

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District School Number in the table below.

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|                                                                               |                                                                                                                                                          |  |
| Date of Review:                                                               | 09/18/26                                                                                                                                                 |  |
| District Name:                                                                | Norfolk Public Schools                                                                                                                                   |  |
| School Name:                                                                  | Jefferson Elementary                                                                                                                                     |  |
| County-District-School Number:<br>XX-XXXX-XXX                                 | 59-0002-004                                                                                                                                              |  |
| Grades <b>Served</b> with Title I-A Funds:<br>(PK is rarely served)           | K-4                                                                                                                                                      |  |
| Preschool program is supported with Title I funds. (Mark appropriate box)     | <input type="checkbox"/> Yes   X No                                                                                                                      |  |
| Summer school program is supported with Title I funds. (Mark appropriate box) | <input type="checkbox"/> Yes   X No                                                                                                                      |  |
| Indicate subject area(s) of focus in this Schoolwide Plan.                    | <input checked="" type="checkbox"/> Reading/Language Arts<br><input checked="" type="checkbox"/> Math<br><input type="checkbox"/> Other<br>(Specify)____ |  |
| School Principal Name:                                                        | Jamie London                                                                                                                                             |  |
| School Principal Email Address:                                               | jamielondon@npsne.org                                                                                                                                    |  |
| School Mailing Address:                                                       | 406 N. Cottonwood St.<br>Norfolk, NE 68701                                                                                                               |  |
| School Phone Number:                                                          | 402-644-2546                                                                                                                                             |  |
| Additional Authorized Contact Person<br>(Optional):                           | Brigid Turek                                                                                                                                             |  |
| Email of Additional Contact Person:                                           | brighidturek@npsne.org                                                                                                                                   |  |
| Superintendent Name:                                                          | Erik Wilson                                                                                                                                              |  |
| Superintendent Email Address:                                                 | erikwilson@npsne.org                                                                                                                                     |  |

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| <u>Names of Planning Team</u><br><i>(include staff, <b>parents</b> &amp; at least <b>one student</b> if <b>Secondary School</b>)</i>                                                              | <u>Titles of those on Planning Team</u>                                                                                                                                                                                      |
| <u>Jamie London</u><br><u>Brigid Turek</u><br><u>Xochitl Naranjo</u><br><u>Cyndi Thompson</u><br><u>Angie Beltz</u><br><u>Beth Werner</u><br><u>Erika Paustian</u><br><u>Bridgett Freudenburg</u> | <u>Administrator, Parent</u><br><u>Title I Intervention</u><br><u>Title I Intervention</u><br><u>1st Grade Teacher</u><br><u>Parent</u><br><u>School Counselor</u><br><u>Special Education Teacher</u><br><u>ELL Teacher</u> |

| <b>School Information</b><br><i>(As of the last Friday in September)</i>                                                              |                                      |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------|
| Enrollment: 210                                                                                                                       | Average Class Size: 21               | Number of Certified Instruction Staff: 16 |
| Race and Ethnicity Percentages                                                                                                        |                                      |                                           |
| White: 48.6%                                                                                                                          | Hispanic: 35.7%                      | Asian: 1.4%                               |
| Black/African American: 2.4%                                                                                                          | American Indian/Alaskan Native: 2.9% |                                           |
| Native Hawaiian or Other Pacific Islander: 0%                                                                                         |                                      | Two or More Races: 9%                     |
| Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i> |                                      |                                           |
| Poverty: 66%                                                                                                                          | English Learner: 13%                 | Mobility: 13 %                            |

| <b>Assessments used in the Comprehensive Needs Assessment</b><br><i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i> |                                     |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| DIBELS                                                                                                                     | MAP Growth- Math                    |
| MAP Growth- Reading                                                                                                        | NSCAS Reading and Math- 3-4, Spring |

|                                                                  |                                   |
|------------------------------------------------------------------|-----------------------------------|
| Confirm all Instructional Paras are Qualified according to ESSA. | X Yes <input type="checkbox"/> No |
|------------------------------------------------------------------|-----------------------------------|

**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

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| <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 curriculum, instruction, and assessment decisions.</i> |
| <p>Jefferson Elementary's mission is to ensure that every child succeeds. We use a systematic approach in using data to inform curriculum, instruction, and assessment decisions. Through our implementation of the MTSS process, the use of PLCs is fundamental to its success in identifying and supporting student needs. Our Professional Learning Community takes a systemic approach to:</p> <ol style="list-style-type: none"> <li>1. Identify what students know and are able to do in order to inform instruction</li> <li>2. Make data-based assessment decisions</li> <li>3. Problem-solve if students need intervention or enrichment</li> </ol> <p>We use the PLC process to enhance the instructional and assessment opportunities for our students and focus on needs identified through our Self Review Rating Rubric. Our school profile from NDE provides a school snapshot and our AQuESTT classification. When working in building PLCs, grade level teaching partners and the MTSS team meet approximately every six weeks to analyze and discuss students' progress and needs, particularly those identified as "at-risk" of failing to meet state academic standards. The MTSS framework and district decision rules guide these meetings. This process focuses on effective core whole and small group instruction with our Wonders Reading and iReady Math program, and research-based interventions for students needing supplemental and intensive support.</p> <p>Through our data-based decision-making process, we use a combination of assessments, such as DIBELS reading screener, MAP Growth, and diagnostic, progress monitoring, and common formative assessment measures. These tools help further identify at-risk students who may be recommended to our Student Assistance Team (SAT) if adequate progress has not been made. When a student is referred, the SAT team meets with parents to discuss strategies, create goals, and plan for further instruction, intervention, or possible special education referral as part of the progression through the MTSS framework.</p> |                                                                                                                                                                                                                                                                                                                                                                  |
| <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.</i>                                                                                                                                                                                                                  |
| <p>Our district invites families, staff, and students to participate in a perceptual survey annually. The survey gathers feedback regarding school climate, safety, academics, communication, and staff support. A link for the survey is sent digitally via our district communication tool, and shared on our district website. Once complete, staff analyze the data particular to our building during PLCs. After prioritizing opportunities for improvement, we strategize action plans accordingly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>1.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Please provide a narrative below describing the ongoing improvement efforts, which should support the Continuous School Improvement Plan.</i>                                                                                                                                                                                                                 |
| <p>Jefferson Elementary's ongoing efforts to support our continuous school improvement plan include our collaboration in the PLC process and MTSS framework (see 1.1 for a review of our PLC process and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                  |

MTSS framework and evidence documents). Within this framework, our core instruction aims to meet 80% of our student needs, with students in need of Tier 2 support receiving intervention within the classroom or by Title I or ELL Interventionists, where appropriate. Students in need of more intensive support in Tier 3 are served by the Title I interventionists, ELL teacher, special education teacher, or a combination of these. Students in this tier receive targeted intervention aligned to their specific need and/or IEP goals, using evidence-based programs or practices. Paraprofessionals also provide support in classrooms, many of whom have been trained by our district instructional coach on specific literacy programs.

## 2. Schoolwide reform strategies

**2.1**

*Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards.*

The PLC process is foundational for our MTSS framework through which we work to meet the needs of all Jefferson students. We meet at both the building and district level. As previously discussed, our MTSS team meets every six to eight weeks to 1) identify student needs in the areas of academics, behavior, absenteeism; and 2) determine if students in interventions are making progress, and if that intervention should continue, change, or discontinue given progress monitoring data.

With regard to academic support, the team triangulates data to inform our core reading and math instruction as well as aid our decisions when placing students in an appropriate tier of support according to our MTSS decision rules. Students identified as below grade-level then receive appropriate intervention from the classroom teacher, ELL, Title I, and/or Special Education, along with support from paraprofessionals where applicable. In addition, specialists provide research-based computer programs, such as Lexia Core 5 and Lalilo, to further support student progress that can be accessed in the classroom or at home. Classroom teachers also provide additional support to students not performing at grade level within the classroom during scheduled small group intervention times.

Our building also implements PBIS (Positive Behavioral Interventions and Supports) and recognizes the importance of Social and Emotional Learning. Therefore, we have several behavior supports and interventions in place. These include: “Lunch Bunch” or social skills groups with our school counselor; Class Dojo points for school-wide expectations to be safe, respectful, and responsible (which includes scaffolded incentives); and check-in and check-out routines, to name a few. Additionally, our district contracts mental health services from a local health center to provide appropriate mental health therapy within the school day, when requested by parents.

Lastly, our district has embraced the “Attendance Matters” campaign which emphasizes the correlation between good attendance and student achievement. At Jefferson, we aim to work with families and students to support and encourage regular attendance. Strategies include strong follow-through on attendance messaging, intervention, and improving family engagement.

## 3. High quality and ongoing professional development

**3.1**

*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.*

Job-embedded professional development through Professional Learning Communities (PLCs) is the primary form of ongoing professional learning provided to improve instructional effectiveness at Jefferson Elementary and within the district. Teachers meet weekly, either as a building or grade-level. Given student data, teachers use the MTSS framework to analyze student progress and intervention program efficacy, and strategize better intervention instruction and implementation.

Jefferson paraprofessionals also participate in monthly meetings with our principal. Paraprofessionals receive feedback and training on best practices for both academic and behavioral support in the classroom.

In addition to PLC, ELL, Title I, Special Education, and classroom teachers have received, or are scheduled to receive, training in LETRS Volumes 1 and 2 to improve instructional reading practices. Additionally, ELL, Title I and Special Education teachers have participated in training for Phonics for Reading, UFLI, Corrective Reading and Early Interventions in Reading. These research-based intervention programs provide another option for students needing supplemental and/or intensive support.

Finally, our district is revisiting our PLC practices to strengthen our processes with services from the national professional development company, Solution Tree. Training is planned throughout the year for building administrators and teachers, focusing on best practices for improving learning outcomes for students via professional learning communities.

#### 4. Strategies to increase parent and family engagement

4.1

*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.*

Jefferson's School-Parent Compact was created using an example from the Nebraska Department of Education website. All Title I teachers from our district reviewed the document, modifying where necessary to suit the needs of our district and/ or building. The compact encourages parents, students and teachers to work together by providing role clarity and expectations for all. The document is shared during our school's annual Title I Parent meeting where parents are encouraged to offer input on this compact.

During fall parent teacher conferences, Jefferson Elementary parents, teachers and students sign a district-wide School-Parent Compact (provided in the family's home language) agreeing to the responsibilities detailed for each participant. The compact is photocopied so both the family and school may have a record of this agreement. This copy can be used with staff, students and parents as a reminder to our duties and responsibilities in education. Nearly 100% of Jefferson parents sign this compact and participate in parent teacher conferences.

4.2

*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.*

Parents are considered partners in the educational success of their children through participation and communication. Families are invited to our annual Title I meeting via communication tool Class Dojo and by our PTO. The primary agenda item is sharing the district Parent and Family Engagement Policy, which is created and approved by our district school board. Parents are asked to provide feedback and offer suggestions for any needed changes. After discussing the components of the

document, all recommendations are communicated to our Central Office Administration and School Board for consideration.

**4.3**

*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.*

Early in the year, we invite parents and families to our Annual Title I Meeting. Here, we take time to present the rationale and services of the Title I program; what it looks like and means for Jefferson students and families; and the rights and expectations of parents. As previously mentioned, parents are part of reviewing and updating our Title I Parent and Family Engagement Policy during this meeting. Further, they are informed of Jefferson's participation in Title I, requirements and rights of parents, and opportunities for family involvement.

In addition to the annual Title I meeting, we have several opportunities for family engagement throughout the year, often occurring alongside other school events outside of the school day (such as PTO events, Parent-Teacher Conferences, Open House Nights, etc.) to accommodate families' schedules. We take these opportunities to share information about Title I and often provide materials for supporting literacy or math at home. Some events include:

- Back to School Open House
- Parent-Teacher Conferences (Fall and Spring)
- Two Family Nights (Fall and Spring)- Activities revolve around academic themes, and all students and siblings receive a free book with a bookmark listing at-home literacy tips.

The invitation, advertisement, and all other support materials are translated into the students' home language in efforts to reduce any language barrier. Families also sign in to all events to document participation and track attendance. In general, family-school/ classroom-parent communication is primarily through Class Dojo and/or our Facebook school page.

## 5. Transition Plan

**5.1**

*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).*

Jefferson Elementary strives to be proactive in its preparation for new students and families. First, Kindergarten teachers prepare for incoming kindergarteners in a few ways, of which include:

1. **Observations:** Jefferson kindergarten teachers observe and interact with incoming students at our district preschool and the local Head Start, making notes about needs and considerations when planning for class groupings and any other classroom academic, behavioral, or personnel support they may need.
2. **Kindergarten Round-up:** Our kindergarten and preschool teachers gather to provide parents with information to support their students as they transition into elementary school. While incoming Kindergarteners visit the classrooms, teachers and the building principal present to parents about kindergarten expectations and answer questions concerning individual readiness for school. Invitations for the event are sent to families and information is also provided on the district, school, and teacher websites. We offer a survey concerning kindergarten round-up to

parents following the meeting. Our hope is to make the transition to kindergarten as smooth as possible.

Additionally, Jefferson is proactive in welcoming new students. At the start of the year, a welcome letter is sent home with information regarding our Back-to-School/Meet the Teacher Night, rules and expectations, and any other relevant details for families. For new families who join throughout the year, a variation of this letter, along with information from their teacher, is provided.

**5.2**

*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).*

As the fourth grade students move to Middle School, Jefferson supports the transition through meetings between the fourth grade teachers, our counselor, and the Middle School. We share reading and math data, and any specific behavior and/ or academic supports that were needed to ensure students are placed into appropriate classes. The meetings are designed to make the transition to Middle School successful for all Jefferson students.

Additionally, the Middle School hosts an Information Night in the spring and an Open House in the fall that provide incoming students a chance to walk through the building and meet the staff. Both events are aimed at helping students and parents with this transition.

## 6. Strategies to address areas of need

**6.1**

*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

Extended learning is offered to Jefferson students and families during the school day as well as outside school hours in the following ways:

1. **Protected Intervention times:** Our master schedule provides for a protected 60-minute small group reading intervention block, and an additional 30-minute intervention block primarily used for math. Title I, ELL, Special Education teachers, and paraprofessionals' schedules align with these intervention times, allowing all staff to work together to provide differentiated academic support to students in targeted areas of reading and math.
2. **DIBS (Delivering Infinite Book Shelves) for Kids:** Our district has partnered with this non-profit whose mission is to "help schools provide every child with access to powerful in-home reading experiences every school night." The organization provides classrooms with a book cart from which students check-out a book of their choice every day to be read at home. Feedback from families has been positive. Overall, the program naturally supports Jefferson's academic and family engagement goals for improving student outcomes.
3. **Digital Resources:** Teachers use several instructional apps to support student learning throughout the day. Curricular and supplemental apps include iReady MyPath Lessons (component of our math curriculum), Lexia Core 5, IXL for reading and math, and Lalilo for our ELL students. Students are able, and encouraged, to access these at home through Clever, our district's digital platform for instructional apps.

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| 4. <b>Summer school:</b> Offered to students entering 1st-4th grades and focuses on sustaining reading and math skills progress. Students are recommended by the classroom teacher based on reading and math data from the year. |
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## 7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |                                                                                                                                                                                                                                                                                                 |