

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:	Palmer
County Dist. No.:	Merrick County District 61-0049
School Name:	Palmer Elementary
County District School Number:	61-0049-002
School Grade span:	PK-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.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Sherise Loeffelbein
School Principal Email Address:	sloffelbein@palmer.esu7.org
School Mailing Address:	202 Commercial St Palmer, NE 68664
School Phone Number:	(308)894-3065
Additional Authorized Contact Person (Optional):	Becky Meyer
Email of Additional Contact Person:	bmeyer@palmer.esu7.org
Superintendent Name:	Joel Bohlken
Superintendent Email Address:	jbohlken@palmer.esu7.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
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<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i> Joanie Samuelson Sherise Loeffelbein Becky Meyer Kayla Dobson Melissa Kriz Emi Wolfe	<u>Titles of those on Planning Team</u> Parent Administrator Title 1 teacher Tech Integration Specialist Special Education Teacher Guidance Counselor
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School Information
(As of the last Friday in September)

Enrollment: 197	Average Class Size: 21	Number of Certified Instruction Staff: 12
Race and Ethnicity Percentages		
White: 93.4%	Hispanic: 0.05%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 02%	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 49.24%	English Learner: 1%	Mobility: 5.21%

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

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

Place documentation in the corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<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 district uses NSCAS, Acadience Reading, MAP Growth, MAP Fluency, and classroom performance to comprehensively identify students showing the greatest academic need. That information along with teacher recommendations, assessment results (assessments listed above), and the district's Decision Rules are considered when grouping students as well as for planning curriculum, instruction, and assessment decisions. The staff's professional development and MTSS plan is also aligned to meet the needs of students.</p> <p>Supporting Documents: Decision Rules, MTSS plan</p>	
1.2	<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>A survey was available on the school website during parent teacher conferences with devices available for parents to use. Parents were asked to take the survey when they entered the building. The survey was meant to gather and identify needs for the school. The answers to the survey are extensive, therefore only the questions are included in documentation.</p> <p>The results were used to base decisions about some of the district's needs. Based on the results, some areas that change occurred included, but are not limited to: classroom size reduction, community involvement increase, library remodel, and encouragement of students to be actively involved in extracurricular activities.</p> <p>Supporting Documents: Parent Survey Questions</p>	
1.3	<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>During the 2015-2016 school year, school staff voted to change the Continuous Improvement goal from vocabulary to written language. Our district is currently restarting the 5-year cycle of Continuous Improvement and a new goal will be set toward the end of the 2020-2021 school year. The previous Continuous Improvement plan is attached in the documentation.</p> <p>The district has also implemented on-going improvement efforts with staff PLCs in both whole group and small group settings to meet the needs of staff and students.</p> <p>Instructional coaching is also offered again this year through ESU 7 with 10 teachers participating this school year.</p> <p>Supporting Documents: SIP Action Plan, PLC Agenda, ESU 7 Cognitive Coaching Snapshot</p>	

2. Schoolwide reform strategies

2.1	<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>The MTSS team meets weekly to discuss students who are not meeting benchmarks and are in need of additional assistance. These students are often at risk of not meeting standardized benchmarks or the standards set forth by the state of Nebraska. Decisions are based on assessment data of those listed in Section 1.1. In addition to support through MTSS, the team also uses teacher observation and weekly progress monitoring to ensure students are making progress and those meetings help the team place students in an intervention to meet each student's needs.</p> <p>Decisions on students working through the MTSS process are determined by Decision Rules set forth by the team as well as a meeting agenda that is completed prior to each meeting. The MTSS plan is monitored and revised on a yearly basis as standards are modified and student needs change.</p> <p>The Nebraska READS Act enacted in 2018 has taken a comprehensive approach to improving literacy skills. The district uses an Individualized Reading Improvement Plan (IRIP) for students that are not making the appropriate progress. This plan identifies student needs and reports those to parents. The plan is also a guideline for the instructional path students and teachers take toward student progress.</p> <p>Supporting Documents: Decision Rules, MTSS Meeting Agenda Sample, Intervention List, IRIP Template, District Strategic Plan</p>	

3. High quality and ongoing professional development

3.1	<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>Professional development activities are offered and/or required each school year for teachers, paraprofessionals, and other school personnel. Teacher and staff inservices are offered each month with training on data, school improvement, and many other topics.</p> <p>In addition, staff PLCs are offered each week with the weekly topic changing to meet the needs of the staff and students. Professional Development opportunities are also offered through ESU7 to improve instructional effectiveness and use academic data to guide instruction. Recent professional development opportunities include Write Tools Training, Language Arts Standards training through ESU 7, Ron Clark Academy Training, Kagan Structures, Dyslexia Association Conference and the Nebraska State Literacy Association Conference.</p> <p>Supporting Documents: Staff PLC Agenda, ESU 7 Professional Development Data</p>	

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. Provide supporting documentation in the corresponding folder.</i>
<p>The School-Parent-Student Compact was jointly developed by teachers, school staff, administrators, and parents. It is then distributed at an annual family event called Bingo, Brownies, and Books. This event is held in conjunction with our Annual Title I Meeting. At the meeting, parents are given the opportunity to discuss the</p>	

compact as well as receive other information on Title I services, school performance, and the district's Family Engagement Policy.

Before each school year begins, the district hosts a Palmer Pride evening event to get students geared up for the year as well as to have parents complete required registration paperwork. Due to COVID-19, the annual Palmer Pride event looked different than in previous years. The Title I compact can also be reviewed at this event.

The district also encourages parents to attend Parent-Teacher Conferences where the compact can be reviewed. These are held during the first and third quarters of the school year.

Along with those events, the Title I department sends home a monthly activities calendar to encourage parent and child interaction at home.

Supporting Documents: School-Parent-Student Compact, Parent-Teacher Conference schedule, Activities Calendar (English & Spanish), Pride Night Flyer

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.*

The Title I Parent and Family Engagement Policy was developed by teachers, school staff, administrators, and parents. The policy is distributed at the annual Title I meeting help for families. The event was called Bingo, Brownies, and Books. This event is paired with the Annual Title I meeting and it brings families together to enjoy stories and playing Bingo games.

Parents were invited to bring any questions and/or suggestions regarding the policy. No parents offered any suggestions at that time.

During the 2021 annual event, 48 students representing 24 families were in attendance. After participating in read-alouds and Bingo games, each student received a book at their reading level.

Supporting Document: Title 1 Parent and Family Member Engagement Policy, Meeting Attendance

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 annual parent meeting was held in February in correspondence with Bingo, Brownies, and Books as well as with the Scholastic Book Fair. While students were playing Bingo and listening to stories, we discussed any questions or concerns parents have about Title I as well as the Title I compact, the Family Engagement Policy, district assessment results, school improvement, and district staffing. Parents were invited to share any comments or concerns regarding the Title I program and the district at this time.

Following the Annual Meeting, a survey was sent to parents in attendance. Generally, parents were happy with the event and had no other questions or concerns about Title I. After the event, students also received a book that relates well to their reading ability.

Supporting Documents: Meeting Invitation, Meeting Attendance, Title I Information Pamphlet, Meeting Survey Questions, Meeting Appreciation Bookmarks, Event Pictures

5. Transition Plan

<p>5.1</p>	<p><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></p>
<p>The district provides two opportunities for incoming students and school personnel to support, coordinate, and integrate services. Kindergarten Round-Up is one of the events typically held each spring and it allows incoming students and parents to visit the classroom and become familiar with the classroom teacher as well as other school personnel. Due to COVID-19, this event happened virtually last spring with each student having a parent present at the virtual meeting.</p> <p>Palmer features a public preschool housed in a building across the street from the K-12 school. Preschool is trained in D'Nealian handwriting. There is excellent communication between the preschool and the elementary school with the kindergarten teacher visiting the preschool classroom and visiting with students multiple times throughout the year as well as preschool students visiting the kindergarten classroom various times throughout the spring semester.</p>	
<p>5.2</p>	<p><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>
<p>The transition plan for students moving from sixth grade to middle school includes activities that assist in the transition. One event is an orientation for 6th graders. This event is held each spring to help them transition to 7th grade. During this orientation each 6th grader is paired with a 7th grade student for the day. During this time, they are introduced to the junior high schedule, staff, classroom routines, and expectations. Due to COVID-19, the district was unable to have this event last spring.</p> <p>Palmer Public School's guidance counselor completes the middle school transition with 6th graders for several weeks at the end of each school year. Along with the transition work within the school day, the counselor also hosts a 7th Grade Orientation night for students and parents. This event was also unable to take place due to the pandemic.</p> <p>At the beginning of the students' 7th grade school year, the counselor teaches 9 weeks of study skills using the Second Step curriculum. Parents are kept informed about this transition through letters from the school and also the district's monthly newsletter.</p>	

6. Strategies to address areas of need

<p>6.1</p>	<p><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>
<p>The use of a certified Title I teacher to provide reading instruction increases the quality and amount of learning time within the regular instructional school day. Along with that teacher, the district also employs a paraeducator who provides interventions to students that are identified for Title 1 as well.</p> <p>In the elementary, Palmer Public Schools also holds weekly MTSS meetings to discuss assessment results. Along with those meetings, parents are given information on how the MTSS model operates. They are also contacted</p>	

on a regular basis and given updates on the progress of the team working through the MTSS model with their particular student.

A summer reading program is offered through the school library to keep students reading when school is not in session.

Beyond the regular school year, summer school is offered to students showing academic need including, but not limited to, all Title I students and resource students.