

Title I Schoolwide Plan Cover Page

Date of Review:	4/22/25
District Name:	Leyton Public Schools
School Name:	Leyton Elementary/ JH
County-District-School Number: xx-xxxx-xxx	17-0003-003
Grades Served with Title I-A Funds: (PK is rarely served)	K-8th Grade
Preschool program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Summer school program is supported with Title I funds. (Mark appropriate box)	☐ Yes ☒ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☒ Reading/Language Arts ☒ Math ☒ Other (Specify) _Writing_
School Principal Name:	Charles Jones
School Principal Email Address:	charles.jones@leytonwarriors.org
School Mailing Address:	521 Rose Street Gurley, NE 69141
School Phone Number:	308-884-2247
Additional Authorized Contact Person (Optional):	Megan Rathman
Email of Additional Contact Person:	megan.rathman@leytonwarriors.org
Superintendent Name:	Matt McLaughlin
Superintendent Email Address:	matt.mclaughlin@leytonwarriors.org

Submit Cover Page to (rhonda.wredt@nebraska.gov), at NDE Federal Programs Office by May 1st.

<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>
Heidi Rushman Charles Jones Wendy Hansen Jourdan Schumacher Megan Rathman Matt McLaughlin 	<u>Parent Administrator</u> Principal Parent/ Art Teacher 4th Grade Teacher Title 1 Teacher Superintendent

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 95	Average Class Size: 10	Number of Certified Instruction Staff: 11
Race and Ethnicity Percentages		
White: 82.11 %	Hispanic: 12.63 %	Asian: 0 %
Black/African American: 4.21 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 1.05 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 51 %	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
Acadience	Classroom Assessments in Amplify and Reveal Math
Confirm all Instructional Paras are Qualified according to ESSA. ☒ Yes ☐ No	

Date Reviewed: 4/19/2024

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	<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> Disaggregation of student data is determined using NWEA MAP scores; identified subgroups include SocioEconomic (SES), gender, ethnicity, mobility, special education (SED), and English Language Learners (ELL). Data is analyzed three times per year to determine areas of need using Acadience. This determines students who are in need of intervention according to the Nebraska Reading Improvement Act. Students who qualify are then placed on an Individualized Reading Plan (IRP). The School Improvement Committee has been meeting with staff as a whole regularly to work on strategies to use the information from MAP, Acadience, and classroom testing to identify areas of focus as well as strengths.
1.2	<i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.</i> During parent-teacher conferences in the spring, a Parent Involvement Questionnaire is sent out to the parents/community to evaluate if parents/community members are aware of the Title I program and how it works and to assure them that they have opportunities to interact with the program. A letter is sent home with students that provides a QR for parents to scan to take the survey or they can request a hard copy. The results to each question are then tallied to see how many parents/community members are aware of and are utilizing the program or wish to utilize the program. Suggestions and/or recommendations they may have to build the program are encouraged. Cognia surveys from students, parents, and staff are also utilized to identify the needs of the school.
1.3	<i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.</i> All building staff participate in building level in-service and training through Staff Development. The district has initiated a variety of workshops and trainings to support the school improvement plans at the district and building levels. Such trainings include, but are not limited to: Acadience training with ESU 13 staff; Crisis Prevention Intervention training; Reveal Math training; Mimio board training; curriculum development; assessment/standards; Danielson training; Instructional Partners; MTSS training; Amplify training; and . Paraprofessionals participate in Staff Development when appropriate and have completed coursework relevant to their positions. Project Para as been completed by support staff to meet guidelines of NDE.

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.</i> Additional support for students at all levels of proficiency include, but are not limited to: Counseling; Occupational therapy; Physical therapy; Speech & Language therapy; Deaf & Hard of Hearing therapy; Title I services; Special Education services; mental health services; and VI services if needed. Student Assistant Teams 4 Due to NDE by April 3, 2023 Updated: September 2022 meet regularly to assess student progress and revise student assistant plans. There are Individual Reading Plans for those students that are below benchmark of their same age peers (based on Acadience scores). Tutoring for students at-risk of not meeting State Standards are available. Vocabulary instruction for all students in all academic areas is utilized. Parents and/or community
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members volunteer at the elementary school work with students under teacher direction in the area of reading and math. Teachers differentiate their instruction to reach all students. Teachers incorporate reading by utilizing the buddy system between grades. Keyboarding and computer classes are offered in Kindergarten through Eighth grade. Through the use of technology, teachers are now able to have access at their fingertips. Web-based academic programs such as ScootPad/curriculum are utilized at every grade level to allow for students to practice at their individual learning levels (based on MAPS scores). Teachers can take their students on virtual tours, allowing students to see areas that are not easily accessible to rural western Nebraska.

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.</i>
Teachers are evaluated using the NDE approved Danielson Model. This ensures quality learning and teaching in the school; data is collected, analyzed, and stored in presentable documents. Meetings are held to plan trainings and workshops for staff (School Improvement Meetings). Ongoing professional development that focuses on enabling all students to meet state standards is provided to all certified staff and paraprofessionals. On Friday's we dismiss students at 2:00 p.m. so staff can attend schedule professional development that rotates each week. Teams have been organized to decide what improvements are needed and how to proceed. MTSS teams meet monthly to review data to help match academic and social-emotional behavior assessments and instructional resources to each and every student's needs. ESU #13 is involved with trainings and workshops within our district. We have partnered with Instructional Partners to provide our elementary staff with professional development to help support implementation and instruction with our new math curriculum.	

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>
All parents, students, and teachers have been given the Family-School Compact for Achievement. They have been signed by the parents, students, and teachers. Also, a Title I Cover Letter was given to every parent giving a brief description of what Title I is and what school-wide Title I means. The compact was developed with parents and teachers and is reviewed annually at the Title I Annual Parent Meeting. The compact is handed out at the first parent-teacher conferences so that it could be discussed with parents. The Family-School Compact for Achievement is returned by the students to their teachers. If a parent did not attend the conference, the compact was mailed to them or sent home in their child's folder.	
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 Parent and Family Engagement Policy is printed in the student handbook. This policy is handed out at fall parent-teacher conferences which is about 5 weeks into school. A copy of the policy will be available to parents during spring parent-teacher conferences, Annual Parent Meeting and any input and/or suggestions will be discussed for any possible changes or revisions	
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>
A Parent Meeting is held annually in the Spring. Invitation flyers are sent out a week prior, printed in the monthly newsletter and posted on our school website and facebook page. A table is also set up during the Spring parent-teacher conferences, where the presentation is constantly being played on iPads for parents, students, and teachers to watch and ask questions.	

5. Transition Plan

5.1	<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).</i>
All potential kindergarten students and their parents are invited to attend our annual Kindergarten Round-Up in the spring of each year. During this event, students will tour the building, engage in learning activities, and have the opportunity to be screened for vision, hearing, speech, etc. Leyton elementary library holds story hour for 3-5 year olds in March and April	
5.2	<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).</i>
The Junior High is in the same building as the Elementary. The Principal conducts a brief orientation on the first day of school. All students are given the opportunity to meet teachers. The student handbook is reviewed, rules and regulations are emphasized. Open discussion occurs of the help they can receive (locker assignments, schedules, etc.). Sport information is distributed to the students and parents in a meeting with the coaches. The K-12 counselor meets with the 8th grade students in late February to early March. Discussion items include, but are not limited to: graduation requirements; scheduling classes; and their academic goals. Preparing for career opportunities is prioritized. The Leyton Junior High Staff meet with the High School Staff to communicate academic information for each student in April. A parent-student-staff meeting is held to clarify scheduling, academic requirements, and answer questions parents or students have about their transition to High School. Eighth grade students spend an entire day at the high school meeting teachers and experiencing transitioning from one class to another for orientation purposes.	

6. Strategies to address areas of need

6.1	<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.</i>
Parent and Family Engagement Policies are given to parents to encourage them to be involved with their child, their classes, and the school. The Parent-Student-Teacher Compact for Achievement is distributed, signed, and returned to school to ensure that ALL students know that they have the support of their parents/guardians as well as the teachers; and that students will do their best. There is staff support for students in math, reading, and writing. There are also opportunities to work individually with a student that is struggling to understand academic concepts. Tutoring is available before and/or after school upon request.	

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 our district does not consolidate funds. Our district chooses to coordinate and integrate local/state general funds, federal funds (ESSA funds, National School Lunch Funds) in order to meet our student needs and support student achievement	