# 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*

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|---|---|
| District Name: | Norfolk Public Schools |
| County Dist. No.: | 59-0002-000 |
| School Name: | Norfolk Middle School |
| County District School Number: | 59-0002-014 |
| School Grade span: | 5-6 Grade |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | X Yes ☐ No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | ☐ Yes X No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | X Reading/Language Arts<br>☐ Math<br>☐ Other<br>(Specify) |
| School Principal Name: | Chuck Hughes |
| School Principal Email Address: | chuckhughes@npsne.org |
| School Mailing Address: | 1221 N 1st Street<br>Norfolk, NE 68701 |
| School Phone Number: | 402-644-2569 |
| Additional Authorized Contact Person (Optional): | Keira McCord |
| Email of Additional Contact Person: | keiramccord@npsne.org |
| Superintendent Name: | Dr. Jami Jo Thompson |
| Superintendent Email Address: | jamijothompson@npsne.org |
| Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public. | X Yes ☐ No |

| Names of Planning Team<br>*(include staff, parents & at least one student if Secondary School)* | Titles of those on Planning Team |
|---|---|
| Chuck Hughes | Administrator |
| Renee Rucker | Administrator |
| Keira McCord | Title I |
| Mariah Bloomquist | Guidance Counselor |
| Tamela Korth | Teacher |
| Chad Frerichs | Teacher |
| Joleen Sholes | Parent |

| **School Information**<br>***(As of the last Friday in September)*** | | |
|---|---|---|
| Enrollment: 645 | Average Class Size: 25 | Number of Certified Instruction Staff: 46 |
| Race and Ethnicity Percentages | | |
| White: 62% | Hispanic: 27% | Asian: 1% |
| Black/African American: 1% | American Indian/Alaskan Native: 2% | |
| Native Hawaiian or Other Pacific Islander: 0% | Two or More Races: 7% | |
| Other Demographics Percentages | | |
| Poverty: 51% | English Learner: 2% | Mobility: 6% |

| Assessments used in the Comprehensive Needs Assessment<br>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
|---|---|
| NSCAS | Fountas & Pinnell Benchmark Assessment |
| MAP Growth | MAP Fluency |

## *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

| **1.1** | *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.* |
|---|---|
| The Multi-Tiered Systems of Support (MTSS) model is used throughout the Norfolk Public Schools District. MTSS is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. Students receive whole group instruction, but also receive intervention based on their needs. | |

The MTSS team, consisting of teachers, counselors and administration, meet to discuss teacher concerns and interventions are put in place. After that meeting, parents/guardians may be brought in for a SAT if needed.

The Student Assistance Team (SAT) will meet again, but with the parents/guardians involved. Together, they decide how to move forward. That team meets monthly to discuss strategies and plan instruction that is successful with students, and core instruction and/or intervention that need modifications in order to provide continued support throughout the MTSS process.

If there is a student concern, there is a referral procedure in place for teachers to request additional assistance for that child. That is when a student can be benchmarked using the Fountas & Pinnell Benchmarking system which is administered by the Title teacher. If the student is considered below grade level, or at risk of not meeting the state standards, that student will receive additional assistance by being enrolled in the Encore Reading program, which is taught by the Title I Reading Interventionist.

Documentation:

1) Encore Reading (Title) Referral Form
2) SAT Referral Form

| **1.2** | *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.* |
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A parent survey was distributed over the course of three days at the Spring Parent/Teacher conferences. Teachers work diligently to schedule conferences and try to have a 100% attendance rate. Every attending parent had the opportunity to complete the survey. Parents were able to answer questions and give feedback about the education their child is receiving. The survey was available in English and Spanish on a device at the front door, as well as paper copies. Included is a copy of the survey, along with the results we compiled.

Typically, the PTO gathers monthly to discuss the needs of the school. Everyone is welcome to attend the meetings. Due to COVID, no one is meeting in person this year.

Documentation:

1) NMS Parent Survey
2) NMS Parent Survey Responses

| **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.* |
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Norfolk Middle School's ongoing improvement efforts to support our continuous school improvement plan include our collaboration in the PLC process, MTSS model and district designed instructional model. This is evidenced through our weekly building or district level PLC meetings, SAT meetings, use of Instructional Coaches and visits with the Technology Coordinators, and Google Classroom NPS Instructional Model participation. These improvement efforts are further supported through the building SMART goal which is to meet or exceed student growth on Reading and Math MAPs. This will be achieved by focusing on our priority standards and implementing interventions during the students' Extended Learning Opportunity (ELO). This will be done through differentiation of instruction and a focus on interventions in reading and math. Teachers will be able to help students succeed based on

their current ability levels. The assessments will be analyzed once they're processed to see if the goal has been met.

Documentation:
1) NMS Building Goals

## 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.* |
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The Norfolk Middle School is focused on providing the learning time that students need. There is an Achievement Center that is open to all students, all day, and before or after school. There, teachers or paraprofessionals can help students with work or students can just have a quiet place to work on their own. The Achievement Center is open from 7:30 to 4:00, meaning there is time before and after school for assistance. Along with that, there are areas throughout the building for students to work in small groups or alone, if that is beneficial to the student.

The Middle School has an Extended Learning Opportunity (ELO) for every student, every day. Teachers work with students to review past skills and get caught up. This is also an opportunity for retesting if abilities have improved. Students can also be pulled for small group reading intervention during this time.

The guidance counselors assist students with social and emotional issues and also meet with students who are failing one or more core subject. They do biweekly grade checks, set goals and develop a plan for improvement. The counselors organize social skill and friendship groups to help students develop skills in those areas.

Usually fifth grade students have the opportunity to visit Northeast Community College and learn career and educational training that is available. This will likely change this year due to COVID. In sixth grade, students learn about personality types and begin to match careers to their personality types. In guidance class, students are able to research a career and implement it into a reality scenario. These opportunities expose students to the steps that will lead them to a successful future.

Documentation:
1) Achievement Center Information

## 3. Qualifications of instructional paraprofessionals

| 3.1 | *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.* |
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Para Educators hired in Title I buildings at Norfolk Public Schools are required to have forty-eight college credit hours, an associate degree or take and pass an online class and assessment in paraprofessional training. This training is free to them and paid for by the district. In addition, NPS paras are trained in house according to the special needs of the buildings or the district needs. Special training includes, but is not limited to, safety, health

and wellness, educational interventions and technology. The NMS principals meet monthly with the paraprofessionals to ensure that everyone is working towards the same goal.

All paraprofessional documentation is held at our Central Office in the HR department.

Documentation:
1) Classified Staff Meeting Schedule

## 4. High quality and ongoing professional development

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| **4.1** | *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.* |

Included is a list of professional training for the 2020-2021 school year. Both certified staff and paraprofessionals receive ongoing training in reading strategies. There is also district-wide professional development on target based grading, proficiency scales, priority standards, learning targets, depth of knowledge and MTSS.

During the early dismissal each Wednesday, many Middle School PLCs are used for data analysis and intervention discussions. Grade level meetings have been utilized to prioritize the Nebraska State Standards with a move towards target-based grading and learning. A list of our PLC topics is included in this section.

Every quarter intervention data is looked at by our Intervention Specialist and classroom teachers to make adjustments to student groups as needed.

Documentation:
1) Ongoing Professional Training Schedule
2) NPS PLC Schedule

## 5. Strategies to increase parental and family engagement

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| **5.1** | *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.* |

Students, parents and staff signed a compact during the fall Parent/Teacher conferences. The compacts are kept on file and can be reviewed if a situation arises where one of the parties is not upholding their commitment to the compact. Compacts and the importance of each party fulfilling their role and responsibility are discussed. Compacts encourage parents, students, and teachers to work together to benefit students. If requested, copies of the compact can be sent home for parents to review and refer to, should the need arise.

The Middle School asks parents to be a part of developing the compacts during the Annual Parent Meeting. Parents have not recommended changing anything on the compacts, but they will continue to be discussed at the annual meetings each year. If changes are offered at the meeting, the suggestions will be shared with the Central Office and the Board of Education to consider.

Documentation:
1) School-Parent Compact in English & Spanish

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| **5.2** | *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 asked to be part of developing the Norfolk Middle School Title I Parent and Family Engagement Policy. During the annual parent meeting, parents have not amended the policy, but a discussion of the components will take place at the annual meetings each year. If changes are offered at our meeting, the suggestions will be shared with Central Office to consider.

The Norfolk Public Schools Title I Parental and Family Engagement Policy is posted in the NPS policies as Article 6 of Policy No. 6410. The most recent review took place on August 12, 2019. The policy is taken through the review process annually. Prior dates of reaffirmation and/or revision are listed at the bottom of the policy.

Documentation:

1) NPS Title I Parent and Family Engagement Policy

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| **5.3** | *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.* |

Typically the Title I parent meetings correlate with the Fall conferences and Spring Dad's Night Out event. This makes the events available for four different days, over multiple periods of time. The event is advertised in the monthly newsletter and fliers are posted. This large gathering approach will need to be changed to fit COVID guidelines. Information will be sent home to parents.

During past meetings, NDE requirements were followed. Attendees were given at home reading tips. Information was presented on good ways to keep children interested in reading. Parents were provided with ideas that could incorporate more reading at home. Many wonderful discussions took place.

Documentation:

1) Literacy Event Flier
2) Literacy Event Sign In Sheet
3) Home Reading Tips Handouts
4) Agenda for Annual Title I Meeting

## 6. Transition Plan

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| **6.1** | *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). Provide supporting documentation in the corresponding folder.* |

There is a transition plan in place for the fourth graders as they enter our middle school. Toward the end of the year there is an assigned day and time for each of the elementaries to come to an open house. Students get to meet the fifth grade teachers, tour the building and ask questions. In August, there are set times for students to pick up their schedule. This gives students another opportunity to familiarize themselves with the building. An all school open house is held at the beginning of the school year. Students and parents are able to meet the teachers, see their classrooms, and find their lockers.

Due to COVID, students were not able to attend the typical open house. Instead, they were able to get familiar with the building during their schedule pickup. There was also a staggered start to the year.

Documentation:
1) NMS Open House Flyer in English
2) NMS Open House Flyer in Spanish

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| **6.2** | *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). Provide supporting documentation in the corresponding folder.* |

The Middle School allows for a lot of transition within the building. Fifth grade operates very similarly to how the NPS elementaries operate. Students have a homeroom, scheduled parent/teacher conferences and minimal classroom switches. The sixth grade operates much like the Junior High, with classroom switches every period. That alone provides a lot of assistance in the transition process.

In March, sixth graders register for their seventh grade classes. The Junior High principal and guidance counselor come to meet with the students and answer any questions they may have. There is another event at the Junior High where students and parents are encouraged to attend and learn about the classes and activities offered at Norfolk Junior High School. This is a great opportunity to ask questions, make class decisions, and meet some staff. The presentation is given in Spanish at the same time in a classroom near the auditorium.

At the beginning of the year, there is usually an Open House for students to meet their teachers, see their classrooms, and find their lockers. This year, due to COVID, students and families were able to get familiar with the building when they picked up their schedules.

Documentation:
1) Registration Newsletter

## 7. Strategies to address areas of need

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| **7.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.* |

Two of the opportunities that provide quality learning time within the instructional day are ELO (Extended Learning Opportunity) and the time that students are allowed to visit the AC (Achievement Center). Please refer back to section 2.1 for more information on these two programs.

The Middle School has many opportunities for students to get help during the day, but there are many opportunities for assistance outside of the school day. The Middle School has an afterschool program called Aftershock. Students join clubs that interest them. Aftershock is a great way for students to explore topics that are interesting to them, and that they might not have exposure to otherwise. This program runs daily and also throughout the summer. There are many other programs that are available to students, but Aftershock is very popular

with both students and parents. They also reserve the time from 5:15-6:00 for helping students with homework.

Outside of the school year, the Middle School offers a summer school enrichment program. Students who are behind, or at risk of falling behind, could qualify for this program and receive the additional help.

Documentation:

1) Aftershock Information

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

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| **8.1** | *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.* |
| Title I Federal funding at Norfolk Public Schools is distributed equitably among participating schools. Almost 100% of the funds are used to pay the salaries and benefits for Title I teachers and paraeducators and parent engagement activities. When there is a shortfall of funding, the district general fund budget supports for the needs of the program. | |