

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:	Lewiston Consolidated
County Dist. No.:	67-0069
School Name:	Lewiston Consolidated School
County District School Number:	002
School Grade span:	K through 6th
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:	Juli Smith
School Principal Email Address:	jsmith@lewistonschool.net
School Mailing Address:	306 Tiger Ave. Lewiston, NE 68380
School Phone Number:	402-865-4675
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Rick Kentfield
Superintendent Email Address:	rkentfield@lewistonschool.net
Confirm that the Schoolwide Plan will be made 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 & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<hr/> Juli Smith Allana Deane Joan Stutesman Pandora Worthey Heather Campbell Michele Houston Stephanie Smith <hr/> <hr/> <hr/> <hr/>	<u>Parent Administrator</u> Title Teacher (BLT member) SPED Teacher (BLT member) PreK3 Teacher (BLT member) Art Teacher (BLT member) Counselor (BLT member) Jr. High Language Arts Teacher (BLT member) <hr/> <hr/> <hr/> <hr/>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 181	Average Class Size: 13	Number of Certified Instruction Staff: 27
Race and Ethnicity Percentages		
White: 94 %	Hispanic: 3 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 48.6 %	English Learner: 1 %	Mobility: 11 %

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

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 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 instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Data from MAPS, STAR, and DIBELS testing is used to see where students compare to their peers and if growth is seen. These tests are given three times a year and keep us informed of our students' needs. We use these results during the ESU Data Retreat. During the first inservice of each school year, we use the data to create a plan to help students succeed. We will also use this time to discuss what instructional groups would benefit our struggling students in each grade.</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>Every month, the district holds a board meeting. Parents and community members are welcome to attend and share concerns. If unable to attend a meeting, the school provides two easily-accessible suggestion boxes that can be utilized by parents. Parents and community members have access to employee emails to hold discussion or plan meetings about their students. Lewiston Consolidated School has a PTO that parents may join to support the school. Lewiston School sends out an annual survey to parents and students. These surveys provide the school with information on what can be improved and is used to identify needs of the school.</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>The schoolwide improvement plan is aimed at improving reading scores in grades K-6th and preparing students for middle school and high school success. The school has created a BLT (Building Leadership Team) which has replaced our SAT. We are using MTSS to help us identify students' needs that may be missed or are inconclusive when using our data from tests. The BLT plans to hold monthly meetings to discuss strategies and interventions that can be implemented by the classroom teacher, paraprofessionals, the Title I teacher, and the Resource teacher.</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>Using our data from the assessments listed above, the Title I teacher and corresponding classroom teachers create instructional groups based on which students are below benchmark or at risk of falling below benchmark. The Title I teacher works with at risk students and monitors their progress on a regular basis. If needs are not being met or further intervention is needed, this information is communicated to the classroom teachers and a new plan is created.</p>	

3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.</i>
Paraprofessionals are set up on Project Para through UNL and provided guidance in completing the ESEA requirements.	

4. High quality and ongoing professional development

4.1	<i>Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
Professional development is offered to all teachers and paraprofessionals to ensure that our staff is highly qualified. Teachers attend different professional development activities throughout the school year and the district also provides Professional Training during inservice days. Teachers and staff are encouraged to attend summer school classes, trainings, workshops, and conferences to enhance the effectiveness and success of our school improvement plan.	

5. Strategies to increase parental and family engagement

5.1	<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>
Parents, students, and teachers jointly review, agree on, and sign the school-parent compact at the Title I annual meeting. Teachers within the school, as well as administration, aim to increase parent involvement each year. Using different resources and activities, including technology and communication apps, teachers are able to share students' grades and activities with parents in a convenient way. Parents have access to Powerschool to view their students' grades and progress, and report cards are sent home to parents quarterly. DIBELS reports are also distributed after each test (3 times a year). The school-parent compact is distributed annually in the student handbook.	
5.2	<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>
The Family Engagement Policy is discussed at the Title I annual meeting and is included in our student handbook every year. This policy helps us strive to increase parental engagement in our school. Parents are encouraged to read the policies and sign the handbook to return to school. Parents are also encouraged to attend parent teacher conferences in the fall and spring. Parents are welcome to ask permission to look at curriculum and attend classes and assemblies throughout the year.	
5.3	<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. Provide supporting documentation in the corresponding folder.</i>
Along with parent teacher conferences, a parent meeting/activity is held in the spring every year. "Family Literacy Night" is scheduled for April 24th this year. Parents, students, and staff are invited to attend and engage in literacy activities and games. The Title I meeting is held during Literacy Night and includes a discussion on the School Parent Compact and the Parent and Family Engagement Policy. Read-at-Home packets	

from the Nebraska Reads website will be handed out to parents with information about gaining reading skills and what they can do to help their children become more fluent readers.

6. Transition Plan

6.1	<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). Provide supporting documentation in the corresponding folder.</i>
<p>Every year, Lewiston school holds a Pre-school/Kindergarten Round-up. This date is announced in our school's newsletter and local newspaper. Parents and students are invited to tour the school, ask questions, and fill out any necessary paperwork. Students get the opportunity to meet their teachers and peers.</p> <p>The teachers in PreK4 and Kindergarten take time to discuss students' transition to Kindergarten. To prepare students transitioning into Kindergarten, PreK4 students begin eating in the lunchroom during the second semester of their school year. This gives them an opportunity to learn the cafeteria rules. New incoming students and parents are given a tour of the school and given an opportunity to meet the teacher.</p>	
6.2	<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). Provide supporting documentation in the corresponding folder.</i>
<p>The Schoolwide Improvement Plan currently addresses K-6th grades only. Sixth grade students are given lockers and are allowed to walk to specials unsupervised in order to show responsibility and begin paying attention to the Jr. High bell schedule. Sixth graders can participate in Jr. High athletics and activities. The guidance counselor is available to assist students with questions or concerns about transition to Jr. high.</p>	

7. Strategies to address areas of need

7.1	<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. Provide supporting documentation in the corresponding folder.</i>
<p>All of our teachers at Lewiston are given allotted time to collaborate with students and parents. They may do this before or after school or during recess. This can give students more instructional time in areas where the student struggles. Students can set up time with teachers to have extra work time if needed. Students are also given extra instructional time to work with the Title I teacher. Lewiston also has paraeducators available to every elementary classroom.</p>	

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

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>All Title I funds are used to pay the salary and benefits of a full time Title I teacher. Funds other than Title I funds, including district funds, are used to support academic growth by providing technology, testing, and interventions to help students that need extra support. These funds also provide professional development for</p>	

the teachers to ensure our staff are highly qualified. DIBELS is an example of a program that is supported by these funds.