

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:	Silver Lake Public Schools
County Dist. No.:	01-123-000
School Name:	Ryan Behmer
County District School Number:	01-123-003
School Grade span:	PrK-6
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<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:	Duane Arntt
School Principal Email Address:	DuaneArntt@silverlakemustangs.org
School Mailing Address:	PO Box 127 Bladen NE 68928
School Phone Number:	(402) 756-1311
Additional Authorized Contact Person (Optional):	Ryan Behmer
Email of Additional Contact Person:	ryanbehmer@silverlakemustangs.org
Superintendent Name:	Mel Crowe
Superintendent Email Address:	mcrowe@esu9.org

Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	x Yes <input type="checkbox"/> No
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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> <u>Duane Arntt</u> <u>Kari Sharp</u> <u>Becky Bartels</u> <u>Ryan Behmer</u> <u>Jessica Moore</u> <u>Tori Karr</u>	<u>Titles of those on Planning Team</u> <u>Principal</u> <u>Teacher</u> <u>Parent</u> <u>Teacher</u> <u>Title Coordinator</u> <u>Parent</u>
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School Information
(As of the last Friday in September)

Enrollment: 134	Average Class Size: 19	Number of Certified Instruction Staff: 16.75
Race and Ethnicity Percentages		
White: 92.6 %	Hispanic: 6.7 %	Asian: 0 %
Black/African American: .7 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages		
Poverty: 48 %	English Learner: 2.2 %	Mobility: 1.6 %

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

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>
All student data, is disaggregated by sub groups so that instructional decisions can be made concerning students who need assistance. Once the students' needs are identified the school	

can begin looking at different and new intervention options. “Jump Start Program” that would begin two weeks prior to the start of the new school year, was started in the fall of 2010 and still continues each year, and opening the school library during the summer months so that the students have access to reading materials. These programs are open to all students, but would focus on and target those students who scores on Stars tests, State Standards tests, NWEA MAPS tests and D.I.B.E.L.S. tests fall below their grade level lower than their present year.

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.

Parents and community are surveyed one time each school year, usually in the Spring. Every effort is made via personal contact, phone and/or mail to ensure that all surveys are returned so that the information it contains can be used to benefit the students and the Title I program. Also in conjunction with our School improvement Process we did survey students in grades 3 through 12 and parents in the district in the Spring of 2018. Those results are attached.

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.

As part of the School Improvement Process the district conducted a curriculum program audit of Reading and Language arts. This information is being used by the SIP subcommittees, as they look at program development in the Reading and Language Arts area. The goal of the curriculum audit is to identify all programs, which concern reading and language arts (at both the elementary and secondary), to ensure that they are measured by student achievement and to ensure that they are part of an overall comprehensive plan of student achievement. A part of the program audit involves an inventory of the district resources that are allocated to each program. This would include ensuring that all resources are being efficiently utilized and that there would be no duplication of services. Currently Silver Lake Elementary did incorporate a “Jump Start Program” in the Fall of 2010 that would begin two weeks prior to the start of the new school year, a reading interventions program, and we have incorporated opening the school library during the summer months so that the students have access to reading materials so that they may get a head start on their Accelerated Reader program. These programs would target all students especially those who scores on norm reference tests, Stars tests, State Standards tests, NWEA MAPS tests and D.I.B.E.L.S. tests fall below the 50 percentile or one full grade level lower than there present 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.

The use of DIBELS, MAPS, STAR READING and MATH scores were to determine instructional strategies to be used. Data included on attachments shows Silver Lake Elementary assessment data has been analyzed and used for prioritization of curriculum and instructional strategies. Reading data was utilized as a basis for selecting a new k-6 Reading/Language Arts series and k-5 interventions program. We continue to analyze data in an effort to assure students are staying at or above grade level.

3. Qualifications of instructional paraprofessionals

3.1 *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.*

Silver Lake Elementary Schools employs five paraprofessional teaching assistants. All paraprofessionals have at least a high school diploma or equivalent. All paraprofessionals are required to take and pass one of the Proficiency Exams, which Nebraska State Department of Education is using to fulfill the NCLB requirements. At this time all paraprofessionals have already met the requirement. When hiring paraprofessionals in the future, the school will provide some type of test prep orientation and the opportunity to complete one of the approved Proficiency Exams. All paraprofessionals are included in professional development activities and actively participate on school improvement committees. The paraprofessionals are also encouraged to attend the paraprofessionals conference each year.

4. High quality and ongoing professional development

4.1 *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.*

Silver Lake Public Schools encourages and provides the opportunity for all staff to participate in a high quality and ongoing professional development plan on a continuous basis. Each staff member is included in the implementation of a Professional Growth Plan. This is in alignment with our School Improvement Process and requirements of keeping up to date with State Standards and Assessment

Silver Lake School's professional development generally addresses the identified strategies and needs of the students. Professional development is designated to specifically address the identified needs of the building and the strategies of the State Assessments. An ongoing professional development plan and process is key in meeting the targeted needs of all students and teachers through the identified strategies.

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>The Silver Lake Parent, Teacher, Student Compact is reviewed by parents during the Annual Parent Meeting each fall. Parents are given a copy before the meeting to review and bring comments to the meeting. Their comments are then taken into consideration when updating the compact. Each parent, teacher, and student signs the compact which is kept on file.</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 Silver Lake Title 1 Parent Involvement Policy is a policy that parents of all participating children shall be notified of the educational objectives to be used for this program and given the opportunity to be involved in the joint development of the district plan and is reviewed each year during the Annual Parent Meeting in the spring. In the spring, before the annual parent meeting, a survey is sent to every parent asking what activities they have taken part in, what activities they would like to see in the year to come. Survey results and suggestions are discussed with the school-wide planning team and implementation practices are based on that input and the needs of the student population. This parent input gives the school many ideas of activities to include in the coming school year calendar. Design of our School-wide Plan will take into consideration all input and concerns of parents, community, staff, administration and school board.</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 School-wide Title Educator schedules a meeting in the Fall, which will usually coincide with the Parent/Teacher Conferences in September. Parents and any other interested parents are invited to attend this meeting. Title I also posts a monthly newsletter on the web (our school website) with tips and suggestions on subjects such as homework, school problems, discipline, and social problems. During the parent/teacher conferences the student's testing results are reviewed and parent's are notified of the skills and objectives identified for their child/children. Regular progress reports are sent home to the parents every 4-5 weeks and if any other progress reports are deemed necessary they will also be sent home. Parents are also contacted many times throughout the year about their child/children and other activities occurring at the school.</p> <p>Parent involvement plays a large role in our school as we count on them as volunteers to help us with the following activities;</p> <ul style="list-style-type: none"> ● Book orders ● Parents are encouraged to read with students through the AR 	

- reading and One School-One Book
- Invite Parents for Read Across America (March)
- Bingo Night
- Book Fair each spring
- Volunteer time to help supervise field trips.

Parents are welcome to visit school at any time during the school year.

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.

Silver Lake Elementary hosts an orientation for incoming kindergarten students in the spring of the year. This gives the students and parents the opportunity to meet with the kindergarten teachers and receive student packets to help in the transition from home, preschool, or head-start to the school setting.

In an effort to assist future Silver Lake students in the transition from home, preschool, or head-start to the Kindergarten school setting, a packet has been developed which outlines the readiness skills a child will need and learn in Kindergarten. Parents/guardians are encouraged to bring prospective Kindergarten students to school at a designated date in the spring to acquaint them with the facility and teachers during the annual Kindergarten Round-up. A parent day for prospective Kindergarten students and parents is also held each spring. It allows parents an introduction to the Kindergarten program and provides them with a time to complete enrollment paperwork.

During the school year the preschool students will go to the kindergarten room to interact and complete projects and lessons with the kindergarten students. The Kindergarten teacher will also visit the preschool students during the lunch period to visit and sometime eat with them so that they are familiar with her.

6.2

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.

Kindergarten through 6th grade participate in a "step-up" day at the end of the school year usually in May. This orientation day occurs a few days before school ends and is the

backbone of the transition program. Some activities are scripted and others are planned and designed to make the students more at ease with the changes that will occur the following fall. This day is what gets the entire school ready and excited for the upcoming year, especially the incoming students.

The day consists of:

- Brief full group assembly with welcome speech by Principal and mentors
- Discussion by the Counselor on classes and schedules
- Ice-breakers to encourage interactivity between everyone involved
- Teaching the new students about all of the opportunities at your school
- Familiarizing new students with the important start of school rules and procedure
- Incoming students finding and testing out their lockers
- Incoming students getting their schedule
- Incoming students locating each of their classrooms
- Parent meeting at the beginning or end of the day

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>The Title 1 teacher, as well as classroom teachers, provide opportunities for students to receive additional assistance before and after-school while waiting for buses to arrive. During noon recess, before and after school, those students that are in need of re-teaching are encouraged to spend time with the Title 1 teacher or the classroom teacher. Students that live in Bladen may come to school early or stay after school on an as needed basis. Teachers are willing to help those students that are unable to walk to school if parents are able to arrange additional transportation. Additional tutoring with high school students before or after school is also an option for students living in one of the other towns included in the Silver Lake School District. The summer Library program as well as the summer Jump Start program also are offered for any student who wishes to participate.</p>	

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

<p>8.1</p>	<p><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>
<p>Title I, State Aid, Local District Taxes, interest income on bank accounts and CDs, rental of school facilities, Special Education Funding, and Carl Perkins Grant.</p> <p>These funds are or will be used to fund our two school reform programs Accelerated Reading and Math and the Jump Start program.</p> <p>These funds also:</p> <ul style="list-style-type: none"> Provide salaries for some Silver Lake Elementary teachers and para-educators. This has allowed us to reduce our class size at the elementary level. Allow the purchase of instructional materials and resources for teachers to use in their classrooms and the library. Provide for activities that involve parents (field trips and activities). Allow for the purchase of equipment for us in the school's instructional programs. (computers, software) Provide for professional development for teachers and staff. Provide for a Title I team to coordinate activities and record keeping. 	
<p>8.2</p>	<p><i>Please provide a narrative below explaining how community resource(s) is/are used to support student learning. Supporting documentation may also be placed in the corresponding folder.</i></p>
<p>Community resources are considered in developing the plan. Community resources are used to support the strategies of our plan. The school and community, through coordination and integration of Federal, State, and local services and programs work together as partners in supporting high achievement for all students. Several services and programs work together with the Silver Lake Schools in supporting high achievement for all students.</p> <p>Human Resources:</p> <ul style="list-style-type: none"> District Certified Staff District Non-Certified Staff School Nursing services Parents Community volunteers Head Start Child and Family Development (programming and staff) 	

Educational Service Unit #9 Staff (psychologists, speech pathologists, occupational therapists, physical therapists)

The school works together and shares services with the local area community colleges, as well as local law enforcement. Parents and community members are also involved in many ways through the Red Ribbon Week and Farm Safety Day Projects. The Performance Learning Community team consists of teachers, administrators, school board members, community members, parents, students, and classified staff.

Silver Lake Elementary is proactive in ensuring strong participation in school learning, and activities by parents, and community members. The school has a variety of avenues for communicating with the partners. Currently we utilize phone calls, emails, individual letters home, school newsletters, our District website, Power School, which is accessible to parents and students and face to face communications.

School staff are knowledgeable about the circumstances of the families in the school district and have a means of addressing most of their key health care and basic life needs. The school nurse refers students and families to a wide range of services as needed, including health and dental care, mental health services, drug and alcohol counseling. Also staff members are proactive in seeking outside resources and partnerships. Partnerships are diverse (businesses, churches, community and social organizations).