race and Ethnicity Percentages		
White: 85 %	Hispanic: 13 %	Asian: 0 %
Black/African American: 0.2 %	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: 31.25 %	English Learner: 0 %	Mobility: 0 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>Acadience</b>	
<b>MAP</b>	
<b>NSCAS</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 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>The student achievement tests that we use throughout the year are Acadience Reading (K-6), NWEA-MAPS (K-6), and Nebraska Student-Centered Assessment System (NSCAS). Acadience Reading is administered to all K-6 students three times a year (beginning, middle, and end of the year) with progress monitoring for those students that do not meet benchmark. NWEA-MAPS are administered two times a year for grades 3-6 and three times a year for K-2. The Nebraska Student-Centered Assessment System (NSCAS) are given in the spring to students in grades 3-6. Results of these assessments, along with informal teacher assessments, are used to monitor student achievement. Student assessment scores are shared with parents for each assessment. Parents are also given information on the progress of their student's classroom assessments (weekly reading tests). Teachers meet periodically to discuss student achievement and progress through MTSS, SAT's, or IEP's. The school improvement team meets to disseminate data, and then the entire staff meets at a data retrieval meeting to discern all data. ESU#7 staff are in attendance at this meeting to provide training for all staff members as they disseminate the data. The last inservice day of the year is used to take what we have learned with the data and plan for the next year.</p>	
<b>1.2</b>	<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>Marzano High Reliability School's and AdvancEd online surveys were administered at Parent-Teacher Conferences (2020), emailed out to all parents, community members and available on the school's website. Parents completed one of the options and returned/submitted the survey. All students' grades preK-12 and teachers were given the survey in school to complete. They were asked to respond to a link on the website. Because this survey was done online, only the results are posted and not the questions. This is done yearly. AdvancEd and Marzano compiled the results and the teachers analyzed the data at an inservice meeting. The team looked at each demographic group and considered cultural needs. Community surveys were handed out at the grocery store, at a home game, or available at the school. Data from this meeting is used for planning.</p>	
<b>1.3</b>	<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>The school improvement plan addresses strategies, resources, and interventions to ensure student success. Disaggregated data is used to shape the action plans and verify the needs of our students. Data is continually reviewed at bi-weekly meetings. Based on data, strategies are planned and interventions are put into place to ensure success for all students.</p> <p>We have integrated the Marzano framework into our school and curriculum. We have identified district wide instructional priorities from the Marzano framework. State standards have been aligned to the curriculum along with priority strategies. We also use strategies taught by Anita Archer and Kagan Structures into daily teaching and curriculum.</p> <p>We also provide students with research based interventions to help improve students abilities. During data meetings we can see if interventions are working for particular students or if we need to change the type, time, or way interventions are being taught. Intervention programs include but are not limited to Phonics for Reading, Early Intervention in Reading, Corrective Reading, Leveled Literacy Intervention (LLI) and Rewards. Other Professional Development opportunities are arranged to meet the needs of students and staff.</p>	

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## 2. Schoolwide reform strategies

<b>2.1</b>	<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>Data from the Acadience Reading benchmark assessments were used to make initial recommendations that should receive additional services. Teacher input and classroom performance, past and present, was also taken into account when making decisions. Once the students were identified, they were given placement tests to determine which intervention would be the most appropriate to meet their needs. Student progress is regularly tracked and analyzed by the teacher to ensure proficient and advanced level of achievement for all students. If K-3rd grade students are below proficient on the Acadience Reading assessment we create an Individualized Reading Improvement Plan (IRIP) for those students.</p> <p>We analyze the data internally to make instructional decisions because we have small class sizes. Teachers follow a SAT process when data from assessments and classroom work is proving that a student is not meeting grade-level standards and benchmarks. Teachers have access to a para to provide extra help to students if needed. Teachers on the SAT team meet every month to discuss student progress and make recommendations. Our guidance counselor is the head of this SAT committee.</p>	

## 3. High quality and ongoing professional development

<b>3.1</b>	<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>Howells-Dodge is committed to supporting ongoing training and professional development as it relates to teacher effectiveness and student achievement. Regular and ongoing analysis of student achievement data contributes to the selection of professional development in which the district participates. Research based professional development is utilized throughout the school year to give support and training to all staff. Information about professional development opportunities is freely shared and teachers are encouraged to attend trainings based on the needs of the students and staff.</p> <p>This year we have concentrated our PD on MTSS training. However, staff members have attended other pertinent PD opportunities such as Marzano Training, Acadience Workshop, ALL (Adolescent Literacy Learning), and Kagan Cooperative Learning. We also are part of the Highway 91 PLC's. Our teachers are given the opportunity to attend many professional development workshops at ESU#7. Due to COVID-19 we have not had as many in person professional development opportunities but have done some online.</p>	

## 4. Strategies to increase parent and family engagement

<b>4.1</b>	<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>A copy of the Compact is in the Student Handbook. The Handbook is available to each student/parent either a paper copy or online. At the beginning of the year and/or when students are enrolled, the parents are encouraged to discuss the handbook with their child (children). The final page of the handbook states that they have read, understand, and agree with everything with the handbook and that is signed by the parent and student and returned to school. The HDC handbook is available at all times because it is posted on the HDC website. Parents and Community members are given the opportunity to contribute to developing, implementing, and evaluating this document at any time. The Title 1 meeting is scheduled before Parent-Teacher conferences. This gives parents the opportunity to come to the meeting when they are already</p>	

going to school. The compact is discussed at the parent meeting and Parent-Teacher conferences. Communication between teachers and parents is extremely important. Teachers use email, phone calls, face to face or Class Dojo to contact parents on a continuous basis. In a non-COVID year parents are also given an opportunity to volunteer in the classroom.

**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.*

A copy of the Parent Involvement Policy is in the Student Handbook. The Handbook is available to each student/parent either online or a paper copy. At the beginning of the year and when students are enrolled, the parents are encouraged to discuss the handbook with their child (children). The final page of the handbook is signed saying they have read, understand, and agree with everything and a signed copy is returned to school. The HDC handbook is available at all times because it is posted on the HDC website. The Annual Title 1 Parent Involvement Meeting is planned at a convenient time for parents. This year we set the meeting on the same day as Parent-Teacher Conferences in February.

An invitation is sent to all parents of the district in Friday folders and is listed on the school calendar website. This meeting is very important because it is an opportunity for the parents to plan, review, and revise the school's parent involvement policy. The compact and parent involvement policy is accessible in a language such that parents can understand.

**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.*

The Building Level Parent Policy is reviewed with parents at the annual meeting and is updated annually. The Annual Title 1 Parent Involvement Meeting is planned at a convenient time for parents. Due to COVID-19 the 2020-2021 meeting was set to take place the same night as Parent-Teacher conferences in February. That way parents are already in the building and the Title 1 teacher can meet with them throughout the evening. An invitation is sent to all parents of the district and listed on the school calendar website. This meeting is very important because it is an opportunity for the Title 1 teacher to inform parents about the Title 1 program, explain the requirements of Title 1, and the right of the parents to be involved. The compact and parent involvement policy is accessible in a language such that parents can understand because there is a translator section on the website and also an interpreter is available for parent/teacher conferences. Ongoing activities are provided for parents to be involved in to better the education of their children. Parents are invited to conference with their children's teachers, including the Title 1 teacher formally twice each year and informally as requested. "Parents Make a Difference" newsletters are sent home to parents every month to provide more information about raising responsible, respectful, capable children. In a non-Covid year parents may volunteer in the classroom if they set that up with the classroom teacher. Other communication include face to face talks, phone calls, emails, Class Dojo messages, school website information, and Alert Now-automated notices. A translator is available upon request for families that do not speak English. In an non-Covid year family engagement activities may include but are not limited to:

- Donuts for Dad, Muffins for Mom
- Grandparent's Day
- Buddy Bingo
- Parent Teacher Conferences
- Family Game Night
- Buddy Readers

## 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*

	<i>Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>The transition plan for sharing information involving parents, students, and school personnel has several components. Students with special needs are identified and IEPs are shared between preschool staff, primary grade teachers, and parents. In addition, the K-1 staff shares relevant information with the preschool staff, such as correct letter formation directives. Preschool teachers also share relevant information to the kindergarten teachers. A visitation of the kindergarten class by the preschool students occurs in the spring. In a non-Covid year all students grade k-6 have a move-up day where they visit the next year’s classroom. Our school has a kindergarten round-up night in the spring every year to inform parents about policies, routines, and expectations. The Family Consumer Science classes offer a nursery school for preschool age children to interact in a school setting. These activities are evaluated annually.</p>	
<b>5.2</b>	<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>The Howells-Dodge Elementary School-Dodge Site educates students up to grade 6. For grade 7 students transition over to the high school building in Howells. In a non-COVID year to help students transition to the next grade and school building there is a move-up day where the 6th graders travel to the Howells building for a couple of hours and move throughout the building with the current 7th graders. The students are also talked to by the 7-12 principal, school counselor, and technology director. They discuss expectations, procedures, and routines as well as general rules and schedules.</p>	

## 6. Strategies to address areas of need

<b>6.1</b>	<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>Howells-Dodge utilizes numerous certified and classified staff to support the implementation of a school-wide plan. Teachers provide high quality instruction to meet the needs of all learners as well as provide time for learners in need of additional support. Paraprofessionals monitor independent work and work with small groups on specific skills. We strive to provide enrichment activities for all of our students. These activities include using IXL, education.com, Accelerated Reader, ABCmouse.com, EPIC, Xtramath, Prodigy, Dreamscape, Pear Deck, Quizlet, and Kahoot. Some teachers even utilize the Colfax County Extension Office and have lessons presented on Ozobots, STEM activities like building bridges, and leadership skills etc. Teachers utilize time before school, after school, and during recess to extend school learning opportunities. During this time students can ask questions about assignments or complete homework. The Title 1 teacher starts 15 minutes earlier than the first bell to provide students with instruction so they don’t have to miss out on class time instruction from their teacher. The title 1 teacher also tries to work with students during the reading block so they are not missing instruction or other subjects. Recommendations from teachers, parents, and data are used to determine when students will receive help in reading and math. Other specialists will assist the students with specialized needs. Some are contracted out from the ESU7. These may include occupational therapists, vision therapists, physical therapists, speech therapists, school psychologist, and a behavioral specialist. The public libraries both offer summer reading programs from preschool through 6th grade age children.</p>	