

Title I Schoolwide Plan

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

*The New Title I Schoolwide Plan is due to the NDE Federal Programs office
by April 1st*

Date of Review:	Updated October of 2025
District Name:	Silver Lake Public Schools
School Name:	Silver Lake Elementary
County-District-School Number: xx-xxxx-xxx	01-0123-000
Grades Served with Title I-A Funds: (PK is rarely served)	K-6
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes x No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes x No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☐ Other (Specify) _____
School Principal Name:	Joshua Drake
School Principal Email Address:	joshuadrake@silverlakemustangs.org
School Mailing Address:	PO Box 127 Bladen, NE 68928
School Phone Number:	402-756-1311
Additional Authorized Contact Person (Optional):	Chris Watt
Email of Additional Contact Person:	chriswatt@silverlakemustangs.org
Superintendent Name:	Terry Bauer
Superintendent Email Address:	terrybauer@silverlakemustangs.org

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Joshua Drake</u> <u>Chris Watt</u> <u>Shaun Fisher</u> <u>Cortney James</u> <u>Jocelyn Serna</u> <u>Kari Sharp</u> <u>Tori Karr</u> 	<u>Administrator</u> <u>Title I Teacher</u> <u>Parent</u> <u>Teacher</u> <u>School Board Member</u> <u>Teacher</u> <u>Community Member</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 106	Average Class Size: 15.1	Number of Certified Instruction Staff: 16
Race and Ethnicity Percentages		
White: 95.5 %	Hispanic: 4.5 %	Asian: 0 %
Black/African American: 0 %	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 https://nep.education.ne.gov/)</i>		
Poverty: 30.2 %	English Learner: 2.75 %	Mobility: 0 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
DIBELS 8	
MAP	
NSCAS	

Confirm all Instructional Paras are Qualified according to ESSA.	X Yes ☐ No
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The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

1. Comprehensive Needs Assessment

1.1

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.

Data from our mClass Dibels 8, MAP, Nebraska State Standards assessments (NSCAS), along with ELL, Free and Reduced and mobility, data, is reviewed by the Title I planning team and building level MTSS team and is taken into consideration when looking at our district's "Needs Assessment." All data is disaggregated by sub group so that curriculum and instructional decisions can be made.

At the conclusion of the beginning of year Dibels and MAP testing our classroom teachers, Title I teacher, and building principal meet to determine which students may need additional support either within the Tier 1 level or Tier 2 level. Classroom teachers also use the data in order for classroom group purposes to provide for differentiated instruction. Once all data is collected intervention plans can be put in place for those students who are below or nearly below benchmark. In the winter students are again assessed using Dibels 8 and MAP/NSCAS testing. At this point all data will again be reviewed in order to adjust accordingly to meet the needs of the students. Students are also assessed at the end of the year using Dibels 8 and MAP/NSCAS. This data is used by the Title I and MTSS team in order to make scheduling, curriculum, instruction, and assessment decisions for the following school year.

Students who have scored below benchmark on the Dibels 8 assessment, are also progress monitored twice a month. These results are shared and updated monthly with classroom teachers, the MTSS team, and parents. The elementary has whole staff meetings monthly in order to discuss progress and any changes that may need to be made. In addition to the monthly staff meetings, we have bi-weekly MTSS team meetings, staff in-services, and individual professional development training the staff attends. Classroom teachers, the building principal, and the Title I teacher are in constant communication about students' progress so that any necessary modifications to the plan can be made as necessary.

The MTSS team also meets bi-weekly to discuss students who have been referred to the team for any academic or behavioral /social-emotional 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 at the Tier 1 and Tier 2 levels.

The Continuous Improvement Planning (CIP) team also uses the assessment data to determine building and district level goals. The team meets monthly to review data and determine an action plan to meet these goals. The school is currently in the first of a five year improvement plan cycle. The assessment data is very important for determining the areas of improvement for the school. The entire staff has quarterly meetings to analyze the data and use it to help with creating the CIP action plan. Each staff member is assigned to a CIP team committee, and those committees meet at a minimum bi-annually.

Our “Jump Start Program” begins two weeks prior to the start of school each year. This program was started in 2010 and continues annually. Additionally, an after school study hall program was introduced in the Fall of 2022. The program provides additional support to students on day a week for two hours after school. These programs are open to all students, but focus on those students who have scored near or below benchmark on the state standards, MAP assessments, or Dibels 8 assessment.

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.

Parents are surveyed each year in the spring. A paper copy of the survey is sent home to each family. The survey is also made available at spring parent/teacher conferences. The following three questions make up the survey: 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? Additional questions about communication and involvement are included with a ranking system on a LIKERT scale. 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 reviewed and used to benefit the school and 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 Continuous Improvement Plan, the school regularly surveys current and past students, parents, teachers/staff, and community members using an online survey. The data from the surveys will be used to determine areas of strength and weakness for the school through the eyes of all stakeholders. The Continuous Improvement/District MTSS team will also use the data to help determine goals and the corresponding action plan. Surveys for this cycle are still in the development phase as of the Fall of 2025.

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.

Currently, Silver Lake is in the second year of the five year Continuous Improvement cycle. At the current time the team is reviewing the findings of our last external review and making revisions to past goals while reviewing ideas for future goals. The CIP team meets monthly and addresses the entire staff during in-service days multiple times throughout the year. Multiple data points from teachers, staff members, students, and community members are used to determine the needs of the school. The entire staff is involved in the process of analyzing data and goal selection. The staff is then divided into committees that are geared around the goals of the district. The committees determine the methods/metric that will be used to measure progress toward the goal. The committees also identify the baseline/starting point in order to measure progress. 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 formulates questions for each group of stakeholders in order to progress toward our goals. These groups are still a work in progress due to the beginning of a new cycle.

Currently, Silver Lake Elementary does a “Jump Start Program” that began in the fall of 2010. It begins two weeks prior to the beginning of the school year. Reading intervention programs are utilized during this time. Additionally, in the fall of 2022 an after school study hall program was put into place for students in grades 3-6. This program provides homework support, targeted reading practice, and targeted math activities so students one night per week for two hours after school. The programs are targeted to those students who perform below the 50th percentile on norm referenced tests including; STARS, MAP, NSCAS, and Dibels 8.

The elementary adopted a new ELA curriculum in the Fall of 2022. The curriculum is updated and aligns with the current Nebraska ELA standards. The staff has attended numerous workshops over the years to become well versed in the curriculum. Additionally, in the Fall of 2022 a new intervention program was put in place for students in grades 3-6. In the Fall of 2023 a new intervention program was put in place for students in grades K-2 that corresponds with our core ELA curriculum.

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.

The K-6 elementary staff have monthly meetings to discuss student needs. Additionally, the elementary MTSS team meets bi-monthly to discuss any student academic or social emotional needs as well. Assessment data from Dibels 8, MAP, and NSCAS testing are discussed at the building level three times per year. Dibels 8 and Corrective reading progress monitoring is done twice a month. The results are reviewed by the Title I teacher, building principal, and classroom teachers. The reading data is used to determine specific interventions and levels, strategies, and supports for students who score near or below the benchmark.

Students who score below benchmark 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 teacher and paraprofessionals. Students may also be referred for Title I support by parents and teachers if they feel the student is at-risk of not meeting grade level 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 assessment, an Individual Reading Improvement Plan is also created for each that describes the areas of instructional focus and the intervention and support 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 and building principal 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 a 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 contact with the building principal and classroom teachers.

At Silver Lake, all students K-6 have access to a technology device. K-2 students have access to an iPad while students in grades 3-6 have access to a MacBook Air. These devices

are to only be used during the school day. The teachers and students use these devices for a multitude of educational activities. Additionally, the devices are used in the Title I and special education departments to aid in the targeted intervention process. Student devices are not allowed to be taken home at the elementary level.

All Silver Lake students grades 1-6 utilize individual skills plans on IXL. These plans are built based upon MAP testing results in order to target certain areas of need in the areas of ELA and Math and are in full alignment with the Nebraska state standards.

Also, Silver Lake Elementary has a “Jump Start Program” that began in the fall of 2010. It begins two weeks prior to the beginning of the school year. Reading intervention programs are utilized during this time. Additionally, in the fall of 2022 an after school study hall program was put into place for students in grades 3-6. This program provides homework support, targeted reading practice, and targeted math activities so students one night per week for two hours after school. The programs are targeted to those students who perform below the 50th percentile on norm referenced tests including; STARS, MAP, NSCAS, and Dibels 8.

Silver Lake Elementary also participates in the One School One Book program. In this program each family and staff member receive a copy of the same book along with a pacing guide. Each day a trivia question from the book is read aloud over the intercom and students have an opportunity to answer the question(s) to earn prizes. Families may choose how they would like to read the book. An older member of the family may read the book, or the adult may simply read the chapter each night to the children. The goal is to promote family time and a love of reading. With the One School One Book program, Silver Lake is dedicated to developing a community of readers.

3. High quality and ongoing professional development

3.1

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.

Silver Lake Public Schools encourages and provides the opportunity for all staff to participate in a high quality and ongoing professional development plan. Each staff member is included in the implementation of a Professional Growth Plan. This aligns with our Continuous Improvement Process and requirements of keeping up to date with state standards and assessments. 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. An ongoing professional development plan and process is key in meeting the targeted needs of all students and teachers.

The staff has multiple in-service days along with monthly staff meetings, bi-weekly MTSS teams meetings, and grade level/content specific meetings. Examples of whole staff development include Danielson model training from ESU 9, curriculum integration training through our vendors, and behavioral training through ESU 9. Additionally, a few specific teachers attend APL training, the NeMTSS conference, and the ASD conference each year. Elementary staff are currently going through LETRS training in order to successfully meet science of reading training requirements to better serve our students.

Staff are encouraged to attend individual professional developments and trainings throughout the year. There is an ongoing file of training that have been attended by teachers.

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.</i>
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.	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.</i>
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.	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I.</i>
Since the Spring of 2023 the annual Title I parent meeting has been held in conjunction with Read Across America week and our Green Eggs and Ham breakfast. All parents are invited to attend the meeting via a letter sent home with the weekly school newsletter. Additionally, an email is sent home inviting all families to attend. 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.

The following is a list of some of the activities that families may take part in:

- One School One Book
- Green Eggs and Ham (Read Across America Week)
- Book Fair bi-annually
- Book Blast
- Elementary Trunk or Treat
- School Music Programs
- Field Trip Volunteers
- Field Day
- Veterans Day Program
- Parent Breakfast
- Quiz Bowl
- Parent/Teacher Conferences
- Safety Day
- School Carnival

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

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 Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).

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.

Students in grades 4-6 also use the same curriculum as students in grades 7-8 in the areas of English, vocabulary, and math to help the transition. Additionally, the 6th grade utilizes the same Reading curriculum as grades 7-8 as well. The 6th grade also incorporates the use of the Canvas LMS in order to help bridge the gap between the elementary and Jr. High.

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, the schedule is set for each class. At least 60 minutes is reserved each day for reading and math in grades 4-6. In grades K-2 a minimum of 75 minutes for ELA and 60 minutes for math are scheduled. In addition to this time, we have set aside Mustang time for each class. During the Mustang time, students who are needing extra support are able to receive interventions from the Title teacher, special education teacher, classroom teacher, or

paraprofessional. Also, during this time students who are identified as high ability learners (HAL) will receive targeted instruction. 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 Jump Start program and after school study hall program also are offered for any student who wishes to participate.

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

7.1	Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). <i>(If you choose not to consolidate, N/A is acceptable.)</i>
	N/A