

# 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:	Beatrice Public School
County Dist. No.:	34-0015
School Name:	Paddock Lane
County District School Number:	005
School Grade span:	K-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:	Mrs. Elizabeth Replogle
School Principal Email Address:	ereplogle@bpsnebr.org
School Mailing Address:	1300 N 14th St. Beatrice, NE 68310
School Phone Number:	402-223-1566
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	Mr. Jason Alexander
Superintendent Email Address:	jalexander@bpsnebr.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>
Lindsey Bent Elizabeth Replogle Brenda Broughton Frances Martin Kristin Hoffman  _____	<u>Parent Administrator</u> Principal Title Teachers classroom teachers  _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 324	Average Class Size: 20	Number of Certified Instruction Staff: 29.35
Race and Ethnicity Percentages		
White: 90 %	Hispanic: 4 %	Asian: 1 %
Black/African American: 1 %	American Indian/Alaskan Native: 1 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 4 %
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 60 %	English Learner: 0 %	Mobility: 14 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
<b>NSCAS</b>	<b>Journeys</b>
<b>MAP</b>	
<b>EasyCBM</b>	
<b>Journeys Phonics Assessment</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>	<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>
Paddock Lane Elementary uses the following assessments: easyCBM, NWEA MAP, Journeys to identify the needs of all children. We believe these assessments give us the necessary information to identify our students' needs.	
<b>1.2</b>	<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>
A parent community survey is distributed during the school year. Information gathered from school results is used in updating the overall strategic plan of the school district.	
<b>1.3</b>	<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>
The building school improvement team meets on a regular basis to plan the building wide improvement activities. At the all building meetings each grade level provides evidence of growth in the areas of reading and math.	

**2. Schoolwide reform strategies**

<b>2.1</b>	<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>
Our district has developed a comprehensive assessment plan for students in the elementary grades. Teams of teachers and other staff members have been trained in the assessment protocols and conduct assessment of all students three times each year (fall, winter, and spring). The fall data is utilized to identify students who need differentiated instruction, as well as those who qualify for the states required individual reading plan. Midyear data is utilized to make necessary adjustments to groups and/or instruction as well as their individualized reading plan. Progress monitoring occurs frequently throughout the year. As we move into the MTSS model more certified staff will be involved with student reading interventions. Interventions currently used include, but not limited to, the following: Six Minute Solution, Fluency Practice, ISTEOP, Phonics Word Sorts, Fast Track Phonics, Phonics for Reading, Sonday, and Rigby Leveled Readers, ReadWorks, Lindamood and Heggerty.	

**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>
All paraeducators of Beatrice Public Schools meet ESEA requirements. Ongoing training takes place for paraeducators. Paras are sent to the Para Conference every year and share their information through Staff Development with all paras at Beatrice Public Schools.	

#### 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>
Beatrice Public Schools is committed to providing quality professional development to all staff to increase their effectiveness in the classroom and support our School Improvement goals. The district provides professional development based upon effective research based practices. Professional development needs are assessed by a district team and priorities are identified. Our comprehensive professional development plan includes focused Professional Learning Communities, as well as district-wide, school specific, and individualized in-services, workshops and conference opportunities for staff.	

#### 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>
The School-Parent Compact is an important communication tool between school and parents reviewed yearly at our Title I parent meeting. Each classroom teacher spends time talking to students regarding their responsibility concerning the compact. They further let the children know the responsibility they hold as the classroom teacher. This takes place prior to the first parent-teacher conference which is held in the fall. At the parent-teacher conference, classroom teachers share the student and teacher sections of the compact, then review the parent section before their signature, the final signature, is added to the document. These compacts are kept on file for the entire school year.	
<b>5.2</b>	<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>
As we continue with our Schoolwide plan, we will seek additional ways to involve parents in the learning process. We also look forward to the future expansion of our Family Resource Library, which contains materials and resources available for family checkout/reference and plan to host a variety of parent/family involvement activities throughout the year, including special events such as Literacy Nights, Family Fun Nights, all district family game night, and Sneak Peek night.	
<b>5.3</b>	<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>
At the Fall and Spring conferences all Title 1 parents are invited to meet with the Title 1 teachers at which time the Title program is reviewed with specific information regarding the family engagement policy and other various activities are discussed.	

## 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>Beatrice Public Schools makes every effort to assist and support students and families as they transition from one educational experience to another. District personnel work closely with local childcare and preschool providers. Beatrice Public Schools and Head Start have jointly developed and all day program for 4 year olds that will be entering Kindergarten in the fall. Our program for 3 year olds takes place 4 days a week in half day sessions. This preschool program provides nearly 200 children, ages 3 and 4, their first educational experience with Beatrice Public Schools ensuring a smooth transition into Kindergarten. The district also provides early identification, orientation, and preparation activities, such as Kindergarten Roundup, to assist children and parents with this transition to all day Kindergarten. In addition, parent-teacher conferences are held early in the fall, which allows parents to receive feedback regarding their child's progress very early in the year.</p>	
6.2	<i>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.</i>
<p>Beatrice elementary buildings and Middle School work closely together to transition 5th grade students to Middle School. Middle School administration and counselors visit every 5th grade classroom in the spring and share information about life in Middle School. Following their meeting, each 5th grade class along with their teacher, visit the middle school touring the building and having lunch in the middle school cafeteria. During the summer months the middle school building is open for students to visit the building and practice going room to room with their schedule.</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>Our School wide plan includes extended day and extended year learning opportunities for students. All students are given the opportunity to participate in before and/or after school reading and/or math activities, such as read aloud, reading games, partner reads, etc. Beatrice Public Schools also offers the Best Possible Summer Camp. This four week, hands on learning experience is open to all students, Kindergarten through Fifth grade. Each summer over 350 students participate in hands on learning activities in reading, math, science and history, taught by both classroom teachers and community members. However, summer school is not funded by Title I. These extended learning opportunities further accommodate the needs of students. In addition, an after school program entitled BLAST is offered at all elementary buildings. There is no fee for low income families and a very nominal fee for all others. Hands on learning activities as well as homework assistance is provided as part of the daily program.</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>Multiple programs and funding sources will be utilized to support the improvement efforts and strategies outlined in our Schoolwide plan. Our Schoolwide Plan contains close collaboration between our Title I, Special Education, and general education staff. Funding, materials, and training are integrated in order to provide quality reading instruction to all children, as well as to provide early intervention to students who struggle with reading. Title I, Part A funds are combined with the school district's local funds, as well as support from the following sources: Title II-Part A, Title III (ESU 6 consorted), and Special Education/IDEA.</p>	