

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:		SOUTHWEST PUBLIC SCHOOLS	
County Dist. No.:		73-0179	
School Name:		SOUTHWEST ELEMENTARY SCHOOL	
County District School Number:		005	
School Grade span:		PK-5	
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:		Tara J Fries	
School Principal Email Address:		tara.fries@swpschools.org	
School Mailing Address:		719 E ST INDIANOLA, NE 69034	
School Phone Number:		308-364-2613	
Additional Authorized Contact Person (Optional):		KIMMIE MAY	
Email of Additional Contact Person:		kimmie.may@swpschools.org	
Superintendent Name:		Drew Billeter	
Superintendent Email Address:		drew.billeter@swpschools.org	
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>
TARA FRIES SASHA BURTON KIMMIE MAY ASHLEY LAMBING ALYSSA GARRETT WHITNEY BILLETER CINDY WILCOX CARRIE SMITH	Administration Teacher / Parent Title 1 / Interventions Title 1 / Interventions SPED Teacher / Parent Teacher Counselor / Interventions

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 171	Average Class Size: 15	Number of Certified Instruction Staff: 17
Race and Ethnicity Percentages		
White: 95 %	Hispanic: 1 %	Asian: 0 %
Black/African American: 1 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 3 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 54 %	English Learner: 0 %	Mobility: 0 %

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

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	<p><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> <p>In the Spring of 2024, all of the K-3 teachers received Science of Reading training at ESU 15. Over the summer we held the training sessions again at the Elementary for our Title 1 teachers, intervention teachers, SPED staff, and any new teachers to our elementary building.</p> <p>During the August teacher in-service days before the start of school, staff attended a district-wide meeting led by the superintendent, Drew Billeter, and ESU Curriculum Specialist Angie Dickey. Angie shared the results of our district's MAP Growth and NSCAS Data. We worked in groups to analyze the data and determine goals for our instructional needs.</p> <p>Building MTSS Teams met with Grade Level teachers to review grade-level data based on DIBELS assessments. This data was used to determine interventions and TIERS of support for students needing extra support. Southwest Elementary School implemented a WIN (What I Need) period to implement interventions targeted to support all students. This information was also used to determine Reading Improvement Plans according to the Nebraska Reads Criteria.</p> <p>Supporting Documentation: IRIP samples, WIN Schedule, DIBELS data,</p>
1.2	<p><i>Please provide a narrative below describing how information from parents and the community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>A survey will be completed by parents at parent-teacher conferences for the parents of Elementary students and sent out via Blackboard Connect to parents of Junior/Senior High School students in the Spring semester.</p> <p>Supporting Documentation: Include a copy of the survey and the results.</p>
1.3	<p><i>Please provide a narrative below describing the ongoing improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p> <p>The district MTSS team attended CSI/MTSS/TIP training at ESU 15 with NDE on September 19th, November 19th, February 13th, and March 27th.</p> <p>The District staff worked on MTSS and CIP plans during our in-service days on August 15th and January 6th.</p> <p>Supporting Documentation: Sign-in sheets for training, Agendas</p>

2. Schoolwide reform strategies

2.1	<p><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>
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Interventions are provided for K-5 students in reading as determined by the MTSS team. We utilize our WIN period to ensure that all students receive additional support in targeted areas of need. We utilize the interventions UFLI, SPIRE, SIX Minute Solutions, and MClass activities. If students need additional support they receive an extra 1:1 intervention time with our Title 1 teachers or SPED Teachers.

Summer school is also offered for four weeks each summer. Invitations are sent to students who are identified as needing extra support through our DIBELS or MAP growth assessments. However, we open the program up to any student who wishes to participate.

Supporting documentation included in the corresponding folder: Interventions schedule, summer school invitation.

3. Qualifications of instructional paraprofessionals

3.1

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.

Paraprofessionals who do not have the required college hours to meet ESEA requirements complete either the Project Para online course. Professional development opportunities for paraprofessionals include ESU 15 Paraeducator Training opportunities and Workshops provided by our district.

Supporting documentation included in the corresponding folder: Project Para certification, ESU 15 training information, and sign-in sheets, Workshops provided by our district.

4. High-quality and ongoing professional development

4.1

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.

Southwest Elementary School takes advantage of professional development opportunities offered by our local Educational Service Unit (ESU 15) and the Nebraska Department of Education. With the adoption of Wonders language arts curriculum, we completed training to prepare for the implementation of the new material.

Supporting documentation is included in the corresponding folder: List of Professional Development Opportunities and Participation.

5. Strategies to increase parental and family engagement

5.1

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.

Title 1 parent engagement meeting was held on December 12, 2024 during our Family Engagement Night. Parents were provided an overview of Title 1 at Southwest Public Schools. We discussed the School-Parent Compact and made any needed changes.

The School-Parent Compact is on page 52 of our district Student Handbook. The Handbook is distributed to all students at the beginning of the year, or at enrollment any time during the year, and a signature page

indicating receipt is required and filed. The Handbook is also available on the district website: www.swpschools.org.

Supporting documentation is included in the corresponding folder: School-Parent Compact, parent meeting agenda.

5.2

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 Southwest Elementary Title I Parent and Family Engagement Policy is the same as the Southwest District Parent Engagement Policy. Discussion of the Title I Parent and Family Engagement Policy was held at the annual Parent Meeting in December. There were no suggestions for change.

Supporting documentation is included in the corresponding folder: Parent and Family Engagement Policy, parent meeting agenda.

5.3

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 Title I parent meeting was held on December 12, at 5:00 p.m. in our gymnasium/cafeteria. Playground supervision for children was provided at no cost to families while parents attended the meeting.

The annual Family Engagement Night followed the Title 1 meeting.

Parent Teacher Conferences are held two times each year: October and February.

Supporting documentation included in the corresponding folder: Parent meeting agenda and sign-in sheet, Family Engagement Night information, Parent Teacher Conference participation.

6. Transition Plan

6.1

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). Provide supporting documentation in the corresponding folder.

Because our school is small, our preschool and kindergarten teachers work very closely throughout the year, especially at the end of the school year to help our students successfully transition from preschool to kindergarten. Our county Head Start teachers also meet with our kindergarten teacher if one of their students will be attending our school in the fall. We currently have a Headstart/LEA coordination agreement with the Community Action Partnership of Mid-Nebraska. Our preschool is the only one in our school district, so the majority of our kindergarten students are already familiar with our building and routines.

We also have Kindergarten Orientation in April for our incoming kindergarten students. The kindergarten teacher and paraprofessional work with the students, informally assessing their skill levels, while the principal and school nurse meet with parents to provide information about the school and gather medical/immunization information about their students.

Supporting documentation included in the corresponding folder: Kindergarten orientation information and Headstart/LEA coordination agreement.

6.2

Please provide a narrative below describing the school's transition plan for outgoing students as they move on to 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.

Our high school principal, Mr. Springer, makes several impromptu visits to our fifth-grade class throughout the year. He works on building relationships with our students by sharing emails, information about what the high school is like, his expectations for behavior, academic responsibilities, etc. We also send our fifth-grade students to Sixth Grade Orientation in April. The high school Student Council provides tours and information for our students and then they all eat lunch together in the cafeteria. Our fifth- grade teacher, Mrs. Wilson, also provides a narrative on individual student strengths and concerns to the 6th grade teachers at the end of the year.

Supporting documentation is included in the corresponding folder: Fifth-grade orientation information.

7. Strategies to address areas of need

7.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.

Reading/Language Arts instruction is delivered in whole-group grade level and small instructional level groups for 150 minutes each school day. Interventions are scheduled during our designated WIN time and throughout the day for students who show a need for additional instruction. Elementary students below benchmark or referred by the MTSS team and grade level classroom teachers as needing additional instruction.

Supporting documentation is included in the corresponding folder: Classroom schedule sample, intervention schedule sample, and summer school information.

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

8.1

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.

Available Federal, State, and Local funds are coordinated when preparing the annual budget and determining funds required for the implementation of salaried employees for programs such as Title I, the implementation of a new reading curriculum, and supplementary instructional materials such as learning software, hardware to utilize such software, and training for these tools that far exceed available funds through Federal or State funds. Making a determination of how best to utilize Federal and State funds requires pre-planning by local instructional staff and administration and determining what materials and training will best serve the support of student achievement, how best we can meet student needs, and which purchases may be made with qualifying funds. When those funds are exhausted, the budget developed by the superintendent must include locally generated local funding to fulfill our students' needs. The budget is developed over several months and requires the balancing of all available funding for qualified employee costs, appropriate training, and materials that allow for best practices in meeting students' needs and supporting student achievement.