

# 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:	Leyton
County Dist. No.:	3
School Name:	Leyton Elem/JH
County District School Number:	17-0003
School Grade span:	K-8
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 checked="" type="checkbox"/> Other (Specify)_Writing__
School Principal Name:	Dana Morgan
School Principal Email Address:	dana.morgan@leytonwarriors.org
School Mailing Address:	PO Box 178 Gurley, NE 69141
School Phone Number:	308-884-2247
Additional Authorized Contact Person (Optional):	Amy Thacker
Email of Additional Contact Person:	amy.thacker@leytonwarriors.org
Superintendent Name:	Chris Geary
Superintendent Email Address:	chris.geary@leytonwarriors.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 &amp; at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Jessica Smith Dana Morgan Amy Thacker Kelly Reimers Christy Schumacher Jill Bartling  _____ _____ _____ _____ _____ _____	 <u>Parent</u> <u>Administrator</u> Title I Teacher Parent Community Member, Teacher Parent, Teacher, Community Member  _____ _____ _____ _____ _____ _____ _____ _____

**School Information**  
*(As of the last Friday in September)*

Enrollment: 102	Average Class Size: 12.1	Number of Certified Instruction Staff: 17
<b>Race and Ethnicity Percentages</b>		
White: 97 %	Hispanic: 1 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 1 %		Two or More Races: 1 %
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 45 %	English Learner: 0 %	Mobility: 0 %

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

*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**

<b>1.1</b>	<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>Disaggregation of student data is determined using MAPS scores; identified subgroups include Socio-Economic (SES), gender, ethnicity, mobility, special education (SED), and English Language Learners (ELL). Data is analyzed three times per year to determine areas of need. The School Improvement Committee has been meeting with staff as a whole regularly to work on strategies to use the information from MAPS, Acadience, and classroom testing to identify areas of focus as well as strengths.</p>	
<b>1.2</b>	<p><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>
<p>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. The survey is sent out in the mail and most are returned by students bringing them to school.</p> <p>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.</p>	
<b>1.3</b>	<p><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>
<p>All building staff participate in building level in-service and training through Staff Development. The district has initiated a variety of workshops and training 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; Scootpad training; Mimio board training; curriculum development; assessment/standards; Danielson training; Amplify training; and training in 95% Group Inc.-10 success factors for literacy intervention.</p> <p>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.</p>	

**2. Schoolwide reform strategies**

<b>2.1</b>	<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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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 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 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. Qualifications of instructional paraprofessionals**

<b>3.1</b>	<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>
<p>All paraprofessionals are highly qualified according to Title I requirements (See Attestation). Paraprofessionals are included in building and district-wide professional development specific to their jobs. They are given the opportunity to attend training designed for the specificity of their job. Paraprofessionals have the opportunity to complete all classes provided on the Nebraska Department of Education Project Para website and additional training provided by ESU 13.</p>	

**4. High quality and ongoing professional development**

<b>4.1</b>	<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>
<p>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. ESU#13 is involved with trainings and workshops. Teams have been organized to decide what improvements are needed and how to proceed. Reading and math scores will improve school-wide to meet or surpass the state standards. SAT teams (Principal, Guidance Counselor, School Nurse, Elementary teachers, and other support staff of student involved) meet to review and adjust evaluation processes that are required. Also, training in literacy intervention program-95% Group Inc.</p>	

**5. Strategies to increase parental and family engagement**

<b>5.1</b>	<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>
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<p>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.</p>	
<b>5.2</b>	<p><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></p>
<p>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 and any input and/or suggestions will be discussed for any possible changes or revisions.</p>	
<b>5.3</b>	<p><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></p>
<p>A Parent Meeting is held annually. Invitation flyers are sent out a few days prior to scheduled parent teacher conferences in the spring. During parent-teacher conferences, there are scheduled times for the presentation throughout the afternoon for parents, students, and teachers to attend.</p>	

## 6. Transition Plan

<b>6.1</b>	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>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.</p>	
<b>6.2</b>	<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). Provide supporting documentation in the corresponding folder.</i></p>
<p>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.</p>	

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**7. Strategies to address areas of need**

<b>7.1</b>	<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>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.</p>	

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

<b>8.1</b>	<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>A complete listing of district expenditures and funding resources is available for review at the district administration office in Dalton. Title I, Title IIA, IDEA, special education, state aid, and district levy funds provide monies for staffing and expenditures for reading interventions, materials/supplies, parent involvement activities, community involvement, and professional development.</p>	