

# 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.:	01-0123-000
School Name:	Silver Lake Elementary
County District School Number:	01-0123-002
School Grade span:	K-6
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.	X Reading/Language Arts X Math <input type="checkbox"/> Other (Specify)_____
School Principal Name:	Duane Arntt
School Principal Email Address:	duaneartt@silverlakemustangs.org
School Mailing Address:	P.O. Box 127 Bladen, NE 68928
School Phone Number:	402-756-1311
Additional Authorized Contact Person (Optional):	Courtney Buerer
Email of Additional Contact Person:	courtneybuerer@silverlakemustangs.org
Superintendent Name:	Terry Bauer
Superintendent Email Address:	terrybauer@silverlakemustangs.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	X Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X 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>Duane Arntt</u> _____	<u>Administrator</u>
<u>Courtney Buerer</u> _____	<u>Title I teacher</u>
<u>Becky Bartels</u> _____	<u>Parent</u>
<u>Tori Karr</u> _____	<u>Community Member</u>
<u>Jen tenBensel</u> _____	<u>Teacher</u>
<u>Kari Sharp</u> _____	<u>Teacher</u>
<u>Brian Karr</u> _____	<u>Board Member</u>
_____	_____
_____	_____
_____	_____
_____	_____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 112	Average Class Size: 16	Number of Certified Instruction Staff: 14
<b>Race and Ethnicity Percentages</b>		
White: 93.8 %	Hispanic: 5.4%	Asian: 0 %
Black/African American: .8 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 0%	
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 49 %	English Learner: 1.8 %	Mobility: 8.7 %

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

*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>Data from our Acadience reading, MAP, and Nebraska State Standards Assessments (NSCAS), along with ELL, Free and Reduced and mobility data, is reviewed by the Title I planning team and is taken into consideration when looking at our district's "Needs Assessment." All data is disaggregated by sub groups so that curriculum and instructional decisions can be made. Due to Covid-19, the NSCAS was not given in the Spring of 2020.</p> <p>After the Fall Acadience and MAP assessments are given, each classroom teacher meets with the title teacher to determine students who may need extra support. Classroom teachers also use the data to group students for instructional purposes such as for leveled reading groups. Once the students' needs are identified, the teachers can begin looking at appropriate intervention and support options for each student that scores below benchmark. The students are again assessed with the Acadience assessment in the Winter, when the teachers will meet again to review data and make necessary changes to student groups, interventions, supports, and/or curriculum. In the Spring towards the end of the school year, all students are assessed with the Acadience, MAP, and Nebraska State Standards assessments. This data is again reviewed by the planning team to aid in decisions on curriculum, instruction, assessments, interventions and goals for the next school year.</p> <p>Students who have scored below benchmark on the Acadience assessment, are also progress monitored twice a month. These results are shared monthly with teachers and parents. The elementary staff has monthly meetings to discuss progress and any changes that may need to be made. In addition to the monthly elementary meetings, we have multiple staff inservices and individual professional development trainings. Classroom teachers and the Title I teacher are in constant communication about students' progress so that changes can be made as necessary.</p> <p>The Student Assistance Team (SAT), also meets frequently to discuss students who have been referred to the team due to academic concerns. Data from assessments, progress monitoring, and classroom work is reviewed at these meetings and interventions and strategies are put in place for the students. The team meets regularly to review the students' progress, determine if changes need to be made, and what the next step will be.</p> <p>The School Improvement Planning (SIP) team also uses assessment data to determine the school district goals. The team meets monthly to review data and determine the action plan to</p>	

meet these goals. The school is currently in the first of the five year improvement plan cycle. The assessment data is very important for determining the areas of improvement for the school. The entire staff meets quarterly also to analyze the different data and use it to help with creating the SIP action plan. Each staff member is also on one of the six SIP committees. These committees meet several times on their own.

Our “Jump Start Program” that begins two weeks prior to the start of the new school year, was started in the fall of 2010 and still continues each year. The school also opens 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 score below grade or benchmark level on the State Standards, MAP, and Acadience assessments.

**1.2** *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.*

Parents are surveyed each Spring. A paper copy of the survey is sent home to each family. This survey includes the following three questions: What parent involvement activities have you participated in or hope to participate in this school year? What events would you like to see happen at the school this year or next? What would you change about any of the parent involvement activities in which you have been involved? Every effort is made via personal contact, phone, email and/or mail to encourage all families to fill out and return the surveys to school so that the information it contains can be used to benefit the students and the Title I program.

At the Annual Title I meeting, parents are asked to review the Parent Involvement Policy and the School-Parent compact. They are asked to give any input or suggestions for changes to either document. They are also given the opportunity to share any positives or suggestions they have regarding the parent involvement activities through the school. These responses are used to update the parent involvement documents and activities.

Also, in conjunction with our School Improvement Plan, the school will be surveying the current and past students, parents, teachers, and community members using an online survey on each group. The data from the surveys will be used to determine any improvements the school needs to make. The School Improvement Planning team will also use the data to help determine goals and action plan. This survey for 2021 will take place later in the Spring.

**1.3** *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.*

Currently, Silver Lake is in the first year of the five year School Improvement Plan cycle. The School Improvement Planning team (SIP) along with the other staff members, are discussing revisions of past goals and determining future goals for the school district. The SIP team meets monthly and meets with the rest of the staff during inservices multiple times throughout the school year. Multiple data measures and input from teachers, parents, students, and community members, is used to help determine the needs of the school. The entire school staff has been involved in analyzing this data. Six committees have been formed to help address the areas that were identified by the staff as areas of improvement. These committees have meetings to discuss different aspects for their committee’s goal. First each committee is to determine the methods/metric the committee will be using to measure the progress towards the goal. Then the committees will identify the starting point or the baseline

measurement of each goal as we begin this school improvement cycle. Next each committee will identify and list all stakeholders whose input will be used to determine the committee's goals and develop strategies to achieve them. The committee will then formulate between two and five questions for each group of stakeholders that were identified, that will help the committees set and achieve the goals. These questions will be distributed through a survey, either online or on paper depending on the group, later in the Spring of 2021.

Currently, Silver Lake Elementary does a "Jump Start Program" that began in the Fall of 2010. It begins two weeks prior to the start of the new school year. Reading intervention programs are utilized, 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 score on norm referenced tests, Stars tests, State Standards tests, NWEA MAP tests and Acadience tests fall below the 50th percentile or one full grade level lower than their present year.

The elementary has also adopted a new math curriculum that we began using in the fall of 2020. The new curriculum is updated and aligned with the current Nebraska State Math Standards. The staff had training on the new curriculum before the start of the school year. The elementary is also looking into new reading interventions. Our plan is to have new reading interventions picked by the end of the school year so that materials can be ordered and teachers can be trained and begin implementing the new interventions next year.

## 2. Schoolwide reform strategies

**2.1**

*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.*

The K-6 elementary staff have monthly meetings to discuss student needs. Assessment data from MAP and the Nebraska State Standards assessment are discussed at the beginning and end of each year. Data from the Acadience assessments are discussed three times a year. Acadience progress monitoring data is reviewed each month by the title and classroom teachers. The reading data is used to determine specific interventions, strategies, and supports for students who score below benchmark.

Students who score below benchmark on the assessments in reading or math, and are not receiving special education services, are provided support through the Title I program along with strategies and support provided by the classroom teachers and paraprofessionals. Students can also be referred by parents and teachers to receive title I support if they have concerns with the student becoming at-risk of not meeting grade level state standards. The Title I teacher provides each of these students with interventions, strategies, small group work, pre teaching and/or reteaching of skills. For students who score below benchmark on the reading assessments, an Individual Reading Improvement Plan is also created for each that describes the areas of instructional focus and the intervention and supports for each student. The Title I teacher also progress monitors these students twice a month. The progress monitoring reports are sent to the parents and teachers each month. The Title I

teacher also meets with the classroom teachers to assess progress and determine any changes that need to be made to the plan.

Students who qualify for special education services through appropriate testing, receive interventions and support from the special education teacher as well as support from the classroom teacher, paraprofessionals and at times the Title I teacher. The special education teachers are also in constant communication with the classroom teachers.

At Silver Lake, all students K-6 have a technology device. K-2 students have an iPad and 3-6 students have a MacBook Air. These devices are only to be used at school at this time. Teachers have the students do many different activities and assignments on these devices. They are also equipped with educational apps that the teachers use to enhance student learning. The students are not able to take their devices home at this time but are available if a school closure would happen again in the future.

Our “Jump Start Program” that begins two weeks prior to the start of the new school year, was started in the fall of 2010 and still continues each year. The school also opens 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 score below grade or benchmark level on the State Standards, MAP, and Acadience tests.

Silver Lake also participates in the book club One School One Book. For this program, every family and staff member receives the same book that the school has chosen. A calendar is created detailing what chapters are to be read and when. A daily trivia question from the book is sent to each classroom teacher so that they can ask their students and have discussions about the book. The families can either have their child/children read the book aloud if able or parents can read it aloud to their children. Reading aloud at home is valuable because it better prepares the students to be an effective reader. With the One School One Book program, we aim to build a community of readers at our school.

### 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>
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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 designed 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.

The staff has multiple inservice days along with monthly elementary meetings. The staff attends the PLC through the service unit each year. This year the PLC was held virtually in the Fall which included keynote speaker Tim Elmore and several break out sessions. The staff also attends the Small School Consortium each year through the service unit, however the consortium this year has been cancelled due to Covid. Silver Lake elementary staff also had curriculum training for the new curriculum.

Staff are also encouraged to attend individual professional developments and trainings throughout the year. This year, due to Covid-19, staff was not able to attend as many professional developments as in the past. A list of individual professional developments from the past couple years has been included in the corresponding folder.

#### 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>The School-Parent compact is included in the student handbook which parents and students are required to sign at the beginning of each year. The compact is also on the school's website page. The Silver Lake Parent, Teacher, Student Compact is also reviewed by parents during the Annual Title I Parent Meeting each year. Parents are given a copy to review and can make comments and suggestions at the meeting. Parents are also informed and encouraged to make comments and suggestions anytime throughout the year by phone or email. Their comments and suggestions are then taken into consideration when updating the compact. Silver Lake believes it is important for each individual to know their role and responsibility when it comes to each students' learning.</p>	
<b>4.2</b>	<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 Silver Lake Title I Parent Involvement Policy is included in the student handbook and on the school's website page. The policy is also handed out during the Annual Title I meeting. It is a policy that states 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 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, and any changes they may want to see. 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 upcoming 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>	
<b>4.3</b>	<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>In most past years, the Title teacher has scheduled an annual title meeting in the fall, but due</p>	

to precautions with Covid and not being able to have large numbers of people in the school, the 2020-2021 Annual Title I parent meeting was postponed to the Spring. In the Fall however, parents were given the opportunity to have a phone conference, if they chose, and papers and forms were sent home. The annual Title I parent meeting was held in February when parents were able to come to the school. All parents were invited to attend this meeting via a letter sent home and through the school's weekly newsletter. At the meeting, it was explained to parents what it means for Silver Lake to be a school-wide Title I school. Parents were also reminded that they can request title support for their child at any time if they feel their child is struggling. Parents were also given another copy of the parental engagement policy and parent school compact and were reminded that they can make suggestions or request changes to these documents not or at any time by emailing or calling. Parents were also given the opportunity at the meeting to make any suggestions or give positive feedback for any of the Title I parental activities.

During parent/teacher conferences the student's testing results are reviewed and parents are notified of the skills and objectives identified for their child. Regular progress reports and progress monitoring results 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 and other activities occurring at the school. Parent involvement plays a large role in our school as we count on them as volunteers to help us with many activities. Due to Covid and the recommended protocols and precautions, many family involvement activities had to take place virtually or be canceled for the year. We hope all activities can resume next school year. In years past the following family involvement activities have occurred.

- Parents are encouraged to read with students through 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.
- School Music Programs
- Title I Annual Meeting
- Field Day
- Veterans Day Program
- Quiz Bowl
- Parent Teacher Conferences
- Safety Day

Parents are also welcomed to visit school at any time during the school year

## 5. Transition Plan

<b>5.1</b>	<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>
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Silver Lake has a kindergarten parent meeting each year for any parents of upcoming kindergarten students. At this meeting, parents are introduced to the kindergarten teacher, provided informational and enrollment packets and given a tour of the kindergarten room and school. In addition to the parent meeting, Silver Lake has a kindergarten “play day” in the spring for all incoming kindergarteners to experience part of the daily school routine. Also since the preschool rooms are in the same building as the elementary, during the school year the preschool students will go to the kindergarten room to complete projects and activities to become familiar with the teacher and classroom. The Kindergarten teacher will also visit the preschool students during the lunch period from time to time to visit and sometimes eat with them.

Silver Lake also has transition meetings for each student who is transitioning from the preschool to kindergarten. These meetings take place in the spring. Parents, the preschool teacher, the kindergarten teacher, the principal and any necessary specialist are in attendance at these meetings. The kindergarten teacher will also attend the Individualized Education Program meetings (IEP) for preschool students who are in special education.

Silver Lake Elementary is a Pk-6 building. Having all the elementary grades in the same building helps with students transitioning from one grade to the next. The students are familiar with the building and their new classroom each year. They also are able to meet their new teachers before beginning the new school year.

When new students transfer into the school district, we make sure to get their files from their previous school as soon as possible. That way we have some information on the student and their needs.

**5.2**

*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).*

At Silver Lake the 4th, 5th, and 6th grades in the elementary are departmentalized so that the upper elementary students become accustomed to moving from room to room and having different teachers for some subjects. It is our belief that this will help to prepare the students in their transition to the Junior High level.

The 6th graders also participate in an orientation day every spring at the middle school. They will spend an entire day there and get to know some of the routines. It helps them become more familiar with the school and their future teachers. In the afternoon, their parents are also welcome to come to the school. Students, with their parents, will register for their fall classes and fill out other paperwork that may be needed.

When Silver Lake students transfer out of the school district, we also make sure to get their file to their new school as soon as possible so that they are aware of the student's needs.

For sixth grade students who are on an IEP, the middle school special education teacher is also invited to their meetings so that they can understand and help with their transition.

## **6. Strategies to address areas of need**

**6.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

At Silver Lake, there is a set reading time for each class. At least 60 minutes is reserved each day for reading and math. In addition to this time, we have set aside intervention time for each class. During the intervention time, students who are needing extra support are able to receive interventions from the Title teacher, special education teacher, classroom teacher, or paraprofessional. Students in 4th-6th grade are also provided with a study hall so that they have time to work on homework and ask questions if needed at the end of the day. During their study hall time, identified students will usually go to the Title or special education classroom to get support from those teachers in a small group setting.

The teachers at Silver Lake work hard to provide the students with the support that they each need. They provide opportunities for students to receive additional assistance before and after the school day. Teachers communicate with parents and help make arrangements with transportation for students so that they are able to come early or stay later after school. The summer Library program as well as the summer Jump Start program also are offered for any student who wishes to participate.