

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 gray box and type

District Name:	Norfolk Public Schools
County Dist. No.:	59-0002-00
School Name:	Jefferson Elementary
County District School Number:	59-0002-004
School Grade span:	K-4
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes x No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes x No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Jamie London
School Principal Email Address:	jamielondon@npsne.org
School Mailing Address:	406 N. Cottonwood St. Norfolk, NE 68701
School Phone Number:	402-644-2546
Additional Authorized Contact Person (Optional):	Brighid Turek
Email of Additional Contact Person:	brighidturek@npsne.org
Superintendent Name:	Dr. Jami Jo Thompson
Superintendent Email Address:	jamijothompson@npsne.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	x Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	x 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>
<u>Jamie London</u> <u>Brighid Turek</u> <u>Xochitl Naranjo</u> <u>Mandy Rich</u> <u>Angie Beltz</u> <u>Beth Werner</u> <u>Erika Paustian</u> <u>Bridgett Freudenburg</u> <u> </u> <u> </u>	<u>Administrator</u> <u>Title I Intervention</u> <u>Title I Intervention</u> <u>3rd Gr. Teacher</u> <u>Parent</u> <u>School Counselor</u> <u>Special Education Teacher</u> <u>ELL Teacher</u> <u> </u> <u> </u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 258	Average Class Size: 25.8	Number of Certified Instruction Staff: 16
Race and Ethnicity Percentages		
White: 51%	Hispanic: 32 %	Asian: 4%
Black/African American: 4%	American Indian/Alaskan Native: 7%	
Native Hawaiian or Other Pacific Islander: 0%	Two or More Races: 10.1 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 72%	English Learner: 11%	Mobility: <1 %

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

Please write a narrative in each box below to correspond to the Rating Rubric.

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 curriculum, instruction and assessment decisions.</i></p> <p>Jefferson Elementary’s mission is to see 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.</p> <p>Our Professional Learning Community takes a systemic approach to:</p> <ol style="list-style-type: none"> 1. Identify what students know and are able to do in order to inform instruction 2. Make data-based assessment decisions 3. Problem-solve if students need intervention or enrichment <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 group 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 universal screeners, such as MAP Fluency and 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 and plan for further instruction, intervention, or possible special education referral as part of the progression through the MTSS framework.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Jefferson Self-Rating Rubric 2. Jefferson School Profile, 2022-2023, NDE (most current) 3. MTSS decision rules 4. MTSS agenda/template 5. SAT form 6. District PLC Schedule
1.2	<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><u>Survey 1: Perceptual Survey</u> Sent digitally to families via our school’s communication tool, Class Dojo. Teachers and students were surveyed as well. The survey gathered feedback regarding school</p>

climate, safety, academics, communication, and staff support. Results were shared with staff and analyzed during PLC time to find opportunities for growth as a building.

Evidence: [Jefferson Perceptual Survey](#)

1.3

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.

Jefferson Elementary's on-going improvement 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 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 Interventionists. Students in need of additional, more intensive, support in Tier 3, are served by the Title I interventionists, ELL teacher, and/or special education teacher. These students receive targeted intervention aligned to their specific need using evidence based programs or practices. Paraprofessionals are also used to provide support in classrooms. These improvement efforts are further supported through our building SMART Goal. Each grade level and specialist teacher (Title, ELL and SPED) create goals related to this plan using MAP Growth and MAP Fluency Data. The Jefferson Smart Goal states:

We will ensure 80% of our students' needs are met in Tier 1, 15% in Tier 2 and 5% in Tier 3 in the area of reading and math as measured by MAP Growth, NSCAS assessments, and Report Card Data.

Please see attached evidence for a more detailed action plan.

Evidence:

1. [Master Schedule](#), including Title I, SPED, ELL, classroom reading and math intervention blocks, and paraprofessionals' schedule
2. [PLC Schedule](#)
3. [MTSS decision rules example](#)
4. [SAT/ MTSS Flow Chart](#)
5. [Intervention Programs- Overview](#)
6. [Data Analysis Tool for Priority Standards](#)

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. Provide supporting documentation in the corresponding folder.

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 instruction as well as aid our decisions when placing students in an appropriate tier of support (supplemental (Tier 2) and intensive (Tier 3) intervention) according to our MTSS decision rules. Students identified as below grade-level then receive appropriate intervention from ELL, Title Reading, Special Education and

paraprofessionals. Specialists also provided research-based computer programs 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 at the teacher's discretion.

Our building is also implementing PBIS (Positive Behavioral Interventions and Supports) and recognizes the importance of Social and Emotional Learning. Therefore, behavior supports and interventions in this area include "Lunch Bunch" or social skills groups with our school counselor, Class Dojo points for school-wide expectations (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 therapy within the school day, when requested by parents.

Professional Development for all of these topics– MTSS, PBIS, SEL, and best practices for behavior management– are regularly addressed during building PLC time and staff development days throughout the year.

Evidence:

1. [Master Schedule](#), including Title I, SPED, ELL, classroom reading and math intervention blocks, and paraprofessionals' schedule
2. [MTSS decision rules](#)
3. [MTSS Example](#)
4. [PBIS](#)
5. [Core 5 letter for students in Title I Reading](#)

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. Provide supporting documentation in the corresponding folder.

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 strategize 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 PLCs, ELL, Title I Reading, Special Education and Kindergarten teachers received training in LETRS, Volume 1 in the last few years to improve reading instructional practices; currently, several of these specialists are enrolled with Volume 2 training. Additionally, ELL, Title Reading 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, administrators and several interventionists attended training for a new online data management system, Educlimber,

which aims to streamline our MTSS framework. We continue to learn more about MTSS through district led professional development and how all of these pieces fit.

Evidence:

1. [District PLC and Professional Development Schedule](#)
2. [List of additional professional development documentation](#)

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. Provide supporting documentation in the corresponding folder.

During fall parent teacher conferences, Jefferson Elementary parents, teachers and students sign a district-wide School-Parent Compact agreeing to the responsibilities detailed for each participant. The document was created using an example from the Nebraska Department of Education website. The document is shared during the annual Title 1 meeting held at our building where parents are encouraged to offer input on this compact. When changes or suggestions are made, it is communicated to the district central office.

The compact encourages parents, students and teachers to work together to benefit students by providing role clarity and expectations for all. 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.

Evidence: [School-Parent Compact: English & Spanish](#)

4.2

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.

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.

Evidence:

1. [Family Engagement Policy document](#)
2. [Annual Title 1 Parent Meeting Agenda](#)

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. Provide supporting documentation in the corresponding folder.

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. These events include:

- Two Family Nights
 - Pizza with Parents is held in the Fall. Our PTO organizes and provides pizza to families. Teachers organize small, literacy-related activity stations which families complete together. Students receive a free book and a bookmark with suggestions for supporting literacy at home.
 - Family Game Night is held in the Spring. Again, our PTO supports one game portion (Bingo), while Title I and teachers run a Book Walk and activity stations simultaneously. One of the stations included a presentation from a local child psychologist about the importance of sleep for children. All students receive a book and a bookmark with literacy tips for families. This event also coincides with our school Book Fair.
- Open House/ Meet the Teacher Night
- Parent Teacher Conferences
- PTO: The parent-teacher organization meets monthly to brainstorm ideas to support the students. The meetings are advertised and parents or guardians are always invited to attend.

The invitation, advertisement, and all other support materials are all translated into the students' home language in efforts to reduce any language barrier. Families also sign in to all events to document participation.

In general, family-school/ classroom-parent communication is primarily through Class Dojo and/or our Facebook school page.

Evidence:

1. [Family Engagement Policy document](#)
2. [Annual Title I Parent Meeting Agenda](#)
3. **Family Nights documentation (agenda and sign-in sheets)**
 - a. [Pizza With Parents Note Home](#)
 - b. [Game Night Announcement](#)

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>
<p>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:</p> <ol style="list-style-type: none"> 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 principal address 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.

Evidence:

1. [Jefferson Kindergarten Round Up Invitation](#)
2. [District Kindergarten Transition](#)
3. [Jefferson Welcome Letter](#)

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 and the Middle School and our Jefferson counselor. We share reading and math data, and if any 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 effective for all Jefferson students.

Additionally, there is an Information Night at the Middle School in the spring to give the incoming students a chance to walk through the building and meet the Middle School staff. Our hope is to relieve any anxiety the 4th grade students may feel over the summer months concerning this transition.

In the fall, there is an open house at the Middle School to welcome the students to the building. Students meet their teachers and are given the opportunity to walk through their schedules, find their classrooms, and see where their lockers are located.

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 through the following:

1. **Intervention time (“Plus Time”):** Each teacher has a 30-minute intervention block in which classroom, ELL, Title I, or special education teachers, along with paraprofessionals, work together to provide support to students for targeted academic skills (reading or math).

2. **Summer school:** Offered to students entering 1st-4th grades and focuses on sustaining reading and math skills. Students are recommended by the classroom teacher, given reading and math data from the year.
3. **Digital Resources:** Teacher, school, district, and program websites are available for student use outside of the school day. Students are able to visit teacher websites to practice math facts, reading skills, and can also find links to different apps to support their learning. Such program websites like Lexia Core 5 for reading intervention practice and IXL for reading and math, are encouraged within the school day during intervention time as well as at home.

Evidence:

1. [Summer School Matrix Example](#)
2. [Core 5 Parent Letter](#)